

Uimhir chlárúcháin na scoile:

1 8 2 5

Tír:

EE

Uimhir aitheantais an dalta sa bhunachar sonraí:

1 9 7 2

Péire teangacha:

GA > EN

Túslireacha ainm an dalta:

É N Í C

An bhliain a rugadh an dalta:

1 9 9 9

Another Language, Another Mind:

~~Two~~ We spoke two languages at home as I was growing up - Irish and English - and I was unaware of any differences between them. That was normal for children of bilingual or polyglot ~~family~~ families, I realize; ^{that} the communication was more important to them than the language. Further more, I clearly remember the time I began to learn a third language. 'Dr. Seuss's Dictionary' was ~~for~~ the first French book I ~~had~~ read, and I ~~often~~ often spent Saturday mornings ~~on~~ sitting on the doorstep ^{reading it} with my dad, in the heat of the sun - the sun ^{was always shining} ~~was~~ ~~perpetually~~ in the golden days of my youth! I have a fond memory of that book because I understood, even at that point, that I could gather knowledge of a completely different world if I continued to learn the foreign words in it.

A theory formed by the linguists Whorf and Sapir, in the 1930's, was that the structure of a language influences the ~~view~~ outlook of one who speaks that language. Whorf used the example of the Hopi tribe in Arizona, in the United States of America.

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He stated, for example, that their understanding of time-related matters differed from the understanding of those who spoke the main ^{languages} of Europe, because the ^{Egyptians} possessed very few nouns used to reference units of time.

In the 1960's, however, other scholars greatly opposed that theory and insisted that the thought process is independent of the language. The theory proposed by these scholars supported what Plato believed - the ^{thoughts} ^{are} ^{most} ^{important} ^{and} ^{precedence} ^{are} ^{most} ^{important} are ^{most} ^{important}, and the language is a tool to convey these thoughts. Whichever theory you prefer, there is no doubt that there are concepts conveyed in certain languages that are difficult to translate to other languages. Therefore, learning a language is more than learning words; it's something more comprehensive, and I think that this is one of the most enjoyable aspects of it. Think about the words in certain languages that cannot be translated to other languages. Look at the Spanish word describing the time you spend in the company of people ~~after~~ having

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finished a meal with them, or me ^(sobremesa) turned the Japanese have for the kind of light that shines through the leaves of trees (komorebi). It's possible that these words exist because they describe a ~~general~~ specific concept that's important ^{to} in these cultures.

A deeper insight into ^{alternate} other worlds and (culture) is the reward ^{respect} for ~~learning~~ ^{from} learning languages. No two (languages) are the same. And isn't it great that's ^{the way} ~~how~~ it is!