One of the important findings of this study is that older group (children who have not passed the age of twelve) and younger group (children who have passed it yet). The study has found also that the later onset is followed by a speed development.

One glance is enough for constructing and storing many concepts about the world around. Language is a reflection to those stored concepts. This study goes around a central question, which is: how does losing of this most important sense effects metaphor comprehension? It is one of the most linguistic phenomena should be effected because it depends on comparing two objects or concepts to indicate one of them in terms of the other. The researcher has chosen congenitally blind children rather than adults to conduct his investigation because children are at the begging of their linguistic and cognitive experience. This makes them more away from the conventionality of language and acquiring it relying on the other senses.

The study is based on the hypothesis in which the congenitally blind children have the ability to comprehend metaphor, whether it is highly related to vision or not, but they have a delayed onset of acquiring this ability. It is also assumed that blind children pass through the same development process of metaphor comprehension ability. The design of the experiment has included 52 children, 26 blind children as experimental group and 26 sighted children as control group. Each of these groups is divided into two sub-groups, older group (children who have passed the critical period or the age of 12) and younger group (children who have not passed it yet). The subject have exposed to 80 metaphors constructed within a short story. These metaphors are classified according to themes reflecting most of the world material and abstract terms. Types are classified on the basis of conventionality (conventional and novel metaphors) and complexity (simple and complex metaphors).

Results of this study show that congenitally blind children can comprehend metaphor like sighted ones, but they have later onset. They also indicate that blind children who have passed the age of twelve are equal, in their ability in understanding metaphor, to the sighted children who have not passed this age yet. The study has found also that the later onset is followed by a speed development.

In an expected finding, the results have shown obvious role of environment and individual differences in process of developing metaphor comprehension ability for blind children. One of the important findings of this study is that all kinds of concepts, whether they are related to the visual or optical imagery, develop approximately at the same time in blind children. Finally, novel metaphors, in opposite to conventional ones, are the main source of differences between blind children and their sighted peers. In the same context, complex metaphors more than simple ones cause the differences between blind and sighted children.