

## 2020, Linguistics, Fitzwilliam College

Being a non-native English speaker, language has intrigued me profoundly during the past nine years. I attended a bilingual school, where I learned about the cultures of English-speaking countries, and I have wanted to know more about the particularities of the English language ever since. Consequently, becoming bilingual (Hungarian being my mother tongue and English my second language) sparked unbridled enthusiasm in me to deepen my linguistic knowledge within academic circumstances. My spare time is spent by learning about linguistics and English independently, with particular topics in focus.

The question of 'How' appeals to me when it comes to linguistics. How does the mind perceive language? How can liars be tracked down relying solely on their linguistic characteristics? As I have aspired to find answers to the latter question, I delved into the field of forensic linguistics. I read *Wordcrime: Solving Crime Through Forensic Linguistics* by John Olsson. I gained a sense of what the forensic linguist does: not playing the detective or accusing people but working from a safe ground to point towards answers. I have been introduced to essential processes, such as linguistic fingerprinting and authorship profiling. My biggest linguistic achievement is my essay for the Trinity College Cambridge writing competition, titled 'Bilingualism is good for your brain'. The essay argued how bilingualism might help protect the ageing brain and what differences exist between mono- and bilinguals. I have deduced that specific brain regions are altered and with everything considered, bilingualism is beneficial, no matter the age of acquisition. Previously, I had studied the Rosetta Stone, which I consider a symbol of multilingualism. Its contents reached many Egyptians, even if they spoke different languages according to societal belonging, and it may have been read by bilinguals of the time. I realised how writing can be a form of representing affiliation or exclusion. I have also been interested in translation, because I have noticed that foreign texts can be perfect means of learning about other languages. Through my experience with translating from English and German, I have learnt how effortful it is to maintain the uniqueness of the source while having to phrase the text in another language. Taking up German showed me how three languages can be different at times and yet be used for essentially the same purpose: to communicate.

Having visited the 2019 UCAS exhibition, I am keen to study in the UK to immerse myself in the British (multi)culture. I would love to identify a modern-day Maria Temple or Joe Gargery passing by. Extensive reading has enhanced my passion for British and colonial literature, which ranges from the Gothic novel of *Jane Eyre*, through the Victorian story of *Great Expectations*, to the Jazz-Age interwar fiction of *The Great Gatsby*. I love analysing texts and find myself asking 'Why', just as 'How' springs into my head for linguistics. Why is the depiction of the marshes allegorical in Dickens' *Great Expectations*? Why might it feel as if Mrs Dalloway's heart has sometimes been just as rigid as the leaden circles that dissolved in the air? These questions arise from the unsaid and provoke the reader to become an active partaker of an otherwise passive activity.

Playing the guitar for ten years taught me about repetitious work and I realized how consistency, endurance and accuracy play a big role in achieving goals. Another hobby of mine is photography, which helps to develop close attention to detail. It is valuable in all areas of life to observe things from different perspectives.

I have volunteered in Festetics Palace to assist foreign visitors. Owing to my art history lessons (two years of which have been taught in English), I was able to talk about the palace in detail, enhancing my communication skills. In return to receiving any queries, I ask mine with more ease, as I now know that most questions are worth asking.