Al-Kindi

| RESEARCH ARTICLE

Syntax of the Linguistic Sentence in Children with Down Syndrome in the Sultanate of Oman

Dr. Zahir Marhoon. Al-DAWOODI[1] ✉ **and Dr. Zahir Badar. Al-Gheseini[2]**

[1]Associate Professor of Linguistics, Sultan Qaboos University, Department of Arabic Language, College of Arts and Social Sciences, Sultanate of Oman
[2]Assistant Professor of Andalusian Literature, Department of Arabic Language, College of Arts and Social Sciences, Sultanate of Oman
Corresponding Author: Dr. Zahir Marhoon. Al-DAWOODI, **E-mail**: zaher@squ.edu.om

| ABSTRACT

This study aims to trace the syntax of the linguistic sentence in children with Down syndrome by giving them pictures from children's stories and asking each child to describe the pictures after hearing the natural children's descriptions. This is to trace the syntax used by children with Down syndrome and demonstrate they are to communicate with their peers and the way they construct linguistic sentences as their ability to speak and express is less than their ability to understand what is being said. This study focused on answering the question it posed, which is the extent of the ability of children with Down syndrome in the Sultanate of Oman to express themselves and what structures they adopt in their expressions. This study is based on a clear principle saying that the linguistic sentence is a complete expression indicating a meaning. The study finds that these children, compared to normal children, rely on sentences with transformational structures. This is possibly due to the lack of the expressive vocabulary they need to describe a scene or an image. They use the past tense and imperative, not the present tense.

1. Introduction

The syntax of the linguistic sentence is one of the basic pillars of the verbal communication process. The syntax of the sentence, with the words it contains, is a means used by individuals to express their thoughts, opinions, and feelings. Language is a system of thoughts. If it becomes narrow, then our thoughts will be narrow.

Down Syndrome children are part of the community, and they communicate with their peers just as normal children do. Accordingly, this study intends to examine the syntax of sentences in children with Down syndrome in the Sultanate of Oman in order to demonstrate their ability to communicate with their peers and how they construct sentences. This study is motivated by other studies stating that children with Down syndrome suffer from difficulties in expression and common problems in communicating and speaking. Those studies also suggest that the ability of children with Down syndrome to speak and express themselves is less than their ability to understand what is being said.

This study traces the syntax of the linguistic sentence in children with Down syndrome by giving the children pictures from children's stories and asking each child to describe the pictures after hearing the normal children's descriptions. This is to trace the syntax used by children with Down syndrome in their expression, based on a clear principle saying that the linguistic sentence is a complete expression indicating a meaning.

We do not claim that this study is the first to be applied to children with Down syndrome, as this study was preceded by several studies which dealt with the level of linguistic communication capabilities, receptive language and expressive language in children with Down syndrome, including:

1. A study by Mutasim Al-Rasheed Ghalib, entitled "The level of Communication Capabilities (receptive language and expressive language) for the Down Syndrome Students in Schools and Institutes of Special Education in the City of Wad Medani in Sudan". This paper is published in the Journal of the College of Basic Education for Educational and Human Sciences, University of Babylon, Issue 42, February 2019.

2. Another study by Nuzhat Khalfawi, entitled "Language and Speech Disorders in People with Down Syndrome: Phenomenon and Causes", published in Volume 2016, Issue 34, Supreme Council of the Arabic Language, Algeria, December 2016.

3. A study by Maryam Muhammad Ibrahim Al-Ghaith, Maryam Issa Al-Shirawi, and Al-Sayyid Saad Al-Hamis, entitled "Language Problems with Students with Down Syndrome and its Relationship to some Variables in the State of Kuwait," which was published in the Journal of Special Education and Rehabilitation, Institution of Special Education and Rehabilitation, Kuwait, Volume 5, Issue 17, Part 1, March 2017. This study focuses on the most important sentence structures in children with Down syndrome in order to see if they are compatible with the linguistic structures and compare them with the syntax used by ordinary children. The study focused on the transformative patterns of sentence structures in children with Down syndrome.

The study relied on the analytical descriptive approach, focusing on the transformative patterns of sentence structure in children with Down syndrome.

It selected a random sample of children with Down syndrome, numbered 10 male children and 10 female children, who reached the age of ten because a natural child at this age can build new sentences based on the linguistic system he has acquired.

2. Sentence concept:

The term "sentence"[1] is one of the terms that we don't see in ancient grammatical studies. Muhammad Hamsa traced the term "sentence" in the Book of Sibawayh and found that it appeared only once in the plural form. It was not mentioned as a grammatical term but rather reflected its linguistic sense. We think that the first to use the term "sentence" with its popular concept is al-Mubarrad in his treatise al-Muqtadab.[2]

Grammarians have different definitions of the term sentence (speech). Some of them believed that speech and sentence are two terms for the same word, so speech is the sentence, and the sentence is speech. Al-Zamakhsharī defined it as: "Speech is the composite of two words: subject and predicate whether two nouns, or a noun and verb, and we call it a sentence.[3] Ibn Hisham disagreed with the definition of al-Zamakhshari. In his definition, he separated between sentence and speech, as he said: Speech is a useful intentional statement. I mean by useful that it indicates meaning. The sentence may be composed of a verb and a subject such as: (Zayd stood up). It may also be composed of the subject and its predicate, such as (Zayd is standing up). Other examples are: (He hits the thief), (the two Zaids stood up), or (Zaid was standing). They are not synonymous as many people might think."[4]

This definition makes the sentence's concept broader than the speech, as it includes a subject and a predicate.[5]
With the development of modern linguistic studies, the linguistic rules established by the ancient grammarians changed, so the concept of the sentence varied according to the way the sentence was studied. The modernists also differed in their understanding of the sentence[6], and the criteria and limits of the meaning of the sentence also varied. Ibrahim Anis focuses on the issue of the

---

[1] The sentence is one of the basic components of language. It can be described as the building block on which many modern linguistic theories are based. It is a synthetic unit that every grammatical study takes as a starting point for describing its abstract structure. Ancient and modern grammarians pay great attention to it. Al Sayyid Abdul Hamid: Studies in Arabic Linguistics, 1st Edition, Amman: Al-Hamid House for Publishing and Distribution, 2003, p. 15.

[2] Abdul Latif, Muhammad Hamsa: Arabic Syntax, Cairo: Dar Gharib for Printing, Publishing and Distribution, 2003, pp. 21-23.

[3] al-Zamakhshari Mahmoud bin Omar: Al-Mufassal in Alim Al Lughah (Al-Mufassal in Linguistics) , 2nd Edition, Beirut: Dar Al-Jeel, p. 60.

[4] Ibn Hisham devoted more than half of the second volume of his book "Mughni al-Labib" to the composition of speech. (Ibn Hisham, Jamal al-Din: Mughni Al-Labib an Kutub of Al-A'areeb: Mazen Al-Mubarak, edition 3, volume 2, Damascus: Dar Al-Fikr, 1972, p. 416.

[5] Khaled Al-Azhari believes that every speech is a sentence due to the existence of the subject-predicate structure, but not every sentence is a speech as it should be useful, unlike the sentence. (Abu Al-Makarem, Ali: Al Jumalah Al Feliah, Edition 1, Cairo: Al-Mukhtar Foundation for Publishing and Distribution, 2007, pp. 23-24).

[6] Some researchers delved into the analysis and study of the sentence as consisting of two levels: Deep structure and surface structure. Noam Chomsky believed that linguistic study should be based on an understanding of human nature. So, the description of the surface structure is not

meaning of the sentence. He considers it as an independent element and does not pay attention to the subject-predicate structure. To him, even a single word is a sentence as it carries meaning. He defines the sentence as: "The least amount of speech that benefits the listener with an independent meaning, whether this amount is combined from one word or more."[7] This was confirmed by Dr. Muhammad Hamsa Abd al-Latif when he defined the sentence as: "every speech that has a useful meaning is a sentence, even if it is from one sentence."[8] In his definition, Mahdi Al-Makhzoumi agrees- with Ibrahim Anis and Muhammad Hamsa Abd al-Latif when he defined the sentence as: "the sentence is the least amount of speech that serves the listener with an independent meaning, and it is not necessary that it contains all of the elements.[9]

Khalil Amayrah defined it as "the minimum number of words that carry a useful meaning. We can call it a generative or productive sentence, provided that it follows a pattern of the Arabic language."[10]

3. Syntax:
Grammarians have divided the components of the sentence into two types:

A type that is indispensable and must be fulfilled in every sentence. This type is known by the term "Al'emad" (keystone). The sentence is not correct if this element is absent. It consists of two main pillars, namely: The subject and the predicate, which are the keystone of the speech, based on Sibawayh's saying: One element can't stand by itself... as the verb must have a noun. The first noun is also related to the subsequent noun as it needs what follows it, like the need of the subject to what follows it."[11]

A type that does not need to be fulfilled in every sentence[12]. It is called "Fudlah" (surplus), meaning that it is a surplus or complement to the basic pillars.

Grammarians clarified the composition of the sentence based on the limits of speech. That is because speech can only be composed of two nouns, or a noun and a verb, but it cannot be composed of two verbs, two particles, a particle and a noun, or a verb and a particle. The speech must be meaningful, and this meaningfulness would not be achieved without the subject-predicate structure[13]. Radhi al-Din al-Astrabadi says: "Be careful when attributing what is composed of two nouns, such as the annexing and the annexed, the follower and the followed, and some composites of the verb and the noun, such as (Hit you), as well as the other four types of possible dual composites, which are a noun with a particle, a verb with a verb, a verb with a particle, and a particle with a particle. This is because, in attribution, we must have two elements which are the subject and the predicate. Nouns can be in the position of the subject and predicate, but verbs can only be in the position of predicates, not subjects, while the particle can't be in either position[14]. He also said: "The two nouns may be a speech because one of them is in the position of the subject and the other in the position of the predicate. It is the same for the noun with the verb because the verb is the predicate, and the noun is the subject. However, the noun with the particle is not a word because if you put the name as a predicate, then there is no subject for it."[15] This is confirmed by ibn Yaeish when he said: "Speech is the composite of two words; one is attributed to the other. This can only be done when we have two nouns or a verb and a noun. We call it a sentence in this case."[16]

a thing, it is a science as it leads us to the laws of human nature.(Al-Rajhi, Abdo Ali: Al Nahw Al Arabi wa Al Dars Al Hadith (Arabic grammar and the modern lesson), Beirut: Dar Al Nahdha Al Arabia, 1974, pp. 112-113).

[7] Anees, Ibrahim: Min Asrar Al Lughah (From the secrets of language), Cairo: The Anglo-Egyptian Library, 2010, p. 236.

[8] Abdul Latif, Muhammad Hamsa: al'elamh ale'erabyh fy aljumlah byn alqadym walhdyth (The inflectional sign in the sentence between the old and the modern), Cairo: Dar Al Gharib for Publishing and Distribution, 2000, p. 22.

[9] Makhzoumi, Mahdi: fi alnahw al'erby naqd wa tawjyh (In Arabic Grammar, Criticism and Orientation), 2nd Edition, Beirut: Dar Al-Raed Al-Arabi, 1986, p. 33.

[10] Amayra, Khalil Ahmed: fy nahw alulgah watrakybuha (On the grammar of the language and its structures), 1st Edition, Jeddah: Alim Al Marefah, 1984, p. 34.

[11] Abu Bishr, Amr bin Othman bin Qanbar: Al Kitab, Kitab Sibawayh: Abdel Salam Muhammad Haroun, Edition 3, Volume 1, Cairo: Al-Khanji Library, 1988, pp. 23-24.

[12] I did not use a dispensable term, but used a term that did not need to be fulfilled all the time. The basic principle of "Fudlah" is that it is not dispensable all the time as the meaning depends on it sometimes. A good example of this is Surah An-Nisa, Verse 142: "When they stand up to prayer, they stand up sluggishly". We can see that "sluggishly" is Fudlah "surplus" but it is indispensable here as the meaning depends on it.

[13] Modern studies do not require formal theory, as they aim to analyze the structure of the sentence and draw its semantic syntactic structure. Muhammad Eid says: "The formal composition of the sentence does not require that there should be a subject and a predicate in the syntax. The goal may be realized by using one word if it gives a useful meaning." (Eid, Muhammad: Auswl alnᵒahw al'eᵒrab�y (The Origins of Arabic Grammar), Cairo: 'eᵒalm alkutb, 1978, p. 218).

[14] Al-Astrabadi, Muhammad ibn Al-Hassan: shᵒarh alrᵒdl�y likᵒf�yat abn alhajib (Explanation of Al-Radhi to Kafiat Ibn Al-Hajeb): Hassan bin Muhammad Al-Hafizi, First Edition, Volume 1, Kingdom of Saudi Arabia, Imam Muhammad bin Saud Islamic University, 1966, pp. 18-19.

[15] Shᵒarh alrᵒdl�y likᵒf�yat abn alhajib (Explanation of Al-Radhi to Kafiat Ibn Al-Hajeb) p19.

[16] Al-Mawsili, Abu Al-Baqa Ya'ish bin Ali: Sahrh almufsᵒl lilzmkhshary, introduced by: Emile Badi Yaqoub, 1st edition, Volume 1, Lebanon: Dar alkutb al'elmyh, 2001, p. 70.

4. Sentence types:

Most Arabic grammarians agree that the grammatical sentence has two parts: A nominal sentence and a verbal sentence[17]. However, some scholars have a different point of view regarding this classification. Ibn Yaish responded to the point of view of al-Zamakhshari by dividing the sentence into four parts as he said: "the sentence consists of four categories; verbal, nominal, circumstantial and conditional[18]. Ibn Yaish's response to this statement was: "I Know that he divided the sentence into four categories: verbal, nominal, conditional and circumstantial. This is the division of Abu Ali, and it is a verbal division. In fact, we have only verbal and nominal sentences because the conditional sentence consists of two verbal sentences: The condition is a verb and a subject, and the answer to the condition is also a verb and a subject. As for the circumstantial sentence, it also consists of a verb and a subject.[19]" The modernists relied on the predicate in categorizing the sentence as a criterion for categorizing the sentence. Abd al-Rahman Ayoub said: "The Arabic sentence is divided into two types: attributional and non-attributional. The attributional sentences are limited to nominal and verbal sentences. The non-attributional sentences may include the vocative sentence, the sentence of afflict and acclaim, the exclamation sentence, and so on. The vocative sentence may not be categorized as a verbal sentence even if grammarians interpret it as a verbal one[20]."

Al-Makhzoumi believes that the categorization of the sentence should be based on a principle consistent with the nature of the language. The attribution should be to the predicate rather than the subject because the significance of the news or event is based on the function of the predicate, not on the subject.[21]

The sentence is divided, in terms of the type of attribution, into two types: A simple sentence and a complex sentence. The complex sentence is the nominal sentence whose predicate is a sentence, such as: (Zaid's father stood up) and (Zaid's father is standing up). The complex sentence may be a sentence with two aspects; its first part may be nominal, and its second part may be verbal, such as (Zayd's father is standing)". The complex sentence may also be a sentence of one aspect; its first and second parts are verbal such as "(I thought that Zayd's father is standing up)[22]. A simple sentence is a sentence that is based on the subject, which is the sentence of the predicate. It includes the verbal sentence and the nominal sentence. This is explained by Ibrahim Barakat when he said: "The simple sentence is the sentence that is not based on the subject, whose structure consists of a subject, or a subject whose predicate is a noun, or a verb and a subject[23].   Abd al-Qaher al-Jarjani (d. 471 AH) defined the predicate when he talked about systems theory in his book (Dala'el ale'ejaz). He said: "The predicate can be in different forms such as: (All of them mean Zayd is going)[24]. He also addressed the sentence when he said: "You should know that it is essential to be careful when composing the sentence and to make it coherent as you are constructing a building[25]."

5. Syntax of the Linguistic Sentence in Children with Down Syndrome:

Grammarians have been keen to describe linguistic reality, so they classify the Arabic sentence and divide it into two main types based on the location of the predicate. If the sentence begins with a noun, it becomes nominal even if it has a verb, and if it begins with a verb, it becomes verbal. They depend, in this classification, on the location of the predicate regardless of its type[26].

Children with Down syndrome depend on the nominal sentence[27], in which the predicate is a verbal sentence linked to the subject through a cohesive device. This sentence is originally transformed from another simpler sentence by taking one of its elements and fronting it to occupy the position of the subject. For example, the sentence: "(Bayan said to her father)" is a transformed

---

[17] The terms of verbal and nominal sentences were not used by Arabic scholars, but rather used the predicate-subject sentence. Perhaps the first person to use the terms of verbal and nominal sentences was Al Sakaky in his book "Miftah al-Uloom", when he said: "The attribution is the composite of two words in a meaningful manner to the listener such as "عرف زيد" (Zaid knew), which is a verbal sentence, or "(Zayd knew and Zayd's father knew), which is called a nominal sentence. (Al-Sakaki, Abu Yaqub Yusuf bin Muhammad: Miftah al-Uloom, 1st Edition, Egypt: Mustafa Al-Babi Al-Halabi & Sons Press, 1937, p. 42.

[18] Miftah al-Uloom, part 1, p. 229

[19] Miftah al-Uloom, part 1, p. 229

[20] Ayoub, Abd al-Rahman: Dirasat naqdyah fiy alnahw al'erby (Critical studies in Arabic grammar), Cairo: The Anglo-Egyptian Library, 1957, p. 129.

[21] Al Makhzoumi, Mahdi: Fiy alnahw al'erby qawa'ed wa tatbyqat (Arabic Grammar, Rules and Applications) Edition 1, Cairo: Al-Babi Al-Halabi Press, 1967, p. 86.

[22] Mughni Al-Labib an Kutub of Al-A'areeb, Part 2, p. 497,

[23] Barakat, Ibrahim: Aljumlah fiy nazar alnuhah al'erb (The sentence in the eyes of Arab grammarians), The Arab Journal of Islamic Studies, Edition 1, Issue 1, Khartoum International Institute, February 1982, p. 29.

[24] Al-Jarjani, Abdul-Qaher: Dala'el ale'ejaz: Muhammad Abdo and Sheikh Muhammad Al-Shanqeeti, Cairo: Cairo Library, 1961, p. 56.

[25] Dala'el ale'ejaz, p. 64.

[26] Mihoubi, Sharif: Nizam alrabt fī aljumlah al'erbiyah, turquh wa adwatuh (The Cohesive Devices in the Arabic Sentence: Methods and Tools) a Grammatical and Rhetorical Study, Ph.D. Thesis in language, University of Mentouri, Constantine, 2004, p. 19.

[27] The "nominal sentence" is every sentence whose predicate is a nominal or verbal sentence. Some grammarians called it the "complex sentence" which is a nominal sentence whose predicate is a nominal or verbal sentence, Ibn Hisham says: "The nominal complex sentence is the nominal sentence whose predicate is a sentence, and the simple sentence is the one who is based on the subject. Mughni al-Labib, p. 437.

sentence from: "(Bayan asked her father)". As we can see, "Bayan" is fronted to be in the position of the subject, and its pronoun is placed in its usual position. So, this sentence is originally a simple one that has been rearranged.

The children of Down syndrome depend on fronting or the so-called transformation of sentences. The fronted element, though, leaves a phonemic effect, or an element that contains all its compositional features, including the kind, number, order, position, and the mark of declension. This has been addressed by Chomsky in his discussions to create universal rules to teach all languages.[28]

The children of Down syndrome rely on the principle of elision[29], which stipulates that lexical structures should be represented at all structural levels so that each element is structured correctly. The pivotal roles of the elements are defined. For example, the noun "Bayan" assumes a pivotal role. This order is compatible with the rules of attribution as the subject precedes the predicate. This order can be applied to both the nominal and verbal sentences, logically, not linguistically. Logic makes us acknowledge the presence of the subject before the verb and that the verb comes from the subject; the verb comes second after the subject.
The subject is fronted her for a rhetorical purpose which is to give it more attention, as "Bayan" is the focus of the communication process[30]. The conversation will be about her, and what follows will pave the floor for the question that she asked her father:

(The sky is so big; what is there? What can we see there?)

We noticed that children with Down syndrome didn't focus on the details of the image, most importantly the details of Bayan sitting near her father on a chair in the garden of the house. These details don't draw the attention of the children with Down syndrome, as the main pillar in the sentence for them is the question of Bayan to her father, just as they do not care about the logic on which Bayan's question was based, " (Our sky is so big)". They focused on their description of Bayan and her father. In all of the pictures, Bayan was the main focus for them or the focus of their description of these pictures.

We noticed that they transformed the sentences in their description of the images of the story. The main character occupies the beginning of the sentence in most cases, and it may be repeated in a single sentence. The examples below reflect the sentences composed by children with Down syndrome:

- (Bayan said to her father)
- (Bayan's father said to Bayan) We noticed that "Bayan" is repeated all the time, as well as mentioning her by the affixed pronoun (ها) before mentioning her full name.

We can divide the sentence patterns in children with Down syndrome based on their conversation in describing the pictures as follows:

- Pattern I: Noun+ verb+ transitive article+ noun+ pronoun.
- Pattern II: Noun+ pronoun+ noun+ verb+ transitive article+ noun.
- Pattern III: Noun+ noun+ pronoun+ verb+ قال (said)+ article+ noun.

Now, we will compare each pattern with its equivalent pattern with normal children or with the grammatical rule:

Pattern I: The following example reflects this pattern used by children with Down syndrome: (Bayan said to her father). The structure is as follows: (Noun + verb + transitive article+ noun + pronoun). This structure is similar to the structure used by ordinary children and similar to the linguistic pattern of the complex sentence in the grammatical rule, which is the compound sentence. This sentence is made up of two attributional components; one of them is related to the other and depends on it. However, the linguistic pattern in the grammatical rule and the linguistic pattern of ordinary children allows them to start the sentence with a verb. In this case, the sentence is a simple verbal sentence: " (Bayan asked her father)," and for ordinary children, (Bayan asked her baba)." However, children with Down syndrome tend to transform a simple sentence into a complex one. This becomes a permanent pattern used by children with Down syndrome to start their description of most of the images presented to them.

---

[28] Khorma, Naif: Adwa' 'alá aldirasat allughawiyah almu'asirh (Spotlight on Contemporary Linguistic Studies), Kuwait: 'ealam alm'erifah, The National Council for Culture, Arts and Literature, Issue 9, September, 1978. , Pp. 242--243.

[29] For more information about these criteria, see: Al-Bahnasawi, Hussam: Nzryat alnahw alkuly waltarakyib allughawiyah al'erabyah (Theory of Holistic Grammar and Arabic Syntax, edition 1, Cairo: Library of Religious Culture, 2004, p.7.

[30] The communication process is the main focus in building human relationships and developing social interaction. The process of communication can be categorized into two types: Non-verbal communication, which are the gestures and movements that the body makes, and verbal communication through speech and language. Language provides a person with the opportunity to express his/her thoughts and feelings to others. (Al-Ghazali, Saeed Kamal: Edtirabat alnutq walkalam: altashkhiys wal'elaj (Speech Disorders, Diagnosis and Treatment), 1st Edition, Amman: Dar Al Masirah for Publishing and Distribution, 2008, p. 54).

Pattern II: The following example reflects this pattern used by children with Down syndrome: " (Bayan her father said to Bayan)." This composition represents the noun "Bayan", the pronoun "that refers to Bayan, then the noun "Bayan", then the verb " (said)", then the article "(for)", and finally the noun "Bayan". The structure used by the ordinary children is: " (Bayan's father said to her)", while the usual linguistic structure is " (Bayan's father said to her)". The verb may be fronted, according to the linguistic rule, so the sentence becomes a simple verbal sentence. However, we did not notice any fronting of the verb in children with Down syndrome, as they used one structure only, as mentioned previously: " (Her father Bayan said to Bayan)."

Pattern III: The following example reflects this pattern used by children with Down syndrome, which can be the most complex one among them: " (Bayan her father said to Bayan". This structure represents the noun "Bayan", then the noun "(father)", then the pronoun that refers to Bayan which is, then the verb "(said)", then the article "(for)", and finally the name "Bayan". The structure used by ordinary children is: "(Bayan said to her father)," while the usual linguistic structure is: "(Bayan's father told her)." The pattern of the sentence in the language or with ordinary children is: noun+ verb+ preposition+ pronoun(accusative)+ noun+ pronoun. It may be simpler than this when they say: " (her father told her"). This structure removes the ambiguity of the sentence because if we said: "(Bayan's father said to her) ", the recipient may be confused and will ask the following: To whom was the speech addressed? To whom the annexed pronoun belongs?

We notice that the main character occupies the beginning of the sentence in the first and third patterns. The transformation of sentences is a basic feature of speech in the Omani dialect, if not in all Arab societies. When a person asks another person for something, he/she begins with his/her name, then says the request, for example: "(Zaid, give me the pen)" and " (Zaid, did you go to university today?)". Children with Down syndrome are part of society; they hear that structure which sticks to their minds. Children with Down syndrome succeeded in removing the ambiguity by repeating the name "Bayan" twice and using a pronoun to refer to her again, especially since the second "Bayan" helped the recipient to remove the ambiguity. Therefore, after reviewing the three patterns used by children with Down syndrome, we find out that these children, compared to their ordinary peers, rely on sentences with transformational structures. This is due to the lack of expressive vocabulary they have when describing the scene or image as if they compensate for the lack of vocabulary with the pronouns. However, the main reason is the difficulty in using expressive language, as their main goal was to present useful expressions.

We also noticed that they intended to use the past tense to indicate the end of the event and use the imperative, but we did not notice their use of the present tense verb. They used the verbs "(said)" and imperative (see). They also focused on names very much.

5. Conclusion

This study focused on the study of sentences and their structures among children with Down syndrome in the Sultanate of Oman to demonstrate the ability of these children to communicate with their peers and the way they build sentences. The study tracked the sentence structures of children with Down syndrome, focusing on a specific principle which is a sentence is a complete word denoting a meaning that is preferably kept silent.

The study came out with a set of results, the most important of which are:

1- Children with Down syndrome depend on the sentences, which is a sentence in which the predicate is an actual sentence, linked to the predicate with a link, and it is in its origin a sentence transformed from another simpler sentence.

2- Children with Down syndrome depend on forwarding, or what is called the conversion of the sentences, although the forwarded leaves in its place a sound trace or a return bearing all its structural features.

3- The study showed that the patterns of sentences adopted by children with Down syndrome are concentrated in three patterns, which are:

- First pattern : noun + verb + transitive tool + noun + pronoun

- Second pattern : noun + pronoun + noun + verb+ transitive tool + noun

- Third pattern : noun + noun + pronoun + verb + said + tool + noun

The results of the study revealed that children with down syndrome in the Sultanate of Oman, compared to normal children, rely on sentences with transformational structures. This is possibly due to the lack of the expressive vocabulary they need to describe a scene or an image. They use the past tense and imperative, not the present tense.

The study finds that these children with down syndrome transformed the sentences in their descriptions of the images of the story. The main character occupies the beginning of the sentence in most cases, and it may be repeated in a single sentence.

The study recommends the follow-up of such studies to make the necessary comparisons between different countries and to follow up this category in its linguistic structure system within the society itself. Let's show her ability to follow the linguistic system within societies and in her relationship with her peers. The study also recommends that this category should be studied cognitively.

Conflicts of Interest: The authors declare no conflict of interest.

Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

References
[1] Abu A. A (2007). *Al Jumalah Al Feliah, edition 1*, Al-Mukhtar Foundation for Publishing and Distribution.
[2] Abu-Bishr, A. O. Q. (1988). *Al Kitab, Kitab Sibawayh: Abdel Salam Muhammad Haroun, Edition 3, Cairo:* Al-Khanji Library.
[3] Al-Astrabadi, M. A. (1966). sharh alrady likafiyat abn alhajib. Explanation of Al-Radhi to Kafiat Ibn Al-Haje): Hassan bin Muhammad Al-Hafizi, First Edition, Imam Muhammad bin Saud Islamic University.
[4] Anees, I. (2010). *Min asrar alughah (Secrets of Language*, (1st Edition): The Anglo-Egyptian Library.
[5] Ayoub, A. (1957). Dirasat naqdyh fiy alnahw al'erby. Critical studies in Arabic grammar: The Anglo-Egyptian Library.
[6] Barakat, I. (1982). Aljumlah fiy nazar alnuhah al'erb. The sentence in the eyes of Arab grammarians, *The Arab Journal of Islamic Studies*, Khartoum International Institute.
[7] Al-Bahnasawi, H. (2004). Nzryat alnahw alkuly waltarakyib allughawiyah al'erabyah *Theory of Holistic Grammar and Arabic Syntax, 1st edition*: Library of Religious Culture.
[8] Al-Jarjani, A.Q. (1961). Dala'el ale'ejaz: Muhammad Abdo and Sheikh Muhammad Al-Shanqeeti: Cairo Library.
[9] khorma, N: (1978). Adwa' 'alá aldirasat allughawiyah almu'asirh (Spotlight on Contemporary Linguistic Studies), Kuwait: 'ealam alm'erifah, The National Council for Culture, Arts and Literature, Issue 9.
[10] Al-Rajhi, A. A. (1974). Al Nahw Al Arabi wa Al Dars Al Hadith (Arabic grammar and the modern lesson): Dar Al Nahdha Al Arabia.
[11] al-Zamakhshari M. O (n.d): Al-Mufassal in alim al Lughah (Al-Mufassal in Linguistics) , 2nd Edition, Beirut: Dar Al-Jeel.
[12] Al-Sakaki, A. Y. (1937). Miftah al'eluwm, 1st Edition: Mustafa Al-Babi Al-Halabi & Sons Press.
[13] Al-Sayyid A. H. (2003). *Studies in Arabic Linguistics, 1st Edition*: Al-Hamid House for Publishing and Distribution.
[14] Abdul-Latif, M. H. (2000). al'elamh ale'erabyh fy aljumlah byn alqadym walhdyth. The inflectional sign in the sentence between the old and the modern: Dar Al Gharib for Publishing and Distribution.
[15] Abdul-Latif, M. H. (2003). bina' aljumlah al'erbyah (Arabic Syntax): Dar Gharib for Printing, Publishing and Distribution.
[16] Amayra, K. A. (1984). fi nahw alulgah watrakibuha. *On the grammar of the language and its structures*, 1st Edition: 'ealam alm'erifah.
[17] Eid, M. (1978). Auswl alnȏahw al'eȏrabۅy (The Origins of Arabic Grammar): 'ealam alkutub.
[18] Al-Ghazali, S. K. (2008). Edtirabat alnutq walkalam: altashkheis wal'elaj (Speech Disorders, Diagnosis and Treatment), 1st Edition: Dar Al Masirah for Publishing and Distribution.
[19] Al Makhzoumi, M. (1967). Fi alnahw al'erby qawa'ed wa tatbyqat (Arabic Grammar, Rules and Applications) Edition 1: Al-Babi Al-Halabi Press.
[20] Al Makhzoumi, M. (1986). fi alnahw al'erby naqd wa tawjyh (In Arabic Grammar, Criticism and Orientation), 2nd Edition: Dar Al-Raed Al-Arabi.
[21] Al-Mawsili, A. A. Y. b A. (2001). Sahrh almufsȏl lilzmkhshary, introduced by: Emile Badi Yacoub, 1st Edition: Dar alkutb al'elmyh.
[22] Ibn Hisham, J. (1972). Mughni Al-Labib an Kutub of Al-A'areeb: Mazen Al-Mubarak, 3rd edition, Damascus: Dar Al-Fikr,
[23] Mihoubi, S. (2004). Nizam alrabt fī aljumlah al'erbiyah, turquh wa adwatuh. The Cohesive Devices in the Arabic Sentence: Methods and Tools) a Grammatical and Rhetorical Study, Ph.D. Thesis in language, University of Mentouri, Constantine.