

Embedding and BDA: a resource for ACE tutors

Before
DURING
After

Embedding and BDA outlines strategies that will enable ACE tutors to help learners read more actively. BDA is also a way of structuring a teaching session to help learners get the most out of the subject.

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Reading is an *active* process. Whatever the text, readers get more meaning if they are thinking about what they are reading before they start, while they read and after they have finished. The more a reader engages with what they are reading the more they will get out of the subject they are learning.

This resource outlines what readers need to do if they are going to get the most out of a text.

It also shows how tutors can use BDA to structure a teaching session to make the most of the topic while developing learners' literacy skills. The **BDA** structure can be used with any text and in any subject.

A **text** is any written, visual or oral material used on the course.

Examples of texts include:

- A course handout
- a set of instructions
- the words for a waiata
- a series of photographs
- graphs and charts
- a YouTube clip
- a poem
- a map
- a piece of weaving
- a dance sequence

What do learners need to be able to do before, during and after reading?

Before reading, active readers:

- have a purpose for reading a particular text (e.g. to get instructions, to find out one piece of information, to get a different point of view on a topic)
- predict what the text might be about from the title
- anticipate the kind of vocabulary that might be in it
- anticipate the main points from headings or illustrations
- think about questions they want the text to answer.

During reading, active readers:

- relate the content to something they already know
- look for specific information to answer questions
- match the words in the text to illustrations
- use headings, numbering or sub-headings to make sense of the text.

After reading, active readers:

- reflect on what they have read
- think about any new information and how they might apply it
- identify gaps in their knowledge and re-read the text to find out more, or to check their understanding
- form opinions about what they have read or seen
- take action. This could take many forms — trying out a new recipe, writing a letter, or searching on the internet for more information.

Strategy 1: Before reading



Tutors can encourage learners to actively engage with the text right from the start.

Here are some 'Before Reading' suggestions:

1. Before handing out a text, ask learners, 'What do you already know about [the subject]?' There may be learners who have extensive experience and could be a great resource for the group. Making connections to learners' prior knowledge helps their confidence. Other learners may know nothing at all about the subject, which is useful for the tutor to know.
2. Explain the purpose of any reading task to the learners — are they to skim it to get a quick overview of a subject, read it in depth in this session, keep it to use as a reference for other work or find the answers to particular questions? Knowing why they are reading and what they need to look for helps learners generate questions as they read.
3. After handing out the text, ask learners to look over the whole text. Point out key features — the headings and sub-headings, the layout and colours in photographs, or the way the scenes in a play are structured. Pointing out key features of a text and how it is organised helps learners understand it.

Before reading in an organic gardening course

Alex wants to help the learners in his organic gardening course improve their reading. They don't pay much attention during class sessions—they much prefer being outside. Alex thinks the BDA model will help the learners work out the key information on the course.

This week's topic is worm farming. Alex has downloaded a brochure that he wants to use with his learners. <http://www.sustainability.govt.nz/rubbish/worm-farming>

Before he gives his group the brochure he asks them to look at the real worms he has on the table. He asks the learners about their first memories of worms — they briefly share stories from their childhood or describe their children's reactions to worms.

Alex tells the learners to work in pairs and work out what facts they know about worms and worm farming. Each pair has to summarise their answers to only three points. Alex records them under four headings — equipment, animals, process, problems.

Alex reads out the title of the handout and the name of the publisher. For two minutes, learners work in pairs to come up with questions about worm farming. Two volunteers record the questions on the board.

Strategy 2: During Reading



Here are some 'During Reading' suggestions:

1. Ask them to:
 - highlight new words
 - circle points that are interesting to them
 - underline words they are unsure of
 - talk those points over with someone else
2. Ask them to stop reading at a particular point in the text and discuss in a small group:
 - the main points have been in what has just been read
 - whether they agree or disagree with the content, and why
 - any sections that are unclear, to see if they can understand it collectively

During reading in an organic gardening course

Alex notices there are three sorts of learners in his group: reasonably confident readers; learners who need some help with their reading (they like to work in a group); and a few learners who struggle with reading and who will quickly stop if a text is too difficult or too long. He sets up different tasks using the same brochure.

- The fluent readers are to read the text individually. Then they come together as a group and identify the main points in each section and summarise them.
- The group who like to work together are to read the brochure together, taking turns to read out sections. They can help each other with unfamiliar words. As a group they are to prepare five questions to ask the rest of the class. The answers to the questions have to be in the brochure.
- Alex works with the third group. He reads the first section and last sections aloud and the group discusses what they mean. He gives them a list of words to locate and highlight in the text: castings, vermifluid, nutrients. They discuss the meanings of these new terms.

Strategy 3: After Reading



To make the most of reading, the reading process keeps on after the reader has looked at the whole text. Thinking about what has been read is just as important for getting the most out of the text as the actual reading itself.

Here are some 'After Reading' suggestions:

1. Ask learners to discuss what they have read with other students.
2. Encourage learners to re-read sections to make sure they understand.
3. Have each learner write one question about the text (or based on information in the text) and put all questions in a bowl. Learners take turns pulling out a question and tries to answer it.
4. Have learners describe the action (if any) they may take after reading the text.

After reading in an organic gardening course

Alex's ultimate goal is encourage the group to start and sustain a worm farm. He uses the after reading activity to see whether the group has sufficient interest to take on a worm farm project. He sets up the after reading activities to follow on from the during reading activities:

- The independent reading group present their version of the main ideas in the text.
- Working together the group leads a quick quiz, asking the rest of the group questions that can be answered from their section of reading. This means everyone is able to look at the brochure again and to scan for details.
- The third group writes up a chart of the new terms and their definitions to keep on the wall. This is the beginning of a class glossary of terms on organic gardening.

The class then talks about the benefits and disadvantages of the idea of a group worm farm while Alex records their comments.

Alex then split the learners into two groups. Each person has to say whether they should, or should not, have a group worm farm, and give a reason. Each group has to reach a decision and report back to the others.

Unfortunately for Alex, there isn't an agreement to set up a whole-class project but four learners decide to take it anyway.