Animated globe spins while the audience is getting ready.
SOURCE: https://commons.wikimedia.org/wiki/Category:Animated_Wikipedia_logos

Greeting.
Thai – Muay Thai boxing shorts – tourists often have their name in Thai (or Thai-influenced English) put on the front. Chinese “chops” – always a favourite. 
Tattoos - Angelina Jolie – said to have 16 different languages/scripts tattooed. Familiar brands with different logos in different markets. 
Jewellery – pendants, brooches, Egyptian ‘cartouch’, ear rings etc. My own fascination with Hieroglyphics since childhood.
DISCUSSION ONE

ARABIC
KURDISH – extra letters
FARSİ – extra letters
My name, Pauline, in 8 different scripts. BUT – I CANNOT IDENTIFY WITH ANY OF THEM.
We have all been writing our names since we were infants – experimenting with signatures, fonts etc.
We have invested a lot in our handwriting, especially our names.
We can find our own names really quickly on long lists and diagrams – it “jumps out” at us.
Now – imagine writing one of these on all my papers, belongings etc.
“It doesn’t look like me”. “Where am I?”

L → R: Hindi, Arabic, Tamil, Hebrew, Traditional Chinese, Kazakh, Russian, Greek.
These are copied from GOOGLE TRANSLATE – and may not be totally accurate.
Try it!
Hong Kong – I lived for 12 years in Hong Kong – at first the neon signs used to “shout” at me – and I wished that I knew what they all said.
My school – issued all administrative materials in Chinese (traditional characters) –
This one – duties at a Sports Carnival (me = Red House)
Microsoft Word in Chinese – so frustrating – memorising menus
2. If you had to learn to live with a completely new written script

...what would you like to know about it?
This map from Wikipedia clearly shows the broad swathe of countries that use non-Latin alphabets. **This is where MOST of the current learners of English are based.** [North and South America have pockets of syllabaries – Inuit and Cherokee - but otherwise, they are overwhelmingly “Latin alphabet” users.]

1. The ARABIC family of scripts are called **ABJADS** – they are a type of alphabet that emphasises consonants – vowels can be indicated by diacritics, but usually are not. (This group includes Persian, Hebrew and Urdu.)
2. The INDIAN family of scripts are called **ABUGIDAS** – scripts that are based on (usually) consonant-dominated syllables. These include Thai and some other scripts in SE Asia, such as Balinese. This group also includes Ge’ez, an Ethiopic script.
3. Chinese scripts have many labels – “logographic” is inadequate – a better term is **MORPHOSYLLABIC**, as each character represents a syllable and a unit of meaning. 4. Japan uses a **mixture** of three scripts: some of the Chinese script (Kanji), and two syllabaries (one for borrowed words and one for grammatical words).
5. Korea has its own unique script, **Hangul**, based on blocks of 2-5 letters that represent syllables. 6. To the north and north-west are the Cyrillic alphabets and other alphabet-type scripts. 7. A close look at the map reveals pockets of other scripts, many of which have been developed locally (often by missionaries).

**MAP:**  http://en.wikipedia.org/wiki/File:WritingSystemsoftheWorld.png
Here are some of the many ways in which different scripts can operate.

**Each script sets up ‘expectations’ in the minds of its readers.
[We do the same thing when we erroneously refer to “letters” and “words” in other scripts.]**

<table>
<thead>
<tr>
<th>Different writing systems vary in the ways that they:</th>
<th>represent linguistic units</th>
<th>are laid out on the page</th>
<th>make use of symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td>are taught in national schools</td>
<td>meaning syllables</td>
<td>vertically</td>
<td>26 letters</td>
</tr>
<tr>
<td></td>
<td>consonants</td>
<td>horizontally</td>
<td>3,000 characters</td>
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<td></td>
<td>vowels</td>
<td>directionality</td>
<td>mixed systems</td>
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<td></td>
<td></td>
<td>spaces between</td>
<td>e.g. Japanese</td>
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<tr>
<td></td>
<td></td>
<td>‘words’</td>
<td></td>
</tr>
<tr>
<td>represent syntactical differences</td>
<td>verb tenses</td>
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<td></td>
<td>contextual clues</td>
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<td>cause and effect</td>
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<td>gender</td>
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<td></td>
<td>word order</td>
<td></td>
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<tr>
<td>represent vowels and consonants (alphabetic scripts)</td>
<td>e.g. Arabic, Persian &amp;</td>
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<td></td>
<td>Hebrew scripts</td>
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<td>emphasise</td>
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<td></td>
<td>consonants</td>
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<td></td>
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<tr>
<td>vary in their ‘transparency’ (alphabetic scripts)</td>
<td>e.g.</td>
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<tr>
<td></td>
<td>Cyrillic scripts</td>
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<td></td>
<td>Italian</td>
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<td></td>
<td>Indonesian</td>
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<td></td>
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<tr>
<td></td>
<td>English</td>
<td></td>
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</tr>
</tbody>
</table>
TREE SIGN -- We can’t help but read a script that we have learned. If this message had been written in an unfamiliar script, we would have no idea of its absurdity.

We are unaware of our own context.

A parallel – everyone else has an accent, not us.
MY THESIS – we make so many assumptions – we do not fully realise the huge challenges a new script poses .... 
Not the least of which is IDENTITY – and recognising our own name.
The old adage – that “you only learn to read once” – is now out-dated in this new era of bialectal learners.
Krashen and Cummins – take note.
Biscriptal learners of English face three main challenges in mastering this new script:

- Sounds
- Handwriting
- Meaning
Basics first – don’t assume them
Posture - Paper placement - Grip
Try – triangular pencils and pens – or even special “grips”
When is it appropriate to write in PENCIL/PEN? This may vary across ‘school cultures’. (Americans still use pencils in high school writing.)
Forms may even require a BLACK PEN and BLOCK LETTERS.
IMAGES:
3. Handwriting - Discussion

- How important is handwriting?
- How much time do you give it?

Students will certainly notice whether we value it
– as their former teachers surely did –
We have all had to use our non-preferred hand at some stage. It takes a while to adapt. Our brains may need to make new connections and forge new pathways. We feel a kind of frustration in knowing what to do, but not being able to do it easily – or neatly. Some say that this is good for us – e.g. the proponents of “Brain Gym”.
What is a WORD?
In English – words exist between the spaces.
Spaces are used differently in other scripts.
SPACING influences EYE MOVEMENTS. NEW eye movements will be required.
A very FAST video – abjads, alphabets, abugidas, syllabaries, logographs etc.
Excerpt from YouTube video: https://www.youtube.com/watch?v=ab9tGLyJBRw
[Creating a Writing System, Artifexian, 17 Aug. 2016]
IMAGES: http://scripts.sil.org
(excerpt from animations on this website that show the formation of these scripts)
Other writing systems may use different forms of notepaper – and use lines / boxes differently.
Arabic – from the “back”
This affects students’ FILING behaviour and COMFORT.
LEFT: Character for WINE.
Right: ALWAYS, FOREVER.
Learners: Are they aware of on-the-line, above-the-line and below-the-line strokes? “Families” of similarly constructed letters?

Look for opportunities to “write well” – write something to another class, send Congratulations/Thank You notes to someone. Invite them to write in BIG letters on the board. Copy something you’ve written. Read the handwriting of OTHER STUDENTS.

[In Arabic, 5 looks like a zero, 4 looks like a three, and 0 is a dot. Decimal points and commas for thousands may be different as well.
Too many 4s look like a U. Fives may lack the vertical stroke. One may look like seven. HK students write 9 backwards.]

Numbers can be even more critical than letters – if they are misread. They are frequently required on forms – in small spaces.

IMAGE: P.Bunce
My model
EALD learners doing “everything at once”.
Impossible to quarantine each skill-set.
PHONEMIC AWARENESS – has been found by numerous researchers to be the best predictor of future reading success. Unless our learners have fine-tuned their listening skills to the tiny, minute level of distinguishing between phonemes, they will struggle to read and spell in an alphabetic system.

Such fine tuning is especially important (and often difficult) for speakers (and writers) of syllable-based languages (and scripts).

*** This is a particular challenge for Chinese-language speakers.
Small differences can change meanings markedly.
Phonemic Awareness – the best predictor of later reading skills.

When mis-hearing occurs – stop and examine closely – e.g. pupil / purple / people – “normal clothes” vs. “no more clothes” (my recent examples)
IDEALLY – this should be completely AURAL / ORAL – not printed like this.
Phonemic Awareness – the ABSENCE of print.
Answers revealed, Q by Q.
ALL BEFORE PRINT. (ideally)
Now – let’s try to work out the pronunciation of these “new words”.

[Names revealed one-by-one.]

DISCUSSION _ HOW DID YOU DO THAT?
Chunking – words inside words – familiar elements – related words – Latin awareness/knowledge
The “big picture” is important for biscriptal learners – it is reassuring.
Have charts available in the room.
THRASS? Other?

I discourage using the IPA.
Why? IT’S ANOTHER ALPHABET!
DISCUSSION FOUR
3 – 5 mins

- How much time and space do you give to Phonemic Awareness and Phonics work ... especially with students who are educated and highly literate in different scripts?
- What are some constraints?
Morphology – elements of meaning – principles of word formation
Word knowledge – how to “dissect” words – word detectives
Especially for CHINESE learners – they need to know that ALL WORDS HAVE FAMILIES.

Families – grammatical endings, Root words, affixes, compounds

IMAGES:  http://www.theyuniversity.net
FAMILIES of words.

IMAGES:
P. Bunce
570 Academic Words –
Available from:
ALL BASED ON:
This project has grown out of my doctoral research in Hong Kong with secondary-level Chinese students, and their teachers. I have called this publication a HANDBOOK – because it is not really a PROGRAMME or a TEXTBOOK or a WORKBOOK. While it has aspects of each of these, it is a collection of activities that are designed to provide adult-level awareness of three aspects of the English ALPHABETIC SCRIPT. It is designed to be “dipped into”, judiciously ---

Bassetti – many articles, but not often picked up by ‘mainstream’ TESOL journals
Sassoon – only PRACTICAL book on bискriptal writers
Bunce (2017) – bискriptals as a “blindspot” in ELT.
DISCUSSION – copies of “According to the Script” on tables.