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ZAVRŠNI RAD

Strategije podučavanja engleskog jezika koje potiču inkluzivno učenje: podrška mlađim učenicima s Down sindromom

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FINAL PAPER

English Language Teaching Strategies which Contribute to Inclusive Learning: Supporting Young Learners with Down Syndrome

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Sažetak

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Sredinom 20. vijeka počelo se težiti ukidanju dualizma u vidu redovnih i specijalnih škola, čime je postavljen temelj procesu integracije, odnosno inkluzije djece s teškoćama u razvoju u redovne škole.

Koncept inkluzivnog obrazovanja stavlja nastavnike pred nove zadatke. Rastući interes za učenje engleskog jezika kao drugog ili stranog jezika, kao i činjenica da engleski jezik ima važnu ulogu u obrazovanju i društvu, povećao je potrebu da se istraživanja ove oblasti prošire na i na druge discipline. U ovom pogledu, istraživanje iz oblasti specijalnog obrazovanja i engleskog jezika u posljednjim decenijama doživljava procvat. Ipak, potrebna su dalja, obimnija istraživanja, naročito kada je riječ o inkluzivnom obrazovanju u Bosni i Hercegovini. U Bosni i Herzegovini učitelji i nastavnici smatraju se ključnom okosnicom inkluzivnog obrazovanja, te su istraživanja njihovih iskustava o odvijanju nastavnog procesa od iznimnog značaja.

Ne zna se puno o tome na koji način nastavnici engleskog jezika u Bosni i Hercegovini uključuju mlađe učenike s Down sindromom u nastavu, koje strategije koriste i uz koji vid podrške. Literatura ne pruža dovoljno informacija o praktičnim aktivnostima, poput igara ili dramskih aktivnosti koje se mogu uspješno koristiti u podučavanju engleskog jezika kao stranog jezika u inkluzivnim učionicama redovnih škola.

Cilj ovog istraživanja je definisati i opisati koje metode i strategije u podučavanju su učinkovite za usvajanje engleskog jezika kao stranog jezika u radu sa mlađim učenicima s Down sindromom u inkluzivnim učionicama.

Abstract

English Language Teaching Strategies which Contribute to Inclusive Learning: Supporting Young Learners with Down Syndrome

The growing interest in learning English as a second or foreign language has increased the need to extend its reach to other disciplines, as the English language plays an important role in society and education. In this regard, research in special education and English has flourished in recent decades. Despite the amount of research on special education, further research is needed, especially regarding inclusive education in Bosnia and Herzegovina. In Bosnia and Herzegovina, teachers are highly regarded as crucial for the effectiveness of inclusive education, but not many studies are available about teachers' experiences.

Very little is known about how teachers in Bosnia and Herzegovina include a young student with Down syndrome in their classroom, which strategies they use, and whether they get any support. There are not enough references or practical activities in the literature that recommend the use of teaching activities, such as role-play or games. Regarding classroom practice, some studies and theories have focused on young learners with Down syndrome's first language methodologies, according to which visual learning approach, motivating activities, and repetition are the most effective teaching and learning strategies.

The paper aims to research teachers' experience, perceptions, and practice when working with young learners with Down syndrome and provide information about different foreign language learning approaches that can be successfully employed in inclusive classrooms. The findings of the study suggest a variety of approaches that can be successfully used in teaching English as a foreign language to young learners with Down syndrome.

Keywords – teaching strategies, young learners with Down syndrome, teachers, English language, English as a foreign language, professional development

Contents

Definitions and abbreviations

Down syndrome / DS — Down syndrome is a chromosomal disorder that results in the presence of an additional third chromosome. It is the most frequent genetic cause of mild to moderate intellectual and developmental disabilities. The correct terminology is Down syndrome with no apostrophe 's' after Down and a small 's' for the syndrome. In this paper, the abbreviation DS stands for Down syndrome.[1]

Teaching approach — In this paper the teaching approach is referred to as encompassing a teacher's pedagogy or teaching practices, and their knowledge and beliefs that impact their practices.

General education classrooms/mainstream / typical classroom— A general education classroom is defined as a classroom in a mainstream school that is not specific to children with disabilities.

Special educational needs / SEN – The term SEN covers a variety of special educational needs, including behavioral, emotional, and social difficulties - speech, language, and communication, hearing impairment, visual impairment, multi-sensory impairment, and physical disability.

Young learners – elementary school students, average age 8 - 10

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[1] https://www.dsaneo.org/families/about-down-syndrome/proper-language/

INTRODUCTION

Social inclusion is the foundation of a healthy and functional society. If school is the reflection of a society, then inclusion is an important foundation for building a society that is a society for all. In the past ten to fifteen years, the situation in mainstream education changed for children with special educational needs, including students with Down syndrome. Not so long ago, those students were educated in special schools or were entirely excluded from the educational system, and today, they mostly attend mainstream schools. DeWitt points out: *"Special education has come a long way since the legislation was enacted in the 1970s, but it's still a long way to go."* [2]

Previous studies in the aforementioned fields have set up a strong framework for the further research conducted in this study. The emphasis here would be on the English language teaching approaches, techniques, and strategies that contribute to inclusive learning, with particular regard to young learners with Down syndrome. One of the aims of this paper is to examine English teachers' attitudes toward inclusion and identify the problems of inclusive education, primarily in the context of teaching English as a foreign language. The purpose of this paper is to provide English language teaching strategies and practical activities to encourage and motivate teachers to give their students the best possible education. Thus, this paper examines:

- English language teaching strategies, techniques and approaches that contribute to inclusive learning.
- Young learners with Down syndrome in the context of learning English as a foreign language
- English teachers' attitudes toward inclusion.

In addition to the introduction and conclusion, the paper consists of five chapters. The first chapter describes the term inclusion and the legal framework for inclusive education in Bosnia and Herzegovina. The second chapter describes and explains Down syndrome and the most common challenges that English teachers face while teaching young learners with Down syndrome. The third chapter identifies several innovative approaches used in teaching English

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[2] DeWitt, P. (2012). Special Education: A Delicate Balance Between Educating & Enabling. - http://blogs.edweek.org/edweek/finding_common_ground/2012/12/special_education_a_delicate_balance_ between_educating_enabling.html

language as a foreign language. The fourth chapter contains the research problem and the discussion, the methodology used in this study. The chapter about methodology offers a description of classroom observations and a questionnaire applied to English teachers, which are used to define the problems and concerns that English teachers have with teaching young students with Down syndrome.

The final chapter presents the findings of the research and suggests English language teaching strategies that contribute to inclusive learning by providing support for young learners with Down syndrome. It provides theoretical and practical examples of how to develop and increase motivation in learners with Down syndrome, as well as which strategies are the most successful and efficient in inclusive classrooms.

The author of this study strongly believes that students with Down syndrome can successfully learn English as a foreign language if, and only if, their needs are considered in the creation of the lesson. The young girl with Down syndrome, who inspired this paper, wanted to learn English to be able to communicate with other competitors during sports competitions she participated in outside of Bosnia and Herzegovina. One section of this paper paid special attention to motivation and suggestions on how to successfully motivate young learners with Down syndrome to learn English language. This paper aims to show that students with Down syndrome can successfully learn the English language using appropriate strategies. This research identifies and describes those strategies and contributes to enriching knowledge about social inclusion, as well as inclusion in teaching. The research results can be practically used to inform English teachers about effective strategies for teaching English as a foreign language to younger students with Down syndrome.

CHAPTER 1. INCLUSIVE EDUCATION

Inclusive education is a term that stands for the process of including people with disabilities in the mainstream education system. At the same time, inclusive education is seen as an essential element of a society ready to welcome a wide diversity of different abilities and gifts. An inclusive school system might be described as the most effective tool for developing necessary skills and building solidarity and understanding among young people with disability and their peers.

1.1. Definition of inclusion

Definition of inclusion according to Cambridge Dictionary:

the idea that everyone should be able to use the same facilities, take part in the same activities, and enjoy the same experiences, including people who have a disability or other disadvantage:

e.g.   The school has a strong culture of inclusion of students with special needs.[3]

There is no universally accepted definition of inclusion. However, UNICEF defines inclusive education according to the widely accepted definition proposed by UNESCO:

"a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures, and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the state to educate all children."[4]

1.1.2. Inclusive education: education for all

The reform of the education system depends, above all, upon the convictions and attitudes of the individuals. It is a sensitive matter which highly depends on public attitudes. There are still

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[3] https://dictionary.cambridge.org/dictionary/english/inclusion
[4] UNESCO (2005) Guidelines for Inclusion: ensuring access to education for all, Paris.

people who do not agree with inclusion, even though the right to education for all has been included in several international documents. One of the most important documents is the aforementioned UN Convention on the Rights of People with Disabilities.

The changes in understanding and attitudes to inclusion itself have gone through an evolution, and this is reflected by the terminology. An important shift has happened from integration, which cannot be considered a final vision of education for all to inclusion, which is about changing awareness and organization of school systems and environments, focusing on the diversity of learning needs and capabilities.[5]

In Teaching Languages to Students with Specific Learning Differences, Kormos and Smith provide three essential keys for successful L2 acquisition: ''*First of all, learners need a supportive classroom environment in which the teaching and assessment methods are adapted to their needs. Second, students themselves must be aware that they can only overcome their difficulties if they invest sufficient energy and effort into the process of language learning. Third, the notion of success might need to be reconsidered in the case of learners with an SpLD, and realistic educational objectives in language learning have to be established for these students.*''[6]

1.2. Legal framework for inclusive education

Bosnia and Herzegovina has a very complex political structure. The country consists of two entities, the Federation of Bosnia and Herzegovina, the Republic of Srpska, and the Brcko District. The Federation of Bosnia and Herzegovina consists of 10 Cantons, while the Republic of Srpska is centralized. In total Bosnia and Herzegovina has 13 Ministries of Education, but there is no Ministry of Education at the state level. The legislature, which regards inclusive education as positive and affirmative, leaves parents with a choice of whether their child will attend mainstream or special school. The country ratified the Convention on the Right of Persons with Disabilities and its Optional Protocol on March 12th, 2010. The Convention entered into force on April 11th, 2010.[7]

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[5] https://www.inclusion-europe.eu/wp-content/uploads/2019/01/Best-Practice-Education_EN-FINALWEB.pdf

[6] Kormos, J & Smith, AM 2023, *Teaching languages to students with specific learning differences*. 2nd edn, Channel View Publications, Bristol.

[7] https://www.ohchr.org/en/press-releases

According to the International Guidelines for the education of learners with Down syndrome inclusive education means that all students attend and are welcomed in their local educational setting and are supported to learn, contribute, and participate in all aspects of that context. Inclusive schooling means all are welcomed by their neighborhood schools and taught in age-appropriate, regular classes engaging in all aspects of the student life of the school, and all receive support appropriate to their needs.[8]

A recent UNESCO International Forum on Inclusion and Equity in Education defined Inclusion as a transformative process that ensures full participation and access to quality learning opportunities for all children, young people, and adults, respecting and valuing diversity, and eliminating all forms of discrimination in and through education. The term inclusion represents a commitment to making preschools, schools, and other education settings places in which everyone is valued and belongs, and diversity is seen as enriching.[9]

The first time the concept of inclusive education was recognized and included in a state-level education policy was in November 2002, in a document entitled "Education Reform Strategy: Five Pledges on Education (A message to people of BiH)". This document became the basis for developing policies, laws, and regulations in the field of education.

The process of inclusive education in BiH began to be implemented in 2004 after the Framework Law on Primary and Secondary Education was adopted, which stipulates that children and young people with special educational needs receive education in mainstream schools according to programs tailored to their individual needs. All education reform strategies, laws, and policies promote the principles of equal access, acceptance, official recognition, non-discrimination, and the absence of segregation in education.[10]

Although mandated, the quality and availability standards set out in the strategy are not systematically implemented. Years after the introduction of inclusive education, it is still evident that there is a large gap between legislation and actual practice in schools and pre-schools.[11] According to the 2020 National Human Development Report: Social Inclusion in Bosnia and

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[8] Faragher, R., Robertson, P., & Bird, G. (2020). International guidelines for the education of learners with Down syndrome. Teddington, UK: DSi
[9] Ibid
[10] https://aposo.gov.ba/sadrzaj/uploads/Framework-Law.pdf
[11] http://www.skolegijum.ba/static/files/biblioteka/pdf/5460fd4f1b800_07InkluzivnoobrazovanjeuBiH.pdf

Herzegovina, *children with disabilities are included in mainstream education although most schools are not ready to accept them because they lack the required infrastructure. Teachers are not trained sufficiently in the use of adequate learning methods for working with children with disabilities and in general, are unable to provide them with the necessary individual support they need. There is a lack of school assistants to support both children and teachers.*[12]

1.2.1. Advantages and disadvantages of inclusion

Inclusion has many advantages, both social and academic. Several different studies describe inclusion as the most efficient education strategy. They argue that children with disabilities or special education needs have the right to be educated in the same classroom as typically developing children so that they obtain academic and social benefits. Waldron and McLeskey, in 1998, compared students with disabilities in the regular education classroom with disabled students from the special education center. The reading level of the students from the inclusive classroom suggested that students with disabilities who were educated with typically developing peers exhibited better results than students in the special education center. The conclusion of that and other similar studies is that children with disabilities perform better academically in inclusive settings.[13]

Academic benefits are not the only benefits of inclusion for children with disabilities. By staying in the regular classroom, students with disabilities have more opportunities to socialize with typically developing children. Disabled students make more friends in the regular education setting and interact with their student peers at a much higher level.[14]

The social benefits of inclusion are not limited to children with disabilities. Cooke and Heron in 1982 conducted a case study that examined the effects of a peer-tutoring program on reading skills and social interactions within classrooms that included students with special education needs. Results revealed that peer tutoring improved reading fluency and comprehension

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[12] Commission Staff Working Document. Analytical Report. Accompanying the document Communication from the Commission to the European Parliament and the Council. Commission Opinion on Bosnia and Herzegovina's application for membership of the EU. Brussels, 29.5.2019 SWD (2019) 222 final.

[13] Waldron L..N., McLeskey (1998) The Effects of an Inclusive School Program on Students with Mild and Severe Learning Disabilities

[14] Fryxell, D., & Kennedy, C. H. (1995). Placement along the Continuum of Services and Its Impact on Students' Social Relationships. Journal of the Association for Persons with Severe Handicaps, 20, 259-269.

was improved for students with and without disabilities. The social interactions between students with autism and typical peers increased as well.[15] Meanwhile, in inclusive settings, children without disabilities can be fostered to understand individual differences and to build friendships with children with disabilities.[16] Inclusive education can promote students' growth of self-concept, social cognition, and the development of ethical and moral principles.[17] However, despite the significant number of benefits inclusion has been a controversial topic. For example, Slavin[18] argues that the special needs and goals of disabled students can be lost in mainstream classrooms, where teachers often lack appropriate resources. Opponents of inclusive education favor special education classrooms, claiming that students with disabilities may be socially isolated, unpopular, or rejected and that disabled students often require one–on–one time or monopolize teacher's time in a mainstream classroom.

➢ Chapter Summary

The purpose of this chapter was to give a literature and research review of the term inclusion and legal framework for inclusive education. Even though, when it comes to inclusive education the legal regulations are quite clear, there is still a big gap between law and actual practice. The latter part of the chapter covered the potential advantages and disadvantages of inclusive education.

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[15] Cooke, N & Heron, Timothy & Heward, William & Test, David. (1982). Integrating a Down's syndrome child in a classwide peer tutoring system: A case report. Mental retardation. 20. 22-5.
[16] Salend S.J., Duhaney L.M., (1999), The Impact of Inclusion on Students With and Without Disabilities and Their Educators
[17] Staub D., Peck C., (1995) What Are The Outcomes for Nondisabled Students
[18] Slavin, R.E. (1997) Research on Cooperative Learning and Achievement. What We Know, What We Need to Know. Contemporary Educational Psychology, 21, 123-134.

CHAPTER 2. DOWN SYNDROME IN THE CONTEXT OF LANGUAGE ACQUISITION

Down syndrome gets its name after Dr. John Langdon Down, who in 1866 first isolated and described special anomalies in a group of children and adults he was observing. His description was mainly concerned with their mental delay and facial traits, which he compared to the Mongol population. Down syndrome is a condition in which a person has an extra chromosome. Typically, a baby is born with 46 chromosomes. Persons with Down syndrome have an extra copy of one of these chromosomes, chromosome 21. A medical term for having an extra copy of a chromosome is 'trisomy.' Down syndrome is also referred to as Trisomy 21. This extra copy changes how the baby's body and brain develop, which can cause both mental and physical challenges. Children with Down syndrome usually have an IQ in the mildly-to-moderately low range and often speak slower than their peers.[19]

As mentioned above, Down syndrome is a condition, so it should not be regarded as a disease. Therefore, people do not suffer from Down syndrome but have Down syndrome.

Down syndrome is recognized as the most frequent genetic cause of intellectual disability, and students with Down syndrome are increasingly being educated in mainstream schools. In all elementary schools in Bosnia and Herzegovina, young students with Down syndrome learn English language as a foreign language. Since students with Down syndrome are the most numerous students with intellectual disability in Bosnian schools, all teachers should be able to recognize the condition and be familiar with the main features. When familiar with the advantages and disadvantages of the condition it is much easier to determine what English learning strategies and techniques to use in the classroom.

2.1. Down syndrome: Trisomy 21

The most common genetic disorder found in people is Down syndrome. An extra copy of chromosome 21 causes this condition, that is, individuals with DS have 47 chromosomes instead of the 46 presented in any human body. Its precise cause is a biological error during meiosis, which is the mechanism of division of a cell into two new cells with new chromosomes: the genetic material of the new zygote is the result of a process called crossing-over when the original two chromosomes redouble and exchange their genetic components. The error at the base of the

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[19] https://www.cdc.gov/ncbddd/birthdefects/downsyndrome.html

syndrome has been identified in a non-disjunction of chromosome 21, whose incidence has been proved to increase with the older age of the mother. Within this condition, there are three different categories of Down syndrome: Trisomy 21, which is the most common cause of Down syndrome (95% of cases), Translocation (4%), and Mosaicism (only 1% of cases).

2.1.1. Physical signs of Down syndrome and learning potentiality

Due to that one extra chromosome, people with Down syndrome have some distinctive physical traits. A person with Down syndrome often has a flat face with an upward slant to the eyes, a short neck, abnormally shaped ears, a protruding tongue, a small head, a deep crease in the palm with relatively short fingers, white spots in the iris of the eye, poor muscle tone, loose ligaments, small hands, and feet.[20] According to National Down Syndrom Society data, there is a variety of health conditions often found in children with Down Syndrome which include: congenital heart disease, hearing problems, eye problems such as cataracts, thyroid dysfunction, skeletal problems, dementia, and weak immune system, and speech impairment (delay).[21] It is important to remember that the way an individual who has Down syndrome speaks is not a reflection of their intellectual ability. Even though children with Down syndrome might act and look similar, it is significant to keep in mind that each of them has different abilities when it comes to learning a language or learning in general. Children with Down syndrome might have a higher rate of hypothyroidism, which can cause sluggishness and weight gain. It is important for a teacher who works with a child with Down syndrome to be aware of thyroid problems that can cause unwanted behavior in the classroom. Forty to forty-five percent of children with Down syndrome have congenital heart disease. Many of these children will have to undergo cardiac surgery and can participate in classroom activities without restrictions.

As far as linguistic abilities are concerned, if, on one hand, they have turned out to be the most deficient by comparison with social or motor abilities, there is evidence that the processes underneath their development are affected by a delay. However, the succession of the same processes remains unaltered by comparison to typically developing children.

Specifically, verbal comprehension is coherent with their mental age at least in their first five years, while production seems to present more problems: its first phase follows the same pace

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[20] Van robays J. John Langdon Down (1828 - 1896). Facts Views Vis Obgyn. 2016;8(2):131-136
[21] https://www.ndss.org/about-down-syndrome/down-syndrome-facts/

as the other children, so they start pronouncing the first words at the same mental age of typically developing students, while lexical production undergoes a delay by comparison with their ability to understand. It seems in fact, that one of the consequences of their cognitive delay is that the period between comprehension and production is longer than usual.[22]

2.2. Down syndrome and learning language(s)

Language acquisition represents the unconscious externalization of meaning rather than language form. On the other hand, language learning is described as a conscious process that occurs when the learner aims to learn about the language rather than understand messages conveyed through the language.[23] Very small children, toddlers with Down syndrome learn the meanings of words in the same way and pace as other children. However, when it comes to learning new words and expanding vocabulary, it happens slower when compared to their peers. Preschool children with Down syndrome do not expand their vocabulary as fast as they should concerning their mental-age progress. In childhood, specific deficits in verbal short-term memory become apparent. Most children with Down syndrome show specific productive delays, first in being able to say single words and then in being able to produce sequences of words. Their comprehension of vocabulary, grammar, and syntax is usually greater than their productive skill suggests. Most young learners will have difficulty speaking clearly, showing both phonological and articulatory difficulties.[24]

2.2.1. Language learning challenges

Wallace, Cohen, and Polloway in Language Arts described the challenges that young students with Down syndrome face when they start to learn a foreign language.[25] According to them, phonologically, children with Down syndrome have difficulties pronouncing sounds due to their speech disorder which is enlarged tongue and jaw deformities that affect sound production. Early intervention of speech specialists leads to a better language acquisition process. First, they need to have speech therapy that helps in producing the vocal cords and getting the vibration

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[22] Ibid

[23] Lightbrown P., Spada N. (2013). How languages are learned: Oxford handbooks for English teachers

[24] Buckley, S. (1993). Language development in children with Down syndrome – Reasons for optimism. Down syndrome research and practice, 1.

[25] Wallace G., Cohen S., Polloway E., (1989), Language Arts: Teaching exceptional students

right. Then, they start producing sounds via the place of articulation. Finally, the manner of articulation can be acquired successfully for speech development.[26]

Morphologically, DS children have problems with the structure and may be unable to follow the conversation. They face difficulties finding the correct formulation of words and sentences. DS children find it hard to add morphemes to words or use auxiliaries with nouns, for example, when they want to pluralize a word by adding the suffix S to it, such as (apple) and (apples) according to the S rule, they add it to all the nouns as (childrens) or (womens). Also, while adding the articles to the nouns, for example (A) and (An), they may add (A) to a word like (Umbrella) without noticing the vowel (U).[27]

Syntactically, the problem is maximized because of a complex sentence. Children with DS at the early stages of learning grammar, building short utterances then practicing and learning new vocabulary, start to create simple sentences. In the early stages of learning syntax for children with DS, it will be difficult to build complex sentences using a subordinate clause. For example, a child with DS would say "She believe fairy tales" instead of saying "When she was younger, she believed in fairy tales". [28]

The writing process can also be challenging for children with Down syndrome. It is hard for them to start correctly holding the pencil, and once they do, they sometimes press heavily on the pencil while their finger is too close to the pencil and their fingers are too far from the writing point with incorrect paper positioning.[29]

The most serious problem of learners with Down syndrome is proved to be memory and particularly short-term memory, defined as the means by which we can retain for a short period any information, image, sound, and stimulus from outside that reaches our mind through several codes of the sensorial memory. It is important to understand which are the specific processes at the base of memory deficit, to realize that not remembering does not necessarily mean not knowing.

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[26] Ibid, 101-103
[27] Ibid ,104-105
[28] Ibid, 107
[29] Ibid, 225-305

2.2.2. Down syndrome and bilingualism

Several studies indicate that children with Down syndrome can successfully become bilingual. Research in the field of learning English as a second language or bilingualism in Down Syndrome students has been limited, and Feltmate and Bird, in their work, found a possible explanation. They claim that learning a second or foreign language might be neglected due to the difficulties that students with Down syndrome experience in learning their first language. At the same time, Feltmate and Bird argue that there are many benefits in learning a second or foreign language, such as an increase in self-esteem, socialization, etc.[30]

It can be concluded that there is no evidence learning a second language, in this case, English language as a foreign language, has any negative effects on the development of the first language. However, children with Down syndrome have difficulties learning grammar in both languages. Therefore, with adequate input, teaching techniques, and methodology, learners with Down syndrome could experience a positive result in learning a second language.

> ### ➢ Chapter Summary:

This chapter offers information about Down syndrome. The first paragraphs explain Trisomy 21, physical features, and learning potentials in the context of learning a foreign language. Also, the latter paragraph provides examples of several studies that confirm that children with Down syndrome can be bilingual. The general conclusion of this chapter is that there are no obstacles for students with Down syndrome to learn English language as a foreign language. The next chapters will provide practical suggestions and ideas on how to teach the English language to young learners with down syndrome, but to teach successfully teachers must be familiar with the advantages and disadvantages of their students.

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[30] Feltmate, K., & Bird, E. K. R. (2008). Language learning in four bilingual children with Down Syndrome: a detailed analysis of vocabulary and morphosyntax. Vol 32, 7.

CHAPTER 3. INNOVATIVE ACTIVITIES USED IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

The essence of learning any subject is strategies that teachers use in class. Every lesson should be carefully planned, the methodology that is used in the classroom should be appropriate for all pupils, and the teaching materials should be creative and interesting. English lessons should be interactive, with many activities such as singing, dancing, acting, and playing. The atmosphere in the classroom should be relaxed, pleasant, and comfortable.[31]

A learner-centered approach is a valuable resource for teachers and students. Consequently, a shift to a more learner-centered approach, that focuses on effective learning strategies and teaching techniques, would help create an environment that encourages and supports lifelong learning for all students. Its main objective is to provide learners with several ways to demonstrate their knowledge about the targeted content. This approach provides numerous opportunities for learners to engage in any classroom activity making it more dynamic and cooperative. A learner-centered approach is the opposite of teacher-centered approach and includes: techniques that focus on or around learners' needs, styles, and goals; techniques that give some control to the student (for example group work or strategy training) and techniques that allow for student creativity and innovation. Also, a collaborative approach is essential for supporting all pupils. The ability of teachers to collaborate and communicate with parents, other teachers, and school professionals.

This chapter will list and explain several innovative activities that can be used in both mainstream and inclusive classrooms.

3.1. Multi-Sensory Techniques in the English Language Learning Process

It is a well-known fact that human beings learn best if all the senses are used. This approach includes the use of concrete apparatus and visuals; for example, babies learn by putting things in their mouths and that creates a space for multi-sensory learning. In Teaching Languages to Students with Specific Learning Differences, Kormos and Smith emphasize multi-sensory structured learning or MSL approach that teaches elements of the L2 through the activation of

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[31] Shipton, I., Mackenzie, A. S., Shipton, J., & Council, B. (2006).T*he Child as a Learner*

auditory, visual, tactile and kinaesthetic pathways. Kormos and Smith claim that ''*when learning a new language students repeat the word several times after the teacher (auditory channel), draw a picture to facilitate memorization (visual channel) and act it out (kinaesthetic channel)''.*[32]

For example - air writing or sky writing is a multi-sensory activity that reinforces the sound each letter makes through "muscle memory." It can also help reinforce commonly confused letter forms like b and d. Students use two fingers as a pointer, keeping elbows and wrists straight, to write letters in the air. They say the sound each letter makes as they write it.

3.2. Playing games

Children of all ages, especially younger students enjoy playing different types of games. They enjoy games, role play, singing, dancing, and moving around in general. Many different games can be used to teach English to young learners. The ''Simon says...'' game is one of the most popular games. With simple rules, the goals and objectives of this activity are for students to enhance listening and understanding skills and to acquire new vocabulary; for example: One player or teacher is Simon and the lesson is verbs of movement. Other players follow Simon's commands. Thus, if a player who is Simon says: Simon says: Jump, everybody jumps. However, if the player, who is Simon does not say 'Simon says...' before giving the command, those who followed the command are out of the game. Besides 'Simon says', which is the most popular, there is a wide variety of other games that can be used with young learners in teaching the English language. There are activities such as: Who am I and what do I do? During this activity, children observe pictures with different people, their vocations, and the tools they use for their jobs or everyday tasks.

There are three major stages in a lesson at which games can be used most effectively: icebreaker games, in-between games and end games. For example, 'Handshakes' is a useful game that can be used as a starter or ice-breaker activity. It is suitable for students of all ages. Handshakes - students circulate freely around the class, shaking hands with one another. On shaking hands, they simply say their names as loudly and clearly as possible before moving on to the next person. This game is particularly appropriate for the very first session together.

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[32] Kormos, Judit & Smith, Anne. (2012). Teaching Languages to Students with Specific Learning Differences.

Going to the shop is an example and suggestion of an interesting activity for young learners. Students pretend to go to the shop and buy different things. For this activity young learners can bring some toys, such as plastic fruits and vegetables or they can use whatever they have in the classroom. Since children usually rely on their parents when it comes to shopping – this is the activity that enhances their vocabulary (fruits, vegetables, clothes, toys) and boosts their confidence. Key phrases are often important here, such as "I would like…" "How much are…" "Good morning…" and so forth. Besides the use of spoken language activities such as this one involve body language as well. This activity leaves teachers with a vast variety of options. The roleplay can take place in a restaurant, train, bus, hotel, theatre, playground, etc.

3.3. Roleplay

Drama or role-play can be a handy tool in the English classroom because teachers can successfully teach foreign languages through interactive play. Children like to pretend, and act and almost all English-teaching coursebooks contain dialogues with different characters, simulations and songs. Thus, drama is a technique and not a new theory of language teaching. Role-play can be used to teach the four skills: reading, writing, speaking, and listening and there are two major objectives of using role-play in language learning: overcoming resistance to the foreign language and creating a need for speaking.

There are many potential benefits of drama in language teachings, such as the acquisition of meaningful, fluent interaction in the target language, the assimilation of a whole range of pronunciation features, the acquisition of new vocabulary and structure, and an improved sense of confidence in the student in his or her ability to learn the target language. English teachers should play the role of director – initiator, and creator of the proper conditions for a lesson using drama techniques. When it comes to role-playing activities for younger students – the children can for example, act out a story, as it is told by the teachers. Teachers can also make their own puppets, flashcards, costumes, etc.

The researcher observed that children particularly enjoy activities such as making costumes and masks. Potential drama activities in the classroom are also mime or non-verbal

representation of an idea or a story, simulation, improvisation, and imitation.[33] Role play sparks creativity and imagination while at the same time providing young learners with an opportunity to present their world and points of view. One of the interesting role-play activities is ''Going to the shop''.

3.4. Digital technologies in the classroom

Over the last decade, digital technology has become a very significant part of both teaching and learning. Children start using computers, cell phones, and tablets even before they go to school. On the other hand, a number of schools in Bosnia and Herzegovina still have some difficulties in catching up with the digital era. Not all schools are supplied with the appropriate digital teaching devices, such as computers, projectors, and interactive whiteboards[34]. Digital technology can also be exciting for learners and offers a potentially more engaging alternative. At the same time, it is important to be aware that some learners may be less confident in learning with digital technologies, and steps need to be taken to ensure equality of access.[35]

Most young learners enjoy watching different videos, cartoons, or movies as a part of the English lesson. Using digital technologies in the classroom allows teachers, for example, to take their students on unforgettable trips. Google Streetview and other similar apps allow teachers and students to virtually explore parks, forests, and even national and international landmarks from the comfort of the classroom.

In Digital Games for Down Syndrome Children's Language and Cognitive Development, Karagianni and Drigas claim that incorporating digital technologies in the education domain is very productive and improves educational procedures. More specifically, they argue that games are an important means for children to get to know themselves and their environment, but also for the development of their socialization. Karagianni's and Drigas's research shows that digital games beyond their entertainment role can often be used as important educational tools for young learners with Down syndrome who are familiar with technology and already from the age of 6, on average enjoy interacting with digital devices, surfing the Internet and engaging in the

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[33] Davis, P. The use of drama in English language teaching, Vol. 8. No. I, November 1990. The Use of Drama in English Language Teaching (n.d.): n. pag. Web.

[34] Interactive Whiteboards (IWB) allow images from a computer to be displayed through a digital projector, onto a large board. Users can interact with the content on the board using fingers or a stylus.

[35] https://www.cambridgeinternational.org/Images/271191-digital-technologies-in-the-classroom.pdf

experience of video games.[36] Digital games can address various challenges encountered during the learning process by offering an appropriate level of difficulty and pace. By adapting to the unique dynamics and requirements of the learners, these games can prevent repeated failures and frustration, ultimately boosting motivation and self-assurance. Through a series of engaging activities, digital games keep the mind active, encourage repetition, capture attention, and reinforce learning. Furthermore, these games present information in a memorable manner, often through a compelling narrative that evokes emotions and can be easily recalled to tackle similar real-world issues.

In the chapter Video games for improving language skills, Karagianni and Drigas pay special attention to speech difficulties that Down syndrome learners present. Language learners with Down syndrome often exhibit a prosody disorder, leading to speech that is difficult to understand and impacting various aspects of their language development, including phonology, semantics, syntax, and pragmatics. As a result of these impairments, communication becomes challenging, causing feelings of insecurity and social isolation, ultimately hindering their personal and social growth. Therefore, they describe the interactive exploration and problem-solving game ''Magic stone''; the game is a type of graphical adventure that involves the player engaging in conversations with other characters and navigating through different scenes. Players are challenged to interact with game elements using the mouse and respond to activities that enhance prosody, and solve language-related puzzles with the assistance of an instructor. Perception activities aim to distinguish meanings that cannot be conveyed through words and grammar, while production activities focus on acquiring the accurate pronunciation of sentences. What sets this game apart is its innovative inclusion of prosody production and comprehension activities, along with reading aloud, imitation, and strategies to improve speech intelligibility.[37]

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[36] Karagianni, Eleni & Drigas, Athanasios. (2022). Digital Games for Down Syndrome Children's Language and Cognitive Development. Technium Social Sciences Journal. 35. 162-185.

[37] Karagianni, Eleni & Drigas, Athanasios. (2022). Digital Games for Down Syndrome Children's Language and Cognitive Development. Technium Social Sciences Journal. 35. 162-185.

CHAPTER 4. ENGLISH LANGUAGE LEARNING STRATEGIES FOR PUPILS WITH DOWN SYNDROME

Pupils with Down syndrome improve academically through systematic monitoring, assessment, planning and evaluation of the work that has to be done during the school day. In this way, instruction can be adapted and geared to the student's needs, and additional support can be introduced adequately.[38]

One of the most important things is the fact that all children have different learning styles. For example, kinesthetic children prefer movement while learning, visual children prefer pictures and drawings, interpersonal learners like group work and discussions, while intrapersonal children may prefer working individually.[39]

4.1. Lesson Plan Adaptation

According to Douglas Brown, the term "lesson" is considered to be a unified set of activities that cover a period of classroom time, usually ranging from thirty to forty-five minutes. These units are of great importance for every teacher because they represent practical steps along with a curriculum. All teachers know that a good lesson plan has clearly identified goals and objectives, as well as listed materials, equipment, and procedures.

All learners have unique potential, demonstrate competence in a range of ways, and progress at different rates. While making the lesson plan, apart from following the established curriculum, the teacher can take into consideration the specific language needs of their students with Down syndrome. Since timing is one of the key factors for lesson planning, English teachers should while planning recognize that situational factors can impact communication and interaction during classroom performance, hence planning extra response time for a student with Down syndrome. Since pupils with Down syndrome have difficulties with both short-term and long-term memory it helps break down directions into smaller steps and repeat small chunks of information.

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[38] Meijer, C. J. W. (2001). Inclusive Education and Effective Classroom Practices. European Agency for Development in Special Needs Education. https://www.european-agency.org/sites/default/files/inclusive-education-and-classroom-practices_iecp-en.pdf

[39] Gardner H., (1991) The unschooled mind: how children think and how schools should teach

As a general rule, most children with Down syndrome learn best with a multi-sensory-based program. Since, according to Horstmeier[40], pupils with Down syndrome are visual learners, it also helps to plan activities such as pairing pictures with spoken word, demonstration, using models, visual cues, etc. [41] Apart from the lesson plan adaptation and modification, the observation showed that young learners with Down syndrome are more productive when the English language is not the last subject in the class timetable.

4. 2. Cooperative Learning

Cooperative learning is a way of teaching in which learners work together to ensure that all participants have learned the same content. Pupils with Down syndrome usually interact well with their peers. Small groups and pairs are the most effective type of cooperative learning for Down syndrome. The groups or pairs should not be permanent or composed of the same pupils every time.

Brown describes group work as a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. Additionally, Brown argues that group work generates interactive language, offers an embracing effective climate, promotes learners' responsibility and autonomy, and represents a step toward individualizing instruction. Cooperative learning promotes peer teaching and creates a friendly, supportive atmosphere in the classroom. Pupils that help each other, especially when they have unequal levels of ability, profit from learning together.[42] Moreover, there are no indications that the more able pupil suffers from this situation, in terms of missing new challenges or opportunities. In addition, the findings point to progress within both the academic and social areas. Children with Down syndrome form interpersonal relationships in much the same way as typically developing peers.[43]

Typical group tasks are different games and role-plays. For example, students can play ''Guessing game'' or ''Mime'' divided into small groups.

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[40] Horstmeier A., (2004), Teaching math to people with Down syndrome…

[41] Bird, Gillian, et al. "Accessing the Curriculum: Strategies for Differentiation for Pupils with Down Syndrome." (The Down Syndrome Educational Trust, UK. 2000)

[42] Brown, H Douglas, 1941-Principles of language learning and teaching / Douglas Drown.

[43] Freeman, Stephanny & Kasari, Connie. (2002). Characteristics and Qualities of the Play Dates of Children With Down Syndrome: Emerging or True Friendships?. American journal of mental retardation

4. 3. Errorless Learning

The main objective of this teaching technique is to make the learning process - errorless. Teachers modify lessons in a way that students are not led to make mistakes. In addition, this practice is known for its beneficial effects on people with memory impairments. Fish says that *"participants with severe memory impairment learned more items from word lists under errorless learning compared with an errorful control".*[44] With this procedure, learners have the advantage that they are presented with the correct term or expression and they avoid the effort of recalling the right word. Consequently, they only have to memorize one item, which is offered in a way that they will not make any mistakes. This teaching strategy has been recognized as highly useful because memory is proven to be impaired in learners with Down syndrome.

4.4. Task-based learning

Task-based learning was popularized by N. Prahbu from India, who thought that students were just as likely to learn a language if they were thinking about the non-linguistic problem as when thinking of language forms. Instead of language structure, students are presented with a task. Moreover, only when a task has been completed, the teacher discusses the language that was used, making corrections and adjustments. In learners with Down syndrome, this methodology helps connect what has been said with what has been done, which is to draw on real and familiar contexts. Tasks stimulate both interest and enthusiasm.

4. 5. Visual-support learning

Visual aids are powerful tools that can to assist teachers in teaching a foreign language. They can be used to display complex information clearly and introduce variety to the activities in class. The benefits of using visuals in teaching are enormous, ranging from grabbing and maintaining attention to motivating students to engage with the lecture's particular topic and helping them retain information. Specialists, as well as teachers, agree on the important role of visuals that can significantly enhance the learning of students who belong to a generation familiar with the visual interface of multimedia and internet technologies.[45] Horstmeier, as previously stated, argues that pupils with Down syndrome learn better by seeing actual objects or pictures of

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[44] Jessica E. Fish, Tom Manly, Michael D. Kopelman & Robin G. Morris (2015) Errorless learning of prospective memory tasks: An experimental investigation in people with memory disorders, Neuropsychological Rehabilitation

[45] Pateşan, Marioara & Balagiu, Alina & Alibec, Camelia. (2018). Visual Aids in Language Education. International conference

concepts rather than hearing someone talking about those same concepts. Therefore, it can be concluded that learners with Down syndrome are better visual learners than auditory learners. Visual supports are another way for young learners with Down syndrome to process information.[46] There are many different visual cues that English teachers can use with young learners: pictures (photographs, paintings, illustrations), simple maps, posters, cartoons, flashcards, realia, and models.

Panny Ur argues that even with the best coursebook and a wide variety of other materials available, good teacher-made materials are the best there are: relevant and personalized, answering the needs of the learners in a way no other material can.[47]

4.1.1. Motivation of young learners with Down syndrome

According to Dörnyei motivation is the process whereby a certain amount of instigation force arises, initiates actions, and persists, and provides the learners with the primary stimuli for initiating second language learning. In other words, motivation can be seen as a force that moves a person to initiate an action and to keep on until the goals are achieved. Our past actions, and particularly the way we interpret our past successes and failures determine our current and future behavior, and we will be more motivated to do something out of our own than something that we are forced to do. No one can deny that our personal likes or dislikes (attitudes) also play an important role in deciding what we will do or not. However, even the brightest learners are unlikely to persist long to attain any useful language without sufficient motivation.

Theorists and researchers of motivation point out two types of motivation: intrinsic and extrinsic motivation. Intrinsic motivation refers to somebody's internal desire to perform a particular task or from the sense of satisfaction in completing or even working on a task. On the other hand, extrinsic motivation refers to the external factors that lead an individual to perform something. It is related to rewards such as grades and these rewards provide satisfaction and pleasure that the task itself may not provide. However, intrinsic motivation does not mean that a person will not seek rewards. It just means that such external rewards are not enough to keep a person motivated.[48]

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[46] Horstmeier A., (2004) Teaching math to people with Down syndrome

[47] Ur, Penny, (2010) A Course in language teaching: practice and theory, Cambridge, Cambridge University Press

[48] DÖRNYEI, Z. (2001): Motivational strategies in the language classroom. Barcelona: UOC, 2005

Students with Down syndrome often become frustrated because they perceive themselves as less competent which generally makes them unmotivated and unexcited. Often, they need more time to finish some task which produces embarrassment and even fear of failure. We can conclude that motivation leads to engagement, hence motivation is the beginning of a successful learning process.

4.1.2. Reward system and power of feedback

Students with Down syndrome should understand the structure of the lesson to be motivated to learn the English language and actively participate in the lesson. They should be clear about the duration and overall structure of the lesson. For example, visual cues, such as visual timetables, can be very helpful to indicate the structure and progress of the lesson. Introducing a reward system, such as smiley faces or stars, can enhance motivation in young learners. Learners with Down syndrome also understand the reward system and are motivated to achieve the rewards.

It is important to provide positive feedback, such as compliments and encouragement. Intrinsic motivation is to build and improve with comments focused on effort, such as "You must be proud that you answered so many correctly", "I can tell that you are learning hard", and "I can see that you are trying your best". According to Hattie and Timperley there are four types of feedback: feedback about the task, feedback about the processing of the task, feedback about self-regulation, and feedback about the pupil as a person.Giving pupils feedback about the task means telling the student if something is correct or incorrect, remarking about the quality of the work, asking the pupils to give more information, and telling whether the assignment was neat, organized, or well-written.
Example: ''You gave excellent answers to questions 1 and 2.''

Feedback about the process focuses on the task, but generally gives pupils more specific intrinsic information about how they approached the task, information about the relationship between how the pupils did on the task and their performance, and information about possible other strategies or processes that could improve their work.

Example: ''Using all those different colors really made your answer great.''[49]

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[49] Hattie, J., & Timperley, H. (2007). The power of feedback. Review of Educational Research, 77(1), 60-65

Self-regulation is the process that pupils may use to monitor their own learning. For example, younger learners with Down syndrome can award themselves with a smile or star sticker whenever they successfully complete a task. Brookheart claims that feedback about self-regulation can be very effective if it is used to enhance self-efficacy and confidence. On the other hand for pupils with low confidence, self–regulation strategies will need to be added slowly as pupils begin to build intrinsic motivation.[50]

Feedback about the pupil involves more personal statements such as: "You are a good girl!" However, Hattie and Timpereley found that the most effective feedback for developing motivation is when teachers combine feedback about the task, feedback about the processing of the task, and feedback on self-regulation. Additionally, the research shows that feedback about the student rarely helps pupils develop confidence or motivation.[51]

4.1.3. Differentiation and learner's choice

One of the most effective motivators is giving pupils a choice. Giving choices to all pupils, including pupils with Down syndrome generally makes learners engage more in the learning process. In this way, pupils take charge of what they are doing, because they have chosen the activity they wanted. Guthrie and Humenick proved that students with choice in academic tasks outperformed students who were just told what to do. And they suggest several different ways to give students choices at all grade levels and subjects.[52]

Differentiation is a process to approach teaching and learning for pupils with different abilities in the same, inclusive classroom. It is beneficial for pupils with Down syndrome, but at the same time, maximizes each pupil's development and individual learning needs. When making a combination of differentiated tasks and pupils' choices, teachers are empowering pupils to take control over their options while the teacher navigates the learning that in the best way meets the pupils' learning styles.[53]

[50] Brookhart, S. M. (2008). How to give effective feedback to your students. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD)

[51] Hattie, J., & Timperley, H. (2007). The power of feedback. Review of Educational Research, 77(1), 81–112

[52] Guthrie, J. T., & Humenick, N. M. (2004). Motivating Students to Read: Evidence for Classroom Practices that Increase Reading Motivation and Achievement.

[53] https://www.council-for-learning-disabilities.org/wp-content/uploads/2014/07/Weiser_Motivation.pdf

For example, **Think–Tac–Toe** is an activity that can be successfully used for differentiating for pupils with Down syndrome and their typically developing peers. Think – Tac – Toe is easy to make, it can be used at all levels of grades and for all subjects, it can be used for group activities and pupils get to choose what they want to do. Pupils with Down syndrome get to choose those tasks that make them feel comfortable and confident.

A Think–Tac–Toe Based on Bloom's Taxonomy		
<u>Knowledge</u> list, define, tell, describe, identify, show, label, collect, examine, quote, name, who, when, where	<u>Comprehension</u> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, discuss, extend	<u>Application</u> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment
<u>Analysis</u> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer	<u>Synthesis</u> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite	<u>Evaluation</u> asses, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare
<u>Comprehension or evaluation</u>	<u>Application or Evalution</u>	<u>Knowledge and Analysis</u>

Figure 1. A Template to use for building in Bloom's Taxonomy on a Think-Tac-Toe[54]

Figure 2. which is presented below, is an example of using Bloom's Taxonomy in a Think–Tac–Toe for an English lesson in the inclusive classroom. The lesson is taken and adapted from the English adventure coursebook, level 4.

A Think–Tac–Toe Based on Bloom's Taxonomy: example

Knowledge – Make a list of all sports that you can think of.	Comprehension – Describe your favorite sport.	Application – Classify sports into two categories: individual sports and team sports
Analysis – Compare individual and team sports. Explain the difference between the two.	Synthesis – Plan a sports activity for you and your friends.	Evaluation – Explain what is wrong with this picture. (Picture of a person skiing on grass.)
Comprehension or evaluation - Write a few sentences about winter sports.	Application or evaluation Name three sports played with a ball.	Knowledge and analysis Decide which objects from the picture are used in sports. (Picture of different objects.)

Figure 2. This Think–Tac–Toe was created by the researcher.

➢ **Chapter Summary**

This chapter provides some innovative activities used in teaching English language as a foreign language. All activities and approaches can be successfully used in both regular and inclusive classrooms. Since, children of all ages, but especially younger students enjoy games, role play, singing, dancing, and moving around in general, special attention has been paid to interactive activities which besides learning the English language enhance cognitive and motor skills with young learners. Additionally, the author puts special emphasis on using digital technologies and multimedia in the classroom, taking into consideration that young learners belong to the digital generation that enjoys watching videos and playing video games.

CHAPTER 5. METHODOLOGY OF THE RESEARCH

The main goal of this paper is to recognize and describe the best strategies to support young learners with Down syndrome in their attempt to acquire the English language. The final aspect is to identify how these strategies can be used to support the English language acquisition of young students with Down syndrome. The main aim of this study is to recognize and describe adequate inclusive teaching strategies for young students with Down syndrome who learn the English language as a foreign language. The second aim is to bring attention to English teachers in inclusive classrooms, who do not have adequate social and educational support for the full implementation of inclusive education in BiH.

This chapter describes the research. It contains the description of the methodology used for the research, results, the design of the research, instruments, hypotheses, and goals, the problem of the study, the purpose of the study, the significance of the study, analysis, and discussion.

5.1. Research problem

The research deals with the English language teaching strategies that support young learners with Down syndrome. The main goal of this research paper is to prove that young learners with Down syndrome can successfully learn the English language as a foreign language with adequate inclusive teaching and learning strategies.

Social inclusion is the foundation of a healthy and functional society. If school is the reflection of a society, then inclusion is an important foundation for building a society that is a society for all. Including students with special educational needs in our society represents a kind of controversy, especially when it comes to learning English as a foreign language. This paper aims to show that students with Down syndrome can successfully learn the English language with the use of appropriate strategies. This research will identify and describe those strategies and contribute to enriching knowledge about social inclusion, as well as inclusion in teaching. The results of the research can be practically used to inform English teachers about effective strategies for teaching English as a foreign language to younger students with Down syndrome.

5.1.2. Research tools: observation and questionnaire

The practical research was conducted in Grbavica I Primary School in Sarajevo, where the researcher worked as a substitute teacher. The research lasted from September till the end of October. The researcher observed two English teachers, their teaching practices, and processes used with three pupils with Down syndrome who attend third, fourth, and fifth grade. During the three-months period, the researcher observed 30 sessions in total (15 sessions with Teacher A and 15 sessions with Teacher B. For this practical research, the researcher used the observation sheet adopted from Quality Indicators of Inclusive Early Childhood Programs/Practices by Diefendor, McCullough and Whaley. The researcher observed classroom management, learner's behavior, teacher's approach, interaction with students, use of visual cues, multi-sensory techniques, drama, role-play, and feedback. A sample of the observation sheet is available in the Appendix IV.

Besides the observation sheet, a questionnaire is used to examine teachers' attitudes and experiences when it comes to teaching the English language to young students with Down syndrome. The questionnaire which is used in this research to collect data was adapted from SINKL 2.0.[55] SINKL 2.0 is a Guideline for the Inclusion Questionnaire, created by NGO "Persona" in Banja Luka in 2016. The questionnaire form is designed in a way to examine teachers' opinions, experiences, and attitudes toward inclusion in schools. A sample of the questionnaire is available in Appendix II.

The questionnaire is divided into four sections that deal with the following:
1. Section – the moral imperative of inclusion
2. Section – the problems of inclusive education
3. Section – the partial inclusion or '*mainstreaming'*
4. Section – the professional support

The first section of the questionnaire dealt with opinions on inclusion in general. As mentioned before, opinions about inclusion and its benefits are still divided. Some support the idea arguing that there are many more advantages than disadvantages when it comes to inclusive education. The second and third sections recognize and define problems that English teachers encounter in inclusive classrooms. In these sections, the focus is mostly on the readiness of

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[55] Subotić, S., & Anđić, B. (2016). *Priručnik za upitnik stavova o inkluziji – SINKL 2.0* (NVO „Persona" radni dokument br. 01-2016). Banjaluka, BiH: NVO „Persona".

mainstream schools and regular English teachers for inclusive education. And fourth and final section dealt with the professional support that English teachers get in their schools.

The questionnaire consisted of 18 items and teachers were asked to answer be honest, even though it has to be taken into consideration that most people tend to present themselves in the best possible light, especially when it comes to "sensitive" topics such as inclusive education.

5.2. The purpose of the study

Various studies show that children with Down syndrome can successfully become bilingual; hence, in general, it can be concluded that there is no obstacle for students with Down syndrome to learn a foreign language. However, teaching English language as a foreign language to pupils with Down syndrome is still a sort of controversy, especially in Bosnia and Herzegovina and other countries in the region. Some teachers, as well as some parents, are still very skeptical about the benefits of learning the English language for pupils who have difficulties acquiring their mother tongue. The fact that students with Down Syndrome now mostly attend mainstream schools poses some very significant questions. Are teachers in Bosnia and Herzegovina ready for inclusive education? Are English teachers ready for inclusive education? Do English teachers have knowledge and experience in teaching young learners with SEN or Down syndrome per se?

5.2.1. Hypothesis

The practical significance of this study is important because it will determine and describe strategies that English teachers can use in the inclusive classroom to successfully teach young learners with Down Syndrome. To identify and describe English language teaching strategies that contribute to inclusive learning, it is significant to examine English language teachers' attitudes towards inclusion and young learners with Down syndrome in the context of English language learning capabilities.

H1 Teachers in inclusive classes do not have adequate social and professional support for the full implementation of inclusive education in BiH.

H2 Young learners with Down Syndrome can successfully learn English language as a foreign language.

The purpose of this study is to identify and describe useful teaching strategies that can successfully be implemented in inclusive classrooms. This research will contribute to enriching knowledge about social inclusion, as well as inclusion in teaching. The results of this research will indicate the importance of inclusion in teaching, that is in teaching English as a foreign language. The results of the research can be used to inform teachers about effective methods of teaching English as a foreign language to students with Down syndrome.

➢ **Chapter Summary**

In this chapter, the researcher in detail presented and discussed the methodological considerations used in the study. Research design and tools were presented, and participants were introduced. The limitations of the study were identified and taken into consideration. Some teachers were unwilling to participate even though the questionnaire was anonymous. The next chapter features the major findings of this study.

CHAPTER 6. FINDINGS OF THE STUDY

This chapter describes the findings of the research. Data collected during a three-month-long study will be presented in two major themes. The first paragraph analyses English teachers' opinions and attitudes toward teaching students with Down Syndrome. The second paragraph presents useful teaching strategies based on observation and data collected in the classrooms. In Bosnia and Herzegovina, teachers are highly regarded as crucial for the effectiveness of inclusive education.

6.1. English teacher's attitude toward inclusion

The questionnaire given to English teachers in elementary schools tended to examine their opinions about young English language learners with Down Syndrome. The questionnaire has been answered by 20 English teachers who live and work in Canton Sarajevo. Six teachers have a Master's degree (240 ECTS points), while 14 have a Bachelor's degree (180 ECTS points). The questionnaire contained 18 questions related to four different segments of inclusion. Section 1 posed questions about opinions on inclusion in general, which is related to the moral imperative of inclusion. Sections 2 and 3 dealt with problems of inclusive education and the concept of partial inclusion (mainstreaming). The fourth and final section dealt with the professional support that English teachers get in their schools. The Bosnian and English versions of the questionnaire, as well as the statistic display, can be found in the Appendices.

6.1.1. Questionnaire data analysis

Section 1 – the moral imperative of inclusion

The first section of the questionnaire aimed to determine the general opinion and attitudes that English teachers have about inclusion. 65% (N13) of teachers agee, while 15% (N3) strongly agree that students with Down Syndrome should learn the English language. 20% of teachers either disagree or strongly disagree 10% (N2). This is a strong indicator that most English teachers are supportive of the idea that young learners with Down Syndrome will benefit from learning a foreign language. When it comes to the idea of pupils with Down Syndrome sharing the same classroom as their typically developing peers 45% (N9) of teachers agree, 25% (N5) disagree, and 25% (5) of teachers are not sure or neutral. 60% (12) of teachers believe that inclusion promotes self-esteem among children with Down syndrome, 10% (N2) disagree, while

30% (N6) are neutral. 80% (N16) of English teachers think that learning the English language is socially advantageous for children with Down Syndrome and 65% (13) fully support inclusion, while 35% (N7) are either against inclusion or undecided. Data from this section indicates that English teachers are not against inclusion in general, nor do they believe that children with Down Syndrome should not learn the English language. Stronger support from school experts such as pedagogues, psychologists, and speech therapists, as well as additional educational workshops and training, might remove some of the insecurities that some English teachers might feel.

Section 2– issues of inclusive education

This questionnaire section aimed to identify the problems of inclusive education from the English teachers' perspective. 45% (9) of teachers claim that children with Down syndrome monopolize their time. 20% (N4) is not sure. 35% (7) disagree. 55% (N11) believe that preparing individual plans and programs (IPP) for students with Down syndrome is necessary. 35% (N%) disagree, and 20% (N4) is neutral. The researcher was especially curious about the teacher's opinion on individual plans and programs because it demands extra time and work from the teacher, while at the same time addressing the individual needs of the student. 75% (N15) of English teachers believe that a good approach to managing an inclusive classroom is to have a special education teacher or a personal assistant responsible for instructing the learners with Down syndrome. 10% (N2) have a neutral opinion, while 15% (N3) disagree. Out of 75% of teachers who agree with this claim, it is interesting that 45% (N9) strongly agree.

Section 3 – the partial inclusion or *mainstreaming*

75% (N15) of English teachers agree that the presence of children with Down Syndrome promotes acceptance of individual differences on the part of typically developing students. 10% (N2) is undecided, while 15% (N3) disagree. While most teachers support the idea of inclusion in general, when it comes to the question "Are mainstream schools in BiH prepared for inclusive education", 75% (N15) disagree. 10% (N2) of English teachers think that schools are prepared for inclusive education, while 15% (N3) either agree or disagree. 80% (N16) of teachers believe that we must learn more about the effects of inclusive classrooms before inclusive classrooms take place on a large-scale basis. Half of them strongly agree. 10% (N2) disagree and 10% (N2) are unsure. When asked if the best way to begin educating children in an inclusive setting is just to do it, 20% (N4) of teachers strongly agreed, 20% (N4) agreed, 20% (N4) could not decide, 15% (N3) disagreed and 25% (N5) strongly disagreed. 60% (N12) of English teachers teaching typical

children and students with Down syndrome in the same classroom is feasible. 15% (N3) are not sure, while 25% (N5) of teachers disagree. Almost same percentage of English teachers believe that students with Down syndrome cannot be addressed adequately by a regular education teacher. 40%(N8) agree with this claim, 25% (N5) strongly agrees, 20% (N4) disagree, 5% (N1) strongly disagree, while 10% (N2) are neutral or undecided.

Section 4– the professional support

65% (N13) of English teachers are quite unhappy with the support that they, as teachers, get from school professionals, pedagogue psychologists, speech therapists, etc. 20% (N4) are happy with the provided support, and 15% (N3) are not sure. 90% (N18) of teachers believe that most teachers lack an appropriate knowledge base to effectively educate students with Down syndrome. 5% (N1) believe teachers are adequately educated, and 5% (N1) are unsure. 60% (N12) of teachers think that personal assistants should be available in schools where they teach. 20% (N4) disagree that they need help from an assistant, while 20% (N4) are not sure. 75% (N15) of teachers received no prior training or education on teaching children with Down syndrome or special education needs. 20% (N4) chose option neutral as their response to this claim, while 5% (N1) said that they received prior training or education.

These findings indicate that English teachers do not have a negative attitude toward inclusion and teaching the English language to young learners with Down syndrome. English teachers believe that students with Down syndrome can and should learn the English language as a foreign language. In general, English teachers support inclusion and can see the benefits of inclusion for all children as shown in the first two sections of the questionnaire. The fact is that teaching is not an easy job. It requires knowledge, competence, and love, but it also requires additional education or training, and support. Teachers are aware of the fact that they also lack an appropriate knowledge base to educate students with Down syndrome, and most of them did not receive any prior training or education on teaching children with Down syndrome. Prior training or education about Down syndrome is critical for all educators. Educational and informational seminars or workshops can positively affect how teachers view their students with Down syndrome in their classrooms.

Most teachers are also very unhappy with the lack of professional support at the schools where they work. A Mobile team was formed in the school where the research took place. That team consists of several different school professionals: pedagogists, psychologists, and speech

therapists. The downside of the mobile team was that they worked in several different schools; hence support from the mobile team to pupils and teachers was only available occasionally and partially.

Finally, the collaboration between educational, health, and social service institutions is not as strong as it should be. One of the reasons for the lack of collaboration might be the fragmentation of the educational structure in Bosnia and Herzegovina. The legal framework for inclusive education at the state level is not the same in all administrative parts of the country. Also, the law is not clearly defined with adequate regulations, codes, and bylaws that would ensure procedures and postulates for the inclusion of children in the formal education system.

6.2. English language lessons observed

Over nearly three months, two times a week the researcher observed English classes with two different English teachers. The observation aimed to determine which learning strategies and activities English teachers use in the inclusive classroom. Is there any difference between inclusive classrooms and regular classrooms? Are there any musical activities, drama play, do-it-yourself activities, games, etc? Which strategies do teachers use to motivate students with Down syndrome to participate, and what kind of language do they use when explaining tasks? Special attention was paid to students with Down syndrome and observing how active those students are, and how they behave during class and interact with peers and teachers. During the observation period, the researcher also tried to determine how familiar teachers are with their students or prepared to attend to each learner's needs.

The observed primary school is situated in a busy, urban, but quiet setting and has more than 500 pupils, with ages ranging from 6 to 14 years. Several years ago, the school management removed physical barriers, adapted toilets, and built an elevator. The school has a TA (teaching assistant) and a Mobile team that consists of a pedagogist, psychologist, and speech therapist. The Mobile team works in several different schools and they are not available at this school five days a week. However, the school itself had children with Down syndrome in their school community before. The main concerns of this observation were three pupils with Down syndrome, age span from 8 to 11, and two English teachers. The research is going to present the overall picture of children's reaction to learning English, their activity in class,

interaction with their peers and teachers, and any particular behavior in the classroom. A sample of the observation sheet is available in the Appendix.

6.2.1. Classroom management

The presence of the researcher in the classroom caused a lot of curiosity at the beginning. Children were giggling, constantly turning their heads towards the researcher. English teachers introduced the researcher and explained to the pupils why she was attending their classes. After the first several lessons, pupils approached the researcher, asking different questions. After two weeks, pupils got used to the presence of the researcher, but it would be expected that both teachers and pupils were highly aware of the presence of the researcher during the lessons.

Classrooms in the observed school were well equipped with both chalkboards and whiteboards, projectors and laptops, some memory cards, drawings, and posters. The seating arrangement was set in pairs in one classroom, while pupils sat next to each other in three rows in the other classroom. Both English teachers used blackboard or whiteboard during their lessons. They occasionally used the projector for displaying different pictures and slides, as well as a laptop. **Teacher A** used the PPP (Presentation, Practice, and Production) model for the lesson planning. She followed the pattern provided by the student's book, but also added two new activities and included teacher-created materials. Her time was well organized and the lesson ended with homework instructions. Teacher A several times used the game ''Simon says'' only with the third-grade students. She used different methods that were appropriate for the students. Some of them include Communicative Language Teaching (questioning, explaining, and demonstrating), Task-based Learning (completing, hands-on tasks) and TPR (Total Physical Response). On one occasion she used role-play and played a song. **Teacher B** also used the PPP (Presentation, Practice, and Production) model for lesson planning. She followed the pattern provided by the student's book, but did not provide any teacher-created materials. Also, Teacher B did not implement any games in her lessons. Children mostly finished their tasks individually and they were not group work or work in pairs. Teacher B did not use role-play or play any songs.

Observed English teachers had different teaching styles, but both of them were kind and friendly. They both knew the names of their pupils and showed patience and calmness during interaction in the classroom. During most of the lessons, teachers used simple language and short and clear explanations, but that was not always the case. On several occasions, students did not

fully understand the provided instructions. In this case, the teacher did not offer an additional explanation but moved to another activity.

6.2.2. Students' behavior

It seemed that most of the children enjoyed English lessons, they were eager and motivated to participate in activities. Young learners with Down syndrome seemed to enjoy English lessons as well as their peers. Students with Down syndrome did not ask questions themselves, but they would provide the answer when asked a question.

There were several different situations in which pupils with Down syndrome did not fully understand the task or the rules of the game. Teachers did not have time to fully explain the rules from the beginning or give additional, more detailed instructions. In those cases, the pupil with Down syndrome did not participate in the activity. The pupils with Down syndrome were the least active ones. Occasionally, the teacher would offer some encouragement, as well as peers, but without positive feedback.

6.3. Changing school culture

Changing a school culture further leads to creating an inclusive culture. Bosnia and Herzegovina spends 4.3 percent of its GDP on public education, which is in line with the average in the countries of the region and the EU.[56] As mentioned in the third chapter of this paper, the process of inclusive education in BiH began to be implemented in 2004, but nearly twenty years later multiple problems and difficulties are still present in our educational system. It proves that any law itself will not create inclusive schools. However, it provides a framework for change that can be achieved through several strategies. The most important strategies are additional education and support for English teachers and closer and better cooperation between English teachers and school experts, parents, and the community.

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[56] Agency for Statistics of Bosnia and Herzegovina, *Gross Domestic Product by Production, Income, and Expenditure Approach 2016*, Sarajevo, 2018. Available from http://bhas.gov.ba/data/Publikacije/Bilteni/2019/NAC_00_2017_Y1_0_BS.pdf.

6.3.1. Teachers' competencies: The profile of inclusive teacher

Teachers are highly regarded as crucial for the effectiveness of inclusive education, but there are no available studies that deal with teacher's experience when it comes to inclusive education. European Agency for Development in Special Needs Education in 2022[57], created a profile of inclusive teachers which was presented through four core values.

The first core value of the inclusive teacher is valuing learner diversity. Learner difference is considered a resource and an asset to education. The areas of competencies within this core value relate to Conceptions of inclusive education and the teacher's view of learner difference. Secondly, the inclusive teacher should support all learners and have high expectations for all learner's achievements. The areas of competencies within this core value relate to Promoting the academic, practical, social and emotional learning of all learners and effective teaching approaches in heterogeneous classes. Thirdly, collaboration and teamwork are essential approaches for all teachers. The areas of competencies within this core value relate to Working with parents and families and working with a range of other educational professionals. Finally, the fourth core value is personal professional development. A Guide to Teacher Competencies for Languages in Education[58], published in 2019 by Council of Europe proposes a taxonomy of categories of teacher competencies for languages in education. This taxonomy has got eight dimensions.

Figure 1: The eight dimensions of the taxonomy[59]

Teaching is a learning activity, and teachers take responsibility for their lifelong learning. The areas of competence within this core value relate to: - Teachers as reflective practitioners; -

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[57] https://www.european-agency.org/

[58] Teacher competences for languages in education: Conclusions of the project, 2019 Council of Europe

[59] Teacher competences for languages in education: Conclusions of the project, 2019 Council of Europe

Initial teacher education as a foundation for ongoing professional learning and development.[60] For example, additional theoretical knowledge on how learners with Down syndrome learn helps to eliminate some of the insecurities that English teachers experience. It leads to identifying and then addressing different obstacles to learning. In the case of learners with Down syndrome, those obstacles are hearing impairment, speech impairment, etc. With additional education, English teachers would be able to make differentiation of curriculum content, learning process, and learning material to include all learners and meet their diverse needs. If a student with Down syndrome has a speech impairment, he or she should be included in selected classroom activities that do not require long, complicated sentences or speaking at all. If the student is to receive additional support, he or she might be marked for getting a "special treatment". The teacher takes account of the individual needs of all students in the classroom and plans a lesson with differentiated options that will ensure that each student will be able to participate in the lesson. However, while the class teacher takes account of differences between learners, he does not predetermine the learning that is possible by assigning students to different options. Instead, he allows the students to direct the course of their learning through a choice of activities. The student with Down syndrome remains a part of the community of the classroom. By making choices available to everybody, individualized support is provided to her in a way that does not stigmatize him or her as "less able".[61] In conclusion, the competent teacher strives for equal learning opportunities for each student and supports students and their learning process in every possible way.

English teachers who are familiar with the different needs of learners can personalize learning approaches and develop Individual Plans and Programs (IPP) or similar individualized programs when appropriate. To efficiently personalize learning and set targets, English teachers can also work with a learner with Down syndrome and his or her family. Besides professional development through different seminars, training, or workshops, another efficient way to get additional knowledge on learners is through collaboration and teamwork. As aforementioned, an inclusive teacher's work also needs to be supported by other educational professionals, school management, and parents. Collaborative teamwork supports professional learning with and from other professionals.

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[60] European Agency for Development in Special Needs Education 201, preuzeto sa http://ec.europa.eu/dgs/education_culture/index_en.htm
[61] Davis, P., Florian, L., Ainscow, M., Byers, R., Dee, L., Dyson, A., Farrell, P., Hick, P., Humphrey, N., Jenkins, P., Kaplan, I., Kershner, R., Palmer, S., Parkinson, G., Polat, F., Reason, R., & Rouse, M. (2004). *Teaching strategies and approaches for pupils with special educational needs: a scoping study*. Department for Education.
http://www.dfes.gov.uk/research/data/uploadfiles/RR516.pdf

6.3.2. The profiles of inclusive primary schools

Inclusion Europe with the support of the European Commission published a publication titled Towards Inclusive Education[62] with the description of several examples of good practices of inclusive education. In all schools, multi-disciplinary teams care for the individual needs of pupils and develop new methods of teaching. Special attention has to be paid to the methodological support and training of teachers so that the transition of mainstream schools towards inclusion can be as smooth and competent as possible, for school staff as well as for students.

The good practice examples demonstrate answers to important questions, such as how inclusion at primary school could be achieved and which tools were used to achieve that goal.

Cleves Primary School in London, UK, an inclusive school is an excellent example of how policy to include children in mainstream schools can be achieved in practice. In a fully accessible environment at the heart of a changing inner-city multi-ethnic community, Cleves lives out the dream of a mainstream school place for any child. Key factors towards achieving this are:

a) a deeply rooted ethos of valuing and celebrating diversity,

b) innovative staffing structure and curriculum delivery and

c) strong partnerships with outside agencies as well as with the governing body, parents, and the local community.

Cleves is committed to providing good primary practice that is flexible and holistic in meeting the needs of the diverse school community. The school is working towards being a people-entered school. The aims of the school include: to provide an environment where each child of every race, gender, class, and learning need is truly recognized, accepted, and valued; to create an environment where there is a place for everyone and there is a feeling of belonging; to develop high positive self-esteem in all children and adults; to enable children to be aware of their interdependency on each other.

Sophie-Scholl-Schule in Gießen is an inclusive school for all children. Accepting and appreciating heterogeneity is emphasized in developing teaching methods, school rituals, and activities. Multiprofessional teams of teachers, educators, and therapists work together and accompany all children during the school day and parents find many opportunities to cooperate with the school. Teaching methods, inclusive school methods, results, and effects of learning must

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[62] https://www.inclusion-europe.eu/wp-content/uploads/2019/01/Best-Practice-Education_EN-FINALWEB.pdf

vary from child to child and also must be measured individually. The school's philosophy is that it does not make sense to teach all children the same and to expect them to learn the same thing. In this inclusive school, working methods are tailored for every single child and vary within topics and subjects in such a way that all children can participate. The main objective is that children learn together, but not the same thing at the same time and they strive to identify methods of teaching that allow diversity. A day in school is divided into several phases of work and leisure. The rhythm of the day is visualized by pictures on the blackboard. During the day the school changes phases of tension and relaxation, of partner-, team- and individual work.

Public School Padre Jerónimo in Spain is an Infant and Primary public school (from 3 to 12 years old) that educates 450 students. There is an average of 30-35 students with different special educational needs: psychological, visual, physical, etc. Public School Padre Jerónimo is a good practice example showing how to develop and adapt students' materials for the classroom to enable all students to be included in ordinary schools. It demonstrates how to elaborate work documents that support better coordination of school staff and more effective organization of the school. The main strengths of this school are teacher training and development and changing attitudes of teachers and other staff.[63]

Association Inclusion of the Brcko District, Bosnia and Herzegovina is a humanitarian, non-profit and non-political organization established in 2002 that focuses on preventing the institutionalization of children and people with intellectual disabilities, integration of children and youth in regular elementary and high schools, education of parents and community about their rights, and education of teachers in schools. The Association opposes segregation and advocates for changes in the legislation to ensure that people with intellectual disabilities are not in a position inferior to other members of society.[64]

> ➢ **Chapter Summary**

This chapter provides the findings of the research. The main goal was creating the profile of inclusive teachers, based on the questionnaire analysis and classroom practice observations, with special emphasis on positive examples of inclusive schools. The author of the study firmly

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[63] https://www.inclusion-europe.eu/wp-content/uploads/2019/01/Best-Practice-Education_EN-FINALWEB.pdf
[64] Ibid

believes that there is no successful inclusive educational system without competent teachers. This chapter showed the most teachers are not completely satisfied with the support they are getting in the context of inclusive education. The sixth chapter gives final remarks and recommendations for teaching students with Down syndrome.

CONCLUSION

The past two decades have brought important changes in the educational system in Bosnia and Hercegovina. Students with different special educational needs, including students with Down syndrome, started attending regular schools, and it forever changed school practices. Down syndrome is recognized as the most frequent genetic cause of intellectual disability, and students with Down syndrome are increasingly being educated in regular schools, where students learn English language as a foreign language.

This research was undertaken to identify and describe useful English language teaching strategies in the context of young English learners with Down syndrome and examine English teachers' attitudes towards inclusion to identify the most successful English language teaching strategies that contribute to inclusive learning. The purpose of the study was to provide suggestions and ideas for strategies, techniques, and approaches that English teachers can practically use in their classrooms. Another important goal of this study was to raise awareness about the relevance of inclusive education. Social inclusion is the foundation of a healthy and functional society. If school is the reflection of a society, then inclusion is an important foundation for building a society that is a society for all.

The observation checklist and questionnaire results also provided a better insight and deeper understanding of what factors support and challenge the work of English teachers, how teachers conceptualize young learners with Down syndrome, and the concept of inclusive education. This research showed that English teachers feel that they lack professional support, additional education, and stronger collaboration with other school specialists. Therefore, it can be concluded that changing school culture further leads to creating an inclusive culture. There are two significant strategies that can provide support to English teachers in the context of inclusive education. The first strategy is additional education through seminars, training and different workshops on the topic of, for example, Down syndrome. When teachers are well-informed about the capabilities and restrictions of their students it is much easier for them to decide which approaches they will use in the classroom. The second strategy is a closer collaboration with other school experts, parents and the community, especially students' parents.

There are several English language learning strategies favorable for pupils with Down syndrome that were listed in the sixth chapter. Research over the past twenty years has greatly increased the knowledge about Down syndrome and allowed for certain teaching strategies to be

put in place, some of which have proved highly effective. And even though recognizing appropriate teaching methods is important, it is equally important to find out what motivates students with Down syndrome. The young girl with Down syndrome, who inspired this paper, wanted to learn English to be able to communicate with other competitors during sports competitions she participated in outside of Bosnia and Herzegovina. Thus, one section of this paper paid special attention to motivation and suggestions on how to successfully motivate young learners with Down syndrome to learn the English language.

Education in the 21st century needs a vision, and that is to prepare children, as an important unit of society, for diversity, tolerance and acceptance. The researcher firmly believes that the future of education in Bosnia and Herzegovina is an inclusive school where all students are welcomed, regardless of gender, ethnicity, socio-economic background, or educational needs.

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APPENDICES

Appendix I

Questionnaire for English teachers – English language

1- Strongly disagree

2 – Disagree

3 – Undecided

4 – Agree

5 – Strongly agree

65	1	2	3	4	5
1. Students with Down syndrome should learn English language.	10%	10%	0	65%	15%
2. Students with Down syndrome have the right to be educated in the same classroom as typically developing students.	5%	25%	25%	35%	10%
3. Inclusion promotes self-esteem among children with Down syndrome.	5%	5%	30%	50%	10%
4. Learning English language is socially advantageous for children with Down syndrome or special education needs.	5%	0	15%	45%	35%
5. I fully support inclusion.	10%	10%	15%	35%	30%
SECTION 2 – INCLUSION PROBLEMS					
6. Children with Down syndrome monopolize teachers' time.	5%	30%	20%	15%	30%
7. I prepare Individual plan and program (IPP) for my student/s with Down syndrome and believe IPP is necessary.	15%	10%	20%	45%	10%
8. A good approach to managing inclusive classroom is to have a special	0	15%	10%	30%	45%

education teacher or personal assistant to be responsible for instructing the children with special needs.					
SECTION 3 – PARTIAL INCLUSION					
9. The presence of children with special education needs promotes acceptance of individual difference on the part of typically developing students.	5%	10%	10%	55%	20%
10. Mainstream schools in BiH are not prepared for inclusive education.	0	10%	15%	25%	50%
11. We must learn more about the effects of inclusive classrooms before inclusive classroom take place on a large scale basis.	0	10%	10%	40%	40%
12. The best way to begin educating children in inclusive setting is just to do it.	25%	15%	20%	20%	20%
13. It is feasible to teach children with typical develepment abilities and Down syndrome in the same classroom.	10%	15%	15%	45%	15%
14. The individual needs of children with Down syndrome CANNOT be addressed adequately by a regular education teacher.	5%	20%	10%	40%	25%
SECTION 4 – PROFFESSIONAL SUPPORT					
15. I am happy with the support that I as a teacher get from professionals in my school, pedagogue psychologist, defectologist etc.	20%	45%	15%	15%	5%
16. Most teachers lack an appropriate knowledge base to educate students	0	5%	5%	40%	50%

with Down syndrome (special education needs) effectively.					
17. Personal assistants are available in the school where I teach.	15%	45%	20%	10%	10%
18. I did not receive any prior training or education on teaching children with Down syndrome (special education needs).	0	5%	20%	40%	35%

Appendix II

Questionnaire for English teachers – Bosnian language

1- Uopšte se ne slažem

2 – Ne slažem se

3 – Niti se slažem, niti se ne slažem

4 – Slažem se

5 – U potpunosti se slažem

SEKCIJA 1 - INKLUZIJA	1	2	3	4	5
1. Učenici s Down sindromom trebaju učiti engleski jezik.	10%	10%	0	65%	15%
2. Učenici s Down sindromom imaju pravo da dijele učionicu sa vršnjacima tipičnog razvoja.	5%	25%	25%	35%	10%
3. Inkluzija pomaže izgradnji samopouzdanja kod učenika s Down sindromom.	5%	5%	30%	50%	10%
4. Učenje engleskog jezika društveno je korisno za djecu s Down sindromom.	5%	0	15%	45%	35%
5. U potpunosti podržavam inkluziju.	10%	10%	15%	35%	30%
SEKCIJA 2 – PROBLEMI U INKLUZIJI					
6. Učenici s Down sindromom monopoliziraju nastavnikovo vrijeme.	5%	30%	20%	15%	30%
7. Pripremam IPP za učenike sa Down sindromom i smatram da je IPP neophodan.	15%	10%	20%	45%	10%
8. U inkluzivnoj učionici potrebno je imati i nastavnika edukovanog za inkluzivnu nastavu i asistenta u nastavi.	0	15%	10%	30%	45%
SEKCIJA 3 – DJELIMIČNA INKLUZIJA					

9. Inkluzija u školama pomaže razvoj tolerancije i prihvatanja različitosti od strane učenika tipičnog razvoja.	5%	10%	10%	55%	20%
10. Regularne škole u BiH nisu spremne za inkluzivno obrazovanje.	0	10%	15%	25%	50%
11. Nastavnici trebaju bolju edukaciju o inkluziji prije nego se inkluzija implementira u svim školama u potpunosti.	0	10%	10%	40%	40%
12. Najbolji način provođenja inkluzije je implementirati inkluziju bez posebne pripreme.	25%	15%	20%	20%	20%
13. Moguće je učiti istovremeno, u istoj učionici, učenike s Down sindromom i učenike tipičnog razvoja.	10%	15%	15%	45%	15%
14. Individualne potrebe učenika s Down sindromom ne može ispuniti nastavnik u regularnoj školi.	5%	20%	10%	40%	25%
SEKCIJA 4 – PROFESIONALNA PODRŠKA					
15. Zadovoljan/a sam podrškom koju u školi dobijam od pedagoga, psihologa, defektologa i drugog stručnog osoblja.	20%	45%	15%	15%	5%
16. Većini nastavnika nedostaje edekvatna edukacija kako bi uspješno učili učenike s Down sindromom.	0	5%	5%	40%	50%
17. Asistenti u nastavi su dostupni u školi u kojoj radim.	15%	45%	20%	10%	10%
18. Nisam pohađao/la edukacije, niti treninge o inkluzivnoj nastavi i/ili učenicima s Down sindromom.	0	5%	20%	40%	35%

Appendix III

Graphic display of questionnaire results
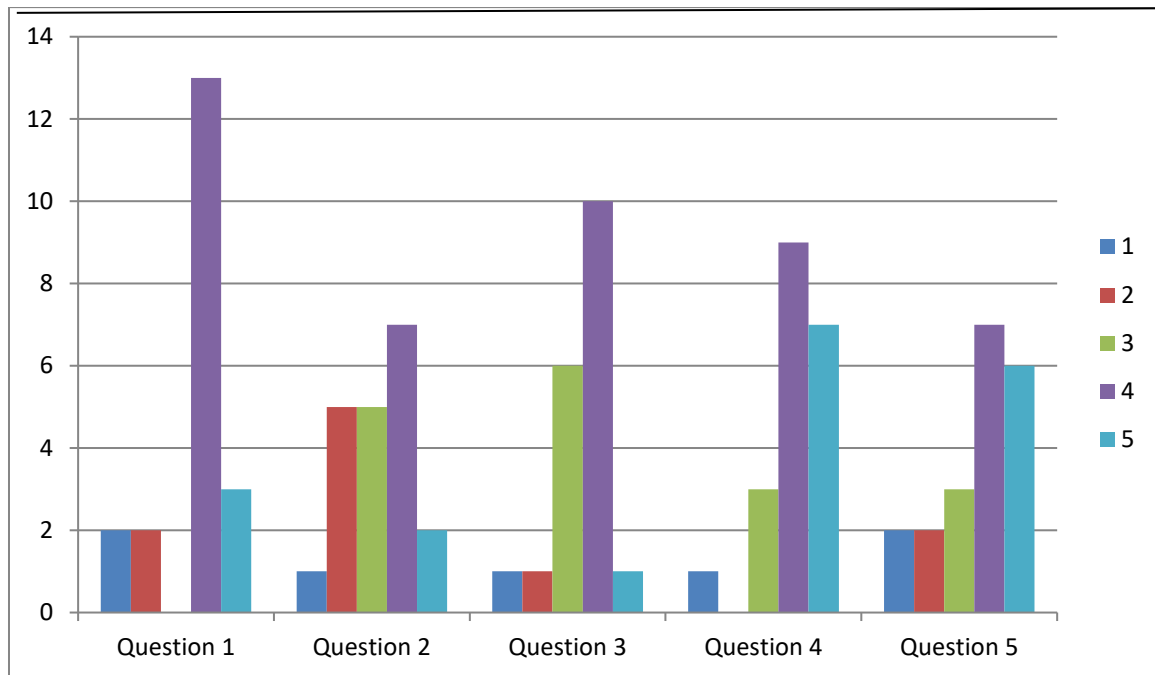
Table 1 – results from section 1
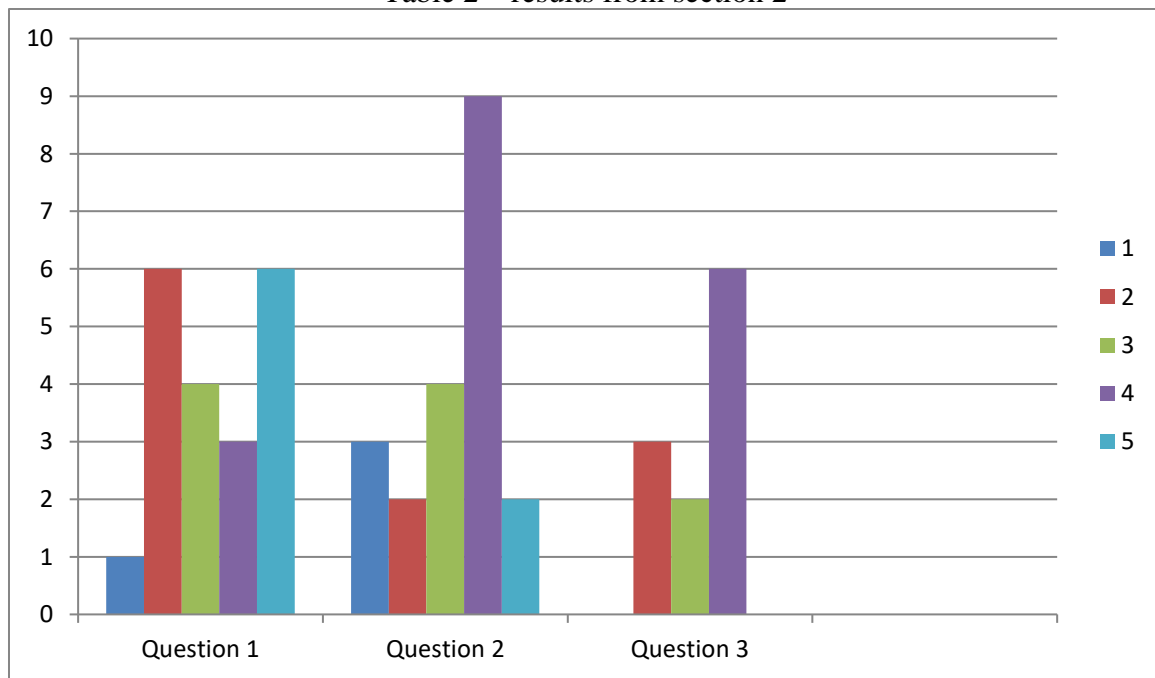

Table 2 – results from section 2
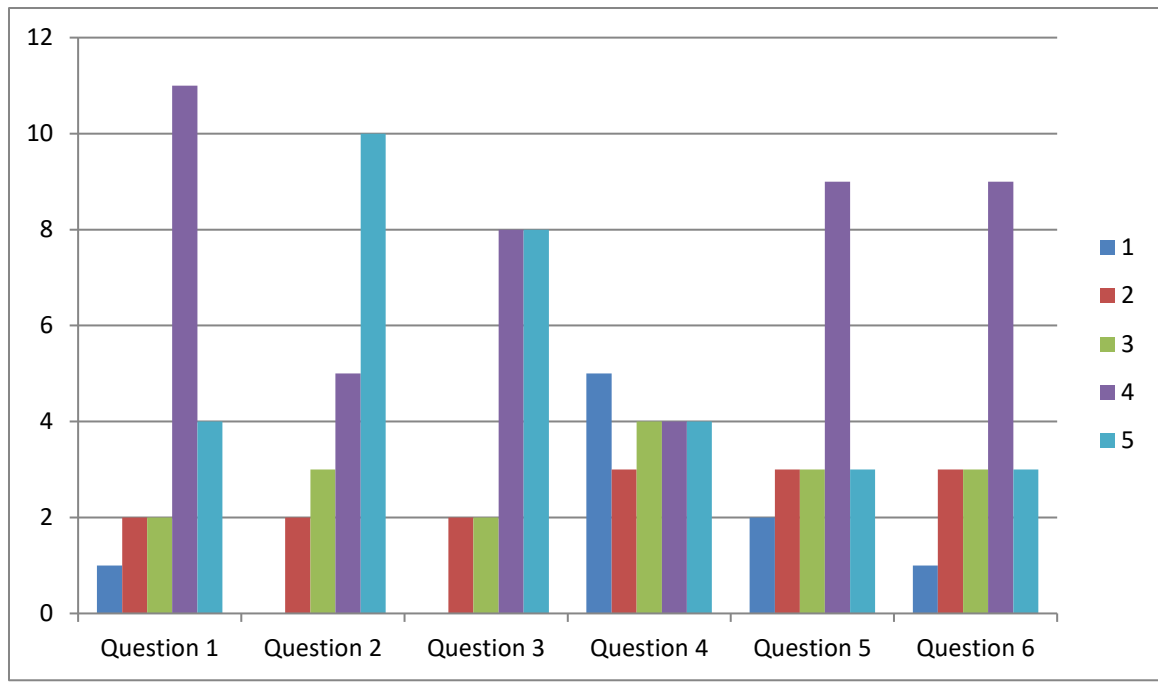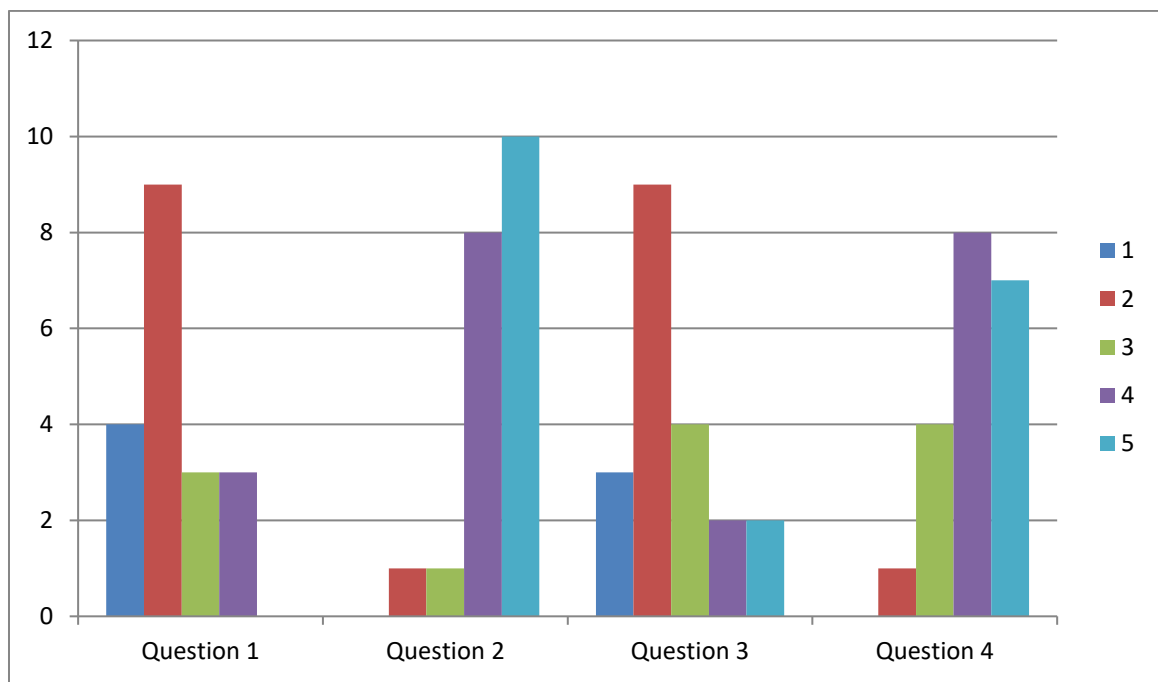

Table 3 – results from section 3

Table 4 – results from section 4

Appendix IV

Observation sheet[65] – example

School _____

Teacher _____

Class_____

Lesson _____

Date _____

The classroom:

1. The English classroom is well-equipped. yes / no

2. There are visual cues and decorations on the walls. yes / no

3. The classroom is spaceous and comfortable. yes / no

Circle or check each item in the column that most clearly represents your evaluation: 4 = excellent, 3 = above average, 2 = average, 1 = unsatisfactory, N/A = not applicable. You may also write comments in addition to or in lieu of checking a column.

I. Preparation	4	3	2	1	N/A	Comment
The teacher was well-prepared and well-organized in class.						
The lesson reviewed material and looked ahead to new material.						
The prepared goals/objectives were apparent.						

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[65] Taken from: Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Pearson Longman, 2007) p. 493-495. Note: This form was taken from the source and adapted for the purpose of the research for the Master Thesis. The reason why this form was chosen was the fact that it encopasses every aspect of classroom managent.

II. Presentation						
The class material was explained in an understandable way.						
The lesson was smooth, sequenced, and logical.						
Directions were clear and concise and students were able to carry them out.						
Material was presented at the students' level of comprehension.						
An appropriate percentage of the class was student production of the language.						
The teacher answered questions carefully and satisfactory.						
The method(s) was (were) appropriate to the age and ability of the students.						
The teacher knew when the students were having trouble understanding.						
The teacher showed an interest in, and enthusiasm for, the subject taught.						
III. Methods						
There were balance and variety in activities during the lesson.						
The teacher was able to adapt to unanticipated situations.						
The material was reinforced.						
The teacher moved around the class and made eye contact.						
The teacher knew students' names.						

The teacher positively reinforced students. Examples and illustrations were used effectively.					
Instructional aids or resource material was used effectively.					
Drills were used and presented effectively.					
IV. Personal Characteristics					
Patience in eliciting responses.					
Clarity, tone, and audibility of voice.					
Personal appearance.					
Initiative, resourcefulness, and creativity.					
Pronunciation, intonation, fluency, and appropriate and acceptable use of language.					
V. Teacher/Student Interaction					
Teacher encouraged and assured full student participation in class.					
Teacher made sure that DS students understand given tasks and encouraged DS students to participate.[66]					
The class felt free to ask questions, to disagree, or to express their own ideas.					
The teacher was able to control and direct the class.					
Teacher moved around the classroom raising the level of					

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[66]

attention, attending to students' questions and needs.						
The students were attentive and involved.						
The teacher was relaxed and matter-of-fact in voice and manner.						
Teacher was aware of individual and group needs.						
The students were encouraged to do their best.						

Additional comments:

_____

_____

_____

_____

_____

_____