

HELP END HUNGER LANGUAGE TEACHING THROUGH
CHUNKS CAPTAIN FANTASTIC AND THE POSSIBILITY OF A
"DESCHOOLED" SOCIETY INTERVIEW WITH FATIH YAVUZ
FICTIONAL TEACHERS ON THE SCREEN WHAT IS ESA? CAN
WE LEARN A LANGUAGE BY OURSELVES BOOK CORNER

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ENGLISH SPEAKING SOCIETY

engspeakingsociety@gmail.com

 engspeakingsociety

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**EDITORIAL CHIEF
BEYZA CAN**

**CONTRIBUTING EDITOR
GÜLNIHAN ALTINAY**

**DESIGN
BEYZA CAN**

**WRITERS
HILAL BAYRAM
BUSRA INAK
BEYZA CAN
GULNIHAN ALTINAY
ERAY BAKBAK
IREM SILA OZER
ZUMRE TOSUN
MERT YAZICIOGLU**

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CONTENTS

HELP END HUNGER
LANGUAGE TEACHING THROUGH
CHUNKS

CAPTAIN FANTASTIC
AND THE POSSIBILITY OF A
“DESCHOOLED” SOCIETY

CAN WE LEARN A LANGUAGE
BY OURSELVES

INTERVIEW WITH FATIH YAVUZ

WHAT IS ESA?

(DON'T) LEARN JAPANESE
FROM ANIME

FICTIONAL TEACHERS
ON THE SCREEN

BOOK CORNER

HELP END HUNGER

GULNIHAN ALTINAY

It has been determined by reports that two thirds of the people living in the world today have problems in accessing healthy food. A game has been developed by the United Nations Food Program to help these people at least a little; it is called Freerice. Freerice can be defined as an English based quiz game. There are multiple categories for you to choose. For example; you can choose science, math, language learning, etc. Moreover, it has such categories as Nobel Prize, the global goals and recently added Coronavirus: Know the Facts. The game also allows you to choose the difficulty level for yourself. If you want, it has a category which will help you to improve your English as well.

Each correct answer allows you to donate 10 grains of rice for the program. 10 rice... Not much, isn't it? Well, hear about this then. Until today, 202 billion rice has been donated thanks to this application.

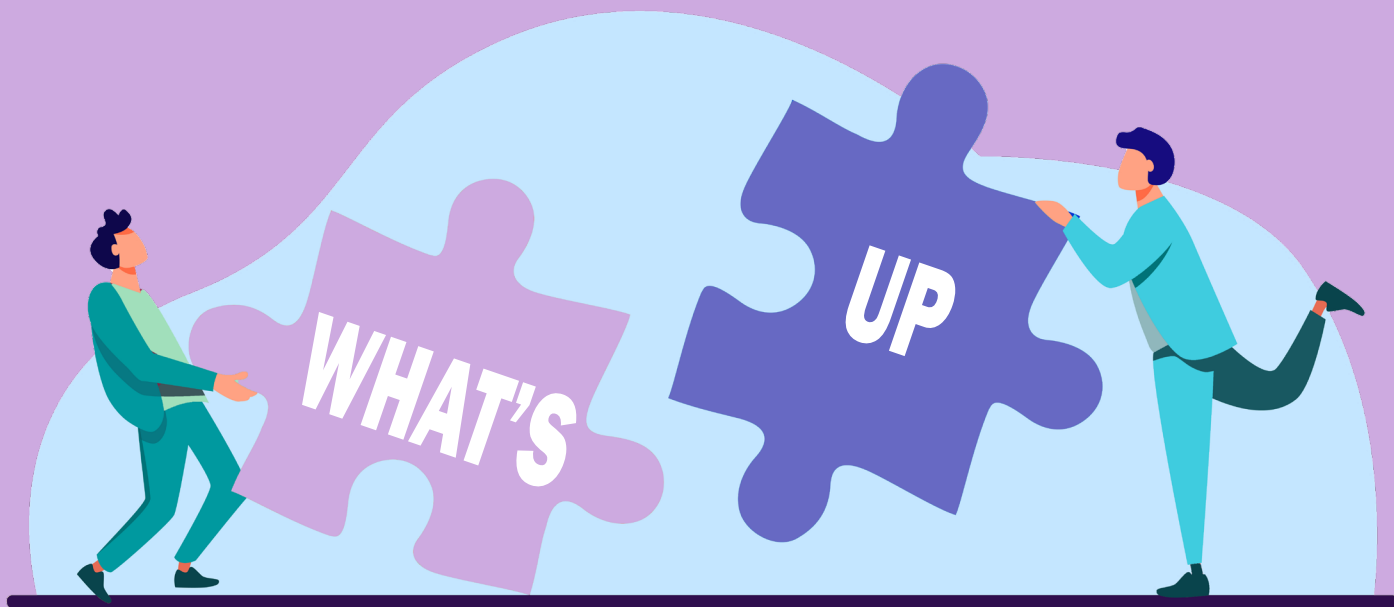
How Freerice Works?

As you play Freerice and answer the questions right, advertisements appear on your screen. When you see one of these advertisements, you trigger a financial payment to the World Food Programme to support its work saving and changing lives around the world. So, be sure you aren't running any ad-blocking software. Otherwise, you cannot donate any. You can create your own account or you can go on as a guest. But creating an account allows you to take place in leaderboards. By taking only 10-15 minutes a day, you can create a smile on the faces of people who are in need.



FREE RICE





LANGUAGE TEACHING THROUGH CHUNKS

HILAL BAYRAM

Do you know how chunking can speed up your language learning process? Chunking refers to the process of taking individual pieces of information and grouping them into larger units. By grouping each data point into a larger whole, you can improve the amount of information you can remember. Probably the most common example of chunking occurs in phone numbers. For example, a phone number sequence of 4-7-1-1-3-2-4 would be chunked into 471-1324. As for chunking words, things get more fun and useful.

Chunking allows people to take smaller bits of information and combine them into more meaningful, and therefore more memorable, wholes. By separating disparate individual elements into larger blocks, information becomes easier to retain and recall. This is due mainly to how limited our short-term memory can be. While some research suggests people are capable of storing between five and nine units of information, more recent research posits that short-term memory has a capacity for about four chunks of information. According to neuroscientist Daniel Bor, author of *The Ravenous Brain*, chunking represents our ability to “hack” the limits of our memory. Bor argues that our natural tendency to see patterns and make connections is not just important for memory, but that it is also the source of creativity.

As Steve Jobs once famously suggested, “Creativity is just connecting things.”

When it comes to how and when to use them, there is a lot to talk about. First of all, Learners tend to want to know what every single word in a phrase means. But that just isn’t helpful sometimes. Let’s analyze a simple phrase like what’s up? This is commonly used to ask “how are you?” or “what’s wrong?” in English-speaking countries. But if you break it down, you get what-is-up? This phrase understood word for word might make you stare at the sky, looking for planes and clouds. Or you might think it’s a very philosophical question. What is up? What is down? Where am I? Learn what’s up? as a chunk, however, and you will always know what it means. Secondly, you can use chunks whenever you want. Especially, you read or hear something in a foreign language. Chunking is for all language learners at all levels. Beginners shouldn’t be afraid of learning useful full sentences and questions. Can you help me? works much better than help! And Can I have a pint of coke, please? is far nicer than coke, please.

There are various ways of learning new chunks of language but remember that you need to practice using them in different contexts as many as you can. You should also remember to have fun while you learn! Good luck!

→ CAPTAIN FANTASTIC → and The Possibility of a “Deschooled” Society

Eray Bakbak

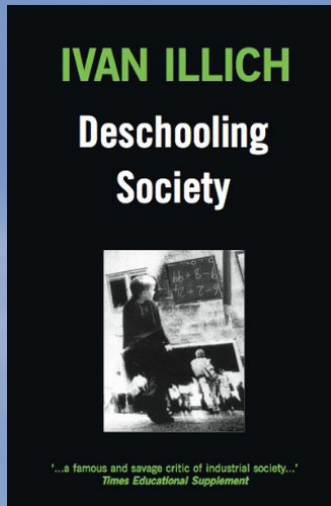
Captain Fantastic, written and directed by Matt ROSS, was released on the 23rd of January 2016 at the U.S.A. This movie is categorized under the drama genre.

In this article, this movie will be reviewed. But first, the term “*deschooled society*”, theories behind it and arguments against it shall be simply explained.



What does Deschooled Society mean?

The term “*deschooling*” is coined by an Australian author and philosopher, Ivan Illich when he published his book titled “*Deschooling Society*” in 1970. In this book, he criticizes the functions and effects of schools. “*Deschooling*” simply means rejecting the traditional schools and curriculums. Because this idea states that students are not free in their education and the current traditional educations are corrupted and “*unproductive*”. Instead, children shall be free in their educational environment so that they can get a better education.



“Does schooling mean the same as education? No, it does not. Everybody learns something day by day. Honestly, most of us will see that schooling in our lives is extremely devoid of direct and profound influence.” (Illich, 1970)

The roots of this criticism and idea are related to Romantic-Radical Curriculum Design. This design states that Schools are flawed and they restrict children. Instead, children shall feel free by taking the responsibility for their own education. This is why this curriculum design rejects schools.

But is this design possible in reality? Is there a possibility of a deschooled society?

There might be different alternatives of deschooling such as homeschooling. But Romantic-Radical Curriculum Design still remains as a theory. It could not be integrated into real-life education. Because it is not easy and sustainable to apply.

According to John Holt, an author and supporter of unschooling/homeschooling idea; every person would have the chance to learn according to their wishes by selecting among the provided choices in a deschooled society. But John Holt’s ideas do not necessarily require closing all the schools.

- Because he states his claim by emphasizing “whether in school or in some altogether different way” (Routray, Sailen, 2012)

The movie: Captain Fantastic

The movie is about the story of a family that has been living away from society for nearly a decade. In the story. The father, Ben has been responsible for his 6 children at different ages since the mother died. The story takes place in somewhere near to Pacific Northwest, Washington, U.S.A

This is not a common drama of a family that is forced to live away from society. The father and the mother had some certain controversial ideas and decided to live in the woods where they created themselves another life proper to their ideas. They have built their own home and they have a big coach as a vehicle to go back to the town on necessary occasions.

This movie points out to some controversial ideas such as “*a deschooled society*” and “*rejecting any processed food*”



They hunt animals and grow plants as much as needed to be physically healthy and live a better life. They almost never go to the markets or shops unless it is necessary. There is an interesting scene: The family decides to go to a restaurant for a special occasion. They get the menu. But the children do not know most of the items on the menu.

One of the kids asks; “*What is cola?*”

The father answers: “*Poison water*”

About the education, the mother and father did not reject education, but they rejected schools since they think schools have lost their functions and they are corrupted institutions that do not provide any proper education. Now that the mother is gone, the father teaches the kids, but not in a traditional way. He guides them according to their own education plans. They always read encyclopedias for knowledge and then share the knowledge by making a presentation or telling what they’ve learnt, they read novels to get a taste of literature. The father trains them for some sports and they exercise together. Every one of the family knows how to play a different instrument or sing.

In one of the scenes, the family visits an aunty who lives a traditional/ usual life along with her family. She blames the father for taking the rights of his children to proper education and proper social life. The father says;

“I’m saving their lives. Is knowing how to set a broken bone or how to treat a severe burn ridiculous? Is knowing how to navigate by the stars in total darkness or how to identify edible plants ridiculous? The aunt says; “They are children. They need to go to school and learn about the world!”

Then the father asks a question to two boys of the aunt that are at high school levels and they cannot answer it. Then the father asks the same question to one of his kids. He says “what is the bill of rights?” and his eight years old daughter answers the question with the common definition and with her own words by paraphrasing the common definition.

These children do not receive any information from a non-functioning education program at a normal school. But instead, they acquire the knowledge and integrate it their practical life. They learn the needed information and they experience and use it in real life.

They seem like prepared for everything in life. But are they indeed?

Is this a sustainable way to live?

Is it possible to live a perfect life in isolation from society even if one is prepared and educated for almost everything? Might education be the only function of a school? How can human relations develop if one is away from other humans? How can anyone live a perfect life without enjoying the company of a friend or an acquaintance?



The father guides his children through their “education”. But he cannot teach them how to socialize with other people properly while the children do not go to any school and instead get educated in woods by practicing. This problem can clearly be seen in the scenes where the family goes back into the town. The children do not look like fitting in normal/modern social environments since they have not experienced such environments. Of course, they do not like to behave as savages. But it is clear that they lack of experience for socializing with other humans. Their parents were not raised in this “unusual way” but they are raised in this way.

There will always be two sides of a coin. This “unusual way” is almost perfect. But still, it has some disadvantages in real life, as well.

In the end, we see that they made compromises for their life. Maybe they had to do so. The family settled into the town, the children started to a school. But they still live a healthy life by growing their own and raising their own livestock animals.

Resources:

- Routray, Sailen, 2012, “Deschooling Society”, Contemporary Education Dialogue. 9 (1): 85–104.
- Illich, Ivan, Deschooling Society, 1970, Harper&Row Publishing, New York, U.S.A



CAN WE LEARN A LANGUAGE BY OURSELVES?

ZUMRE TOSUN

Nowadays more and more people want to learn a second language but do not know how to do it. There are a lot of ways to learn a second language that fit different lifestyles, budgets and schedules. There are professional tutors online and offline, various language schools and courses. One might be confused about which way to choose because there are many ways to learn a second language. One of those ways is learning on your own and lots of people choose to do so. But is it really possible? Spoiler alert: yes! Here some tips to help you with your own learning of a second language journey.

1. Know Your Motivation

Most people start to learn a second language and then stop because they lost their motivation. It is hard to keep yourself motivated sometimes during your learning. However, if you ask yourself why you want to learn that language and keep the answer in your mind, it is not that much hard.

2. Set Your Goals

If you want to achieve something, you should know what to achieve exactly. Decide your goals according to your motivation, the reason why you are learning. But when doing it, you must be smart. You should not set so general goals for example. "I am going to learn French." Instead of this, set S.M.A.R.T goals. A smart goal is:

Specific

Measurable

Attainable

Relevant

Time-bound

So, if you do not want to start your learning journey and give up 1 month later, you should say "I am going to speak with my French partner every Sunday for 20 minutes for the next 6 months." Can you see the difference?

3. Choose a Method

After setting your smart goals, you should need a method to achieve them. First of all, you need to find suitable sources. We are living in the age of technology so why we do not use the benefits of it? There are many online courses and apps that can help you such as Udemy, Gakademi, Babbel and Busuu. Be careful about not choosing so many resources, you might get overwhelmed. Start with a couple then you can add more. Start with basic things and focus on your development. Learning a new language does not take a short time. It is okay going slow as long as you're developing.

4. Use the Language

People learn a language from birth in order to meet their communication needs with the environment in which they grew up and use this language to communicate when they reach a certain age. Depart from the same point! If you want to learn a new language, expose yourself to situations where you will hear and use that language more. Try to get out of your comfort zone.



INTERVIEW

WITH
Fatih Yavuz

BUSRA INAK

1. Could you introduce yourself to us in brief?

I was born in Erzurum in 1968. I am the 6th child of my family and I am the only one in my family to study languages. I graduated from Ataturk University. I am married with three children.

2. What do you think about learning a language? Do you think knowing English in today's world is a necessity?

Well, learning a language is opening the door of a new culture or world. So everyone needs to communicate. Apart from communication, learning a language would contribute to a person's intellectual development. As English is the Lingua Franca of this modern world it is inevitable. But I also suggest that one language will never be not enough for the person of this age.

3. Most of the people who are learning English have some problems with speaking. We hear "I can understand but I cannot speak." Why do you think they can understand but they cannot speak? What are your suggestions for those people?

The problem is with the way they are learning the language. If we focus on communication and therefore interaction, speaking will effortlessly emerge. It is the same as what we are doing with our first language. We don't need the rules but the interaction within the community. Also there is the

'silent period' during which the input is processed and some time is needed for the person to produce the output. Getting the comprehensible input as much as possible, we only need to activate our cognitive skills and be patient during this process. The result will not be a perfect speaking but satisfying.

4. What people should do if they have the anxiety of speaking in English? What is your suggestion?

Why are we anxious? This is the question. If we can find the reason, it is easy to overcome it. For instance, you are anxious because you are afraid of making mistakes, you should practice more, or if you think you don't have enough vocabulary then you know the solution before you speak, read or listen to enough information about the thing you are going to talk about. This is the preparation stage. If you have the ingredients, you are ready to cook the meal you want.

5. Do you think pronunciation is essential for speaking?

Pronunciation is the very elegant suit of your speaking. It's what people first notice and to me, it is the first decision about you. I believe that (for language learners) the correct pronunciation makes you fluent and after that all you need is to plan your speech.

6. How did you improve your speaking skills? Is there any advice or tips you could give us for speaking?

Well, I remember myself having a lot of difficulties. I was not able to find the words, I was getting nervous, I was thinking hard about the endless rules. Speaking was a very big challenge for me. Then to break all of the chains around me, I decided to talk with the tourists shopping around the Ulu Mosque in Erzurum. At first, I had few sentences later more sentences followed. Then I noticed I needed to speak with more words. Also I discovered that nobody cared the grammar rules. Later my confidence was growing and making me more involved in the speaking skills by checking word meanings and pronunciations in a dictionary and reading more about the topics I wanted to talk about etc.

My story has some suggestions; first be self- confident, and take the challenge, do not get discouraged when you have mistakes and prepare yourself for the speaking activity.

7. What is your ideal teacher figure? Are there any characteristics of how a teacher should be for you?

A good teacher is the one who has a lesson plan, devotes herself to the students, builds rapport with the learners and learns with them.

8. Do you have any moment that you cannot forget as a teacher?

Once while I was teaching in an evening class at Atatürk University and suddenly we felt a severe earthquake. I remember all my students holding my hands to get protected. I realized that I am not only a teacher for my students but also someone to depend on.

9. Is there any advice you should give to ELT students? How should they evaluate their academic life?

The academic life requires a lot of investment and devotion. Whatever you achieve during the university years will shape your future life. So trying hard during these years can give you a lot of advantages in your career.

10. Besides talking about English and speaking, what would you advise your 20-year-old yourself?

Be yourself; never cause the pain of others. Share the good things you have with anyone and take a lesson from all of your failures. Do not forget you can love everyone and its language is universal. Try to be remembered with the good things you have done even many years later. Leave a good smile in the hearts of the people you have met.

WHAT IS ESA?

IREM SILA OZER

Engage, Study and Activate (ESA) is a method of sequencing activities in lessons. It was firstly proposed by Jeremy Harmer in his book, “How to Teach English”. The stages are aimed to be flexible so that students can be more active in a classroom setting and acquire language more easily (Harmer, 1997).

What are the stages and activity ideas?

Engage: In this stage, teachers aim to arouse students’ interest to the lesson. By doing this, students will be more active and involved in the classes. Also, having fun before the class with some activities or materials such as stories, songs and pictures will encourage them to produce some language and warm up students.

Some Activity Ideas for Engage Phase:

- 1- Partner Information Share: Students can learn about each other and this makes classroom environment more sincere.
- 2- Word Linking: A student says one word and the next student says a word starting with the last letter of the previous word that his/her classmate have said. It is fun to play and helps students to learn new words.
- 3- Anagrams: Students try to find the words correctly. Also, it can be a game either. Students can be divided into groups, and the ones who guess more win the game.
- 4- Scattegories: A worksheet with some categories (country, thing, fruit, name etc.) on it will be helpful. Students are expected to find a word with a given letter.

Study: In this stage, teaching part starts. Students are expected to focus on the language learning. This stage generally starts with elicitation. Teacher asks students about their previous knowledge on the subject of that day. The more elicitation the more information for teachers about their basis for teaching.

Some Activity Ideas for Study Phase:

- 1- Tongue Twisters: These are very helpful with pronunciation skills of students.
- 2- Gap Fill Sheets: Students are expected to fill in the blanks with proper words. Also, it helps teachers to find out whether students understand the topic or not.
- 3- Matching Exercises: Students can match the words with their meanings as well as match pictures with words. Easy idea to integrate for all levels!
- 4- Analysis: Analysing texts or stories help students to learn both grammar and vocabulary.

Activate: In this stage of the lesson, students activate their knowledge. They produce their own materials. They involve their both knowledge and creativity to their works. So, the acquisition becomes complete.

Some Activity Ideas for Activate Phase:

- 1- Role Plays: Students act out some roles. They are free to be anyone or do anything they want. Also, they gain courage from being free and creative.
- 2- Producing Materials: Students can create their own materials in pairs or groups. These materials can be posters, brochures, or advertisements.
- 3- Debates or Discussions: Students’ speaking skills improve by discussing topics with the related subject.
- 4- Story Building: Students can create their stories. Writing, vocabulary, and grammar skills of students can be observed by this activity.

What are the different types of ESA sequences?

There are three types of sequences: straight arrow, boomerang and patchwork.

Straight arrow sequence is the basic one. The lesson plan goes like Engage, Study and Activate. It works well in a classroom setting with some structures but it is not proper for high level students.

Boomerang sequence is the other one. Generally, procedure is Engage, Activate, Study and Activate. In this sequence, students are expected to produce some materials in activate phase before learning anything. This helps teachers to see what students need to learn. So, they can create their paths according to students' competencies.

Patchwork sequence is the most complex one. Procedure is not certain. Teachers can arrange the sequence which is appropriate for the subject and the students. For example, a sequence can be EAASAESA. This sequence is generally used with intermediate and advanced level students.

Quick note: A sequence should always start with Engage and end with Activate!



(DON'T) LEARN JAPANESE FROM ANIME

HEYZA CAN

Have you ever heard “otaku”? Otaku is the term for people who love Japanese anime and manga. Many people are obsessed with Japanese entertainment sector these days. Because of the interest in the culture, learners of Japanese are increasing day by day. Watching anime and reading manga is one of the most popular inputs for Japanese language learning. But are these authentic materials being really a good choice? Perhaps we should think twice to use anime as a material for learning the language.

Japanese culture is very sensitive about using formal language and besides other languages, daily Japanese is mostly formal. People use more formal language in their daily life than other languages. To be respectful, people have to speak formally with elders even they are close to these people. However, anime consists of young people mostly. These young people speak in casual language with each other. If we acquire language from anime, we would probably good at using casual language but it is hard to say the same for formal language.

Another problem of anime is vocabulary variety. In anime, some words that are used are only used by very young people in daily life. In social media, some people who watch anime state that they are fooled by Japanese people when they used some words from “anime language” because the words sound very childish.

Anime also can mislead you about pronunciation. Anime characters speak energetic or aggressive generally. In daily life, people’s pronunciation is more calmly. So, if you learn Japanese from only anime you would acquire over-pronunciation, instead of real pronunciation and it causes an unnatural speaking style.

All in all, the Japanese of anime and Japanese of real life have important differences. However, anime is still a good motivation source for learning Japanese. It is stated that people who are interested in anime and manga are more successful in Japanese courses (Fukunaga, 2006). It can be explained with Stephen Krashen’s “join the club” advice. Krashen states that to speak a language, people should feel like they are the group member of these language’s users. It is clear that otaku is the best club of Japanese. Still, we should not stick to the anime and also try to learn other features of the Japanese language to use Japanese better.

Here are some Japanese input suggestions:

Movie: Howl’s Moving Castle (2004)

Song: Sparkle by RADWIMPS

FICTIONAL TEACHERS ON THE SCREEN

MERT YAZICIOGLU

KEN CARTER

Ken Carter is a retired basketball player who takes the offer to coach the basketball team of Richmond High School from where he has been graduated.

Carter sees that students are, both on and off the court, undisciplined. He tries to have students have discipline through his strict rules. He attaches much more importance to individuals' student roles in the society than their sportsman roles and he asks his players to do so by having them sign a contract that states students are required to maintain 2.3 GPA, attend all their classes and sit in the front row of those classes, and wear suits on gamedays.

Carter's goals are to help those confused young men go to college so that they can lead better lives than those of their parents' and make responsible young gentlemen out of irresponsible students.

"If these boys cannot honour the simple rules of a basketball contract, how long do you think it will be before they're out there breaking the law?"





JOHN KEATING

John Keating is a former student and energetic English teacher of Welton Academy which is an elite and conservative school. Welton Academy preserves its traditional way of teaching and demands its rules to be followed both by teachers and students but Keating has his own unique style which surprises many people. His methods are criticized harshly by his colleagues and the headmaster, and he is asked to stick to the traditional methods.

Students lead their lives in line with their parents' plans. They do not make their own decisions and have control over their own lives. Parents see one side of the life, that is to get a good job and earn as much money as possible; Keating sees the other side, to live the life to the fullest. He insists on the ideas of living extraordinary lives, enjoying the moment and pursuing dreams.

Keating desires to have his students get another perspective on life and look at it through another window, asking them to get busy with poetry as much as they are with school. "I stand upon my desk to remind myself that we must constantly look at things in a different way."

*"Two roads diverged in a wood, and I—
I took the one less travelled by,
And that has made all the difference"*
Robert Frost

CLÉMENT MATHIEU

Clément Mathieu is a composer who works as a music teacher at a boarding school that is not any different than a prison. Its name is Fond de l'Etang (Bottom of the Lake) and the future of the students is as dark as the bottom of a lake.

There is only one method that teachers and headmaster use to educate students and it is action-reaction: to punish students after each mistake. Students and teachers do not like each other at all but when Mathieu arrives, that situation begins to change because he saves students from punishments every single time. In time, he earns students' respect. Mathieu does not punish the students, in contrast, he heals their soul with music. Mathieu is not only a teacher for students but also a candle that enlightens their path. He does anything in his power and endangers his position at the school for his students.

"What is to give light must endure burning."
– Viktor Frankl

<i>Vois sur ton chemin</i>	<i>Just look on your path</i>
<i>Gamins oubliés égarés</i>	<i>Lost, forgotten kids</i>
<i>Donne-leur la main</i>	<i>Give them your hand</i>
<i>Pour les mener</i>	<i>To lead them</i>
<i>Vers d'autres lendemains</i>	<i>To better days</i>



BOOK CORNER

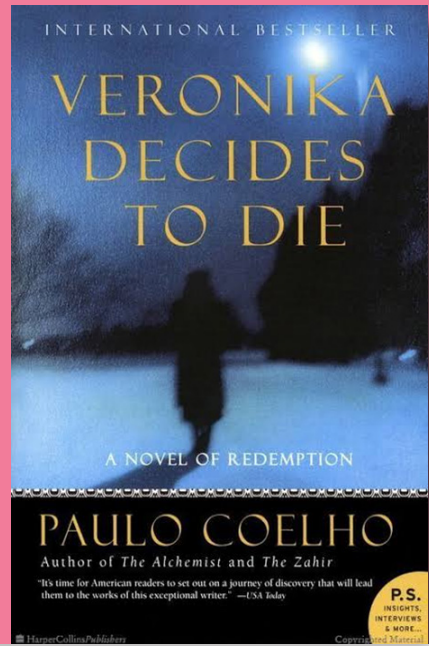
Collected by Irem Sila Ozer

1- Veronika Decides to Die

Veronika Decides to Die is a novel written by Paulo Coelho. It tells the story of a 24-year-old girl Veronika who decides to die because she feels the lack of something in her life. Veronika takes pills but her attempt fails. She opens her eyes in a mental hospital called Villete. She meets different patients and gains a different perspective during her time in the hospital. The book makes the reader question the relationship between normality and madness. When you are reading this book, you will see how trying to be normal actually restricts people and people that are known as mad are much freer than the others.

"I want to continue being crazy; living my life the way I dream it, and not the way the other people want it to be."

- Ipek Nur Kostu



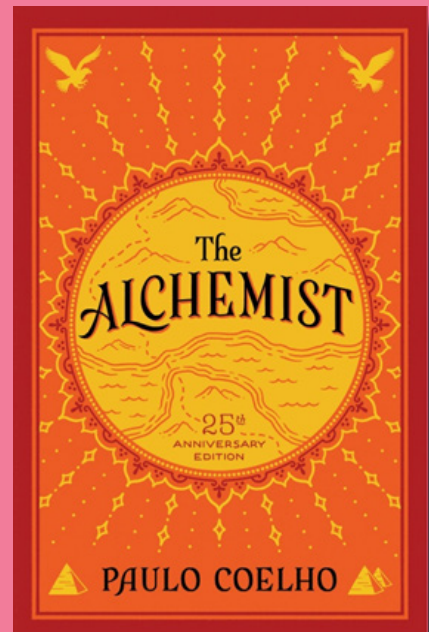
2- The Alchemist

"When you really want something to happen, the whole universe will conspire so that your wish comes true."

The Alchemist follows the journey of an Andalusian shepherd named Santiago. He travels from his homeland in Spain to the Egyptian desert in search of a treasure buried in the Pyramids. In his journey, Santiago meets different kinds of people in different places. Towards the end of his journey, he encounters a wise alchemist who teaches him to realize his true self. He learns to listen to his heart and, more importantly, realizes that his dreams, or his Personal Legend, are not just his but part of the Soul of the Universe.

The book was written by the Brazilian novelist Paulo Coelho in 1987. He wrote The Alchemist in only two weeks in 1987. He explained that he was able to write at this pace because the story was *"already written in his soul."*

-Bircan Nur Kavrazlı



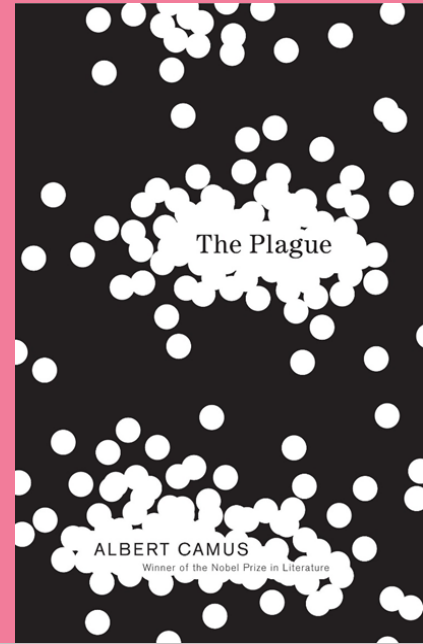
3- The Plague

The Plague is a novel by Albert Camus. It was published in 1947. The novel is believed to be inspired by the cholera pandemic in 1849 which killed a large percentage of Oran's population.

The Plague takes place in the 1940s. It tells a story of the Algerian city of Oran. At the beginning of the story, thousands of rats begin to die and the hysteria among people develop quickly. As the story progresses, we see how the government handles this situation, works of Dr Rieux and how the sociological norms change. The novel tries to show its readers how hard it is for us to affect our destinies.

"They fancied themselves free, and no one will ever be free so long as there are pestilences."

- Irem Sila Ozer



4- Blindness

Can anyone imagine what could happen if an epidemic that causes blindness broke out unexpectedly? Welcome to this story of an unknown town in which this possibility mentioned above becomes real and everyone goes blind because of a contagious epidemic. Those who have gone blind and those who have contacted with the blind ones are put into quarantine at an old and deserted military facility by the government. But this quarantine turns into the start of despair, starvation and corruption of ethical values. Everyone goes blind in that facility except a woman who might be the symbol of hope. It is unknown why this epidemic did not affect this woman. But apparently, she might be a remedy.

Even they are blind, a few men get together and form a gang that terrorizes the others just because they are men and have some equipment to attack. They try to dominate and abuse others either sexually or physically. But this captivity must come to an end. The bell tolls for a rebellion.

Will the blindness stop at the end? What will happen to humanity?

The author J. Saramago successfully shows us how brutal a human being can be with unbounded power. But he also shows that there might be a sign of hope even in the worst-case scenario. These lyrics from "Hey you!", a song by Pink Floyd should be remembered;

*"Hey you, don't tell me there's no hope at all
Together we stand, divided we fall"*

- Eray Bakbak

