

**‘Specialization in ICTs and Special Education: Psychopedagogy of Integration’
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**INVESTIGATING
THE METAPHOR ABILITY OF A BILINGUAL SCHOOL- AGE CHILDREN
WITH DOWN SYNDROME: A CASE STUDY**

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ABSTRACT

The goal of this case-study, is to present the characteristics of bilingual speakers with Down Syndrome (DS) and to study their ability to understand the metaphorical function of language. In the first part of this study, the general characteristics of speakers with Down Syndrome are presented and their language development is studied with an emphasis on the phonology, the vocabulary and especially the metaphorical function of language. At the same time, the bilingual typology and bilingual typical education are examined and bilingual education for children with DS is presented. The second part of the research examines the ability of a bilingual student with DS to understand the metaphorical function of language in two languages (Greek L1 - English L2). The results of the research show that there is a difficulty in understanding metaphorical language in general, and especially in the second language (L2) (English) by the student. Equally important is the fact that the DS student is able to interpret correctly metaphorical phrases and idioms, which she has learned and uses in her daily vocabulary (Greek L1). This confirms that the quality and quantity of the incoming language product should be taken seriously in mind as far as the interpretation of a person's performance in both languages is concerned, as a rich input of language can positively affect the development of bilingual children with DS.

Keywords: Down Syndrome, Bilingualism, Metaphor, Metaphorical Ability of Language

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