

Instituto de Literatura y Ciencias del Lenguaje



TRABAJO DE TITULACIÓN

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Abstract

A large body of studies has demonstrated that note taking improves reading comprehension and recall. Even though this activity is of great importance in academic contexts, researchers agree that most university students do not receive training on how to take notes (Katayama & Robinson, 2000; Kiewra, 1989; Piolat, Olive, & Kellogg, 2005). As a consequence, students tend to ignore the procedures that are more efficient to take notes. A needs analysis carried out showed that less than eight percent of Freshmen PUCV students has received such training. With this in mind, the objective of this graduation project is to present a pedagogical proposal that aims at fostering students' note taking strategies to improve reading comprehension of academic texts. To achieve this goal, a skill-based syllabus with a strategy-based approach has been developed for an elective course for PUCV freshmen.

Key words: Note taking, reading comprehension, recall, strategy, academic texts.

Introduction

Researchers agree that note taking is a common student activity (Dunkel, Mishra, & Berliner, 1989; Slotte & Lonka, 1999; Williams & Eggert, 2002). However, the majority of freshmen students do not receive training on how to take notes and fail to identify and record critical ideas from lectures or written materials (Katayama & Robinson, 2000; Kiewra, 1989; Piolat, Olive, & Kellogg, 2005). This has led students to take notes in less favorable conditions, for they tend to take notes in a linear fashion, imitating written passages found in texts (Van Meter, Yokoi, & Pressley, 1994). Freshmen PUCV students are no exception. A needs analysis carried out in this project determined that less than eight percent of them have received note taking training in English. As a consequence, more efficient note taking strategies or procedures are ignored.

In the light of the evidence that note taking improves reading comprehension and recall (Fu-Tsai, 2009), the aforementioned needs analysis revealed that PUCV freshmen are not well-equipped to take full advantage of note taking strategies for developing reading comprehension of academic texts in English. As a consequence, there is a void in the students' note taking skills that this graduation project aims at filling. For this reason, the main contribution of this graduation project is to promote students' reading comprehension through the use of note taking skills and procedures. In this activity, students consciously record information from written passages and/or store it for later review (Di Vesta & Gey, 1972). Nevertheless, for this to happen, students should interact with the texts in a meaningful way, dedicate time to review the notes, and employ a different variety of note taking strategies (Rahmani & Sadeghi, 2011).

As it was implied before, the target audience of this graduation project is freshmen PUCV students from the ELT program. The elective course proposed in this graduation project is called "Efficient Reading and Note Taking." The syllabus chosen is a skill-based one with a strategy-

based approach. Finally, the structure of this project is the following: the literature review, needs analysis, pedagogical proposal, rationale, course description, general objectives, specific objectives, cross-curricular objectives, assessment, course syllabus, scope and sequence, sample lessons, references, and appendixes.

Literature Review

This section provides an overview of previous research on note taking and reading comprehension.

In academic contexts, note taking should not be compared to recording something on a notebook or a sheet of paper without being aware of what has been written (Piolat, et al., 2005). On the contrary, according to Di Vesta and Gray (1972), note taking involves processes of integration of new material to existing knowledge because students are required to understand and interpret what they hear/read. Thus, note taking serves as an encoding function. Nonetheless, note taking can also be approached as a way to store information, serving as an external storage function

Furthermore, studies have shown that both the encoding and the external storage functions of note taking promote learning. The former function does so if the activity of recording notes involves deeper processing of information (Kiewra, 1985; Kobayashi, 2005; Piolat et al., 2005; Tsai, 2009). The latter function, on the other hand, promotes learning if the notes are reviewed (Benton, Kiewra, Whitfill, & Dennison, 1993; Clerehan, 1995; Crawford, 1925; Dunkel, et al., 1989; Rickards & Friedman, 1978; Slotte & Lonka, 1999).

With this in mind, Kiewra, Dubois, Christensen, Kim, and Lindberg (1989) imply that in order to take full advantage of note taking, both functions should be used since they complement each other. However, it is possible to find controversy regarding what function has more benefits (see, for example, Dunkel et al., 1989; Rickards & Friedman, 1978; Slotte & Lonka, 1999). Moreover, it is possible to find factors that enhance or limit the effectiveness of these functions depending on the contextual characteristics of note taking, such as time constraints, difficulty of the material to be recorded in notes, note taking strategies and procedures, and individual differences in working memory skills (Kiewra, 1989; Piolat et al., 2005).

As note taking is of popular interest in academic contexts (Dunkel et al., 1989; Teng, 2011; Williams & Eggert, 2002), this activity has been widely investigated in connection to listening to lectures (see, for example, Benton et al., 1993; Bui & Myerson, 2014; Carrell, 2007; Clerehan, 1995; Crawford, 1925; Di Vesta & Gray, 1972; Eisner & Rohde, 1959; Haghverdi, Biria, & Karimi, 2010; Hayati & Jalilifar, 2009; Kiewra, 1985, 1987; Teng, 2011), but few studies have examined the link between note taking and reading comprehension.

Exploring Research on Reading Comprehension and Note Taking

Previous research has indicated that note taking training has a positive impact on reading comprehension and recall. For example, Fu-Tsai (2009) conducted a study with a total of 100 college freshmen students at a Taiwanese university, which compared the results obtained in a pre- and post-tests on reading comprehension of students who received 14-week note taking training to those who did not receive such training. The results not only favored the former group of students but also demonstrated that students who took notes in English achieved better results than those who took notes in Chinese. Another important finding is that informational texts compared to narrative ones received higher scores. As a conclusion, Fu-Tsai (2009) indicated that note taking training is beneficial for students since it contributes to understanding and recall of what is read. Therefore, it seems that note taking is more successful when reading informational texts because comprehending meaning that is not literal requires different mental processes that not all students might be trained for.

In another study, Rahmani and Sadeghi (2011) measured the impact of note taking training using graphic organizers on comprehension and recall of reading passages versus a conventional note taking system. In addition, they compared the results between female and male students. They determined that students who used graphic organizers got higher scores compared to those who took notes without them. Additionally, it was found that women scored higher in comprehension sections whereas men obtained better results in recall of the material. The results regarding students' gender, however, were not meaningful. As a consequence, Rahmani and Sadeghi (2011) argued that knowledge about a variety of note taking strategies should be available for students. In other words, students should be trained for managing a wide range of different note taking strategies, and they should be able to decide when and how to apply them (Bui & Myerson, 2014; Slotte & Lonka, 1999). These findings support Katayama and Robinson's (2000) study, which revealed that students benefit more from completing graphic organizers than having complete notes.

In Slotte and Lonka's (1999) study, it was demonstrated that students who took notes while reading a demanding text about philosophy scored higher than non-notetakers even though they did not have the chance to review their notes later. Additionally, it was found that summarizing and reviewing notes allowed students to perform better in an essay test than students who recorded notes literally. These results were associated with the quantity and quality of notes. The more complete the notes, the higher the scores whereas the better quality of notes, the more transformation of the material. In Peper and Mayer's (1986) words, the students who obtained higher scores were the ones who employed generative note taking strategies. This means that they integrated new knowledge to previous knowledge instead of recording textual ideas.

On a similar note, Hagen, Braasch, and Bråten (2012) compared students' metacognitive strategies while reading seven different types of texts. Participants were chosen among the students who took notes voluntarily. Some of them were asked to write a summary while others an argument. The former task involved notes containing rewording of information, showing no contributions to reading comprehension. In contrast, the latter task involved notes that integrated the information from the texts, showing relevant contributions to reading comprehension. Indeed, according to Kobayashi (2005), less generative note taking procedures limit the encoding function of note taking. These findings led to the belief that students use different metacognitive strategies according to the type of task that they are required to do. The more challenging the task the more metacognitive awareness (Hagen et al., 2012).

In other study, Hayati and Jalilifar (2009) introduced a pamphlet of the Cornell note taking method to university student before taking a listening test. Students' results evidenced a strong relationship between academic achievement and the aforementioned note taking system. This finding is an example of the different benefits of note taking. Similarly, Marzano, Pickering, and Pollock (2001) identified summarizing and note-taking as strategies with "a high probability of enhancing student achievement for all students in all subject areas at all grade levels" (p. 7). According to Hayati and Jalilifar (2009), the Cornell method was designed to help Cornell university students keep a better arrangement of their lecture notes. For this method is user-friendly, it is not required to be an expert to use it. The principal characteristics of this method include predetermined space for keeping notes, writing main ideas or comments, and summarizing the contents (see example below).

Cornell note taking method according to Hayati and Jalilifar (2009).

Date:	Source:
Cues—key words, questions.	Note taking area
Summary:	

In brief, note taking allows students to encode and store information externally. They can improve their understanding and recall of texts by reviewing and recording meaningful notes. There is considerable evidence that shows that the most successful note taking strategies are the ones that involve integration and transformation of the material that students read. On the other hand, the least successful strategies are the ones which involve rephrasing or copying information literally. As it was stated before, students use different metacognitive strategies according to the type of task they are required to do. For this reason, it is suggested that students select the most appropriate note taking strategies according to their individual preferences. For this to happen, students need to be equipped with a variety of note taking strategies, procedures, and methods such as graphic organizers and the Cornell method to be able to determine which ones work best for them and under what circumstances. It is also important to realize that there are only few studies that compare note taking strategies among native and nonnative speakers of English (Teng, 1996 cited in Fu-Tsai, 2009). This kind of study would help to understand what kind of mental processes are involved when reading in a second language.

Defining reading

According to Grabe (2002), if reading is equated with the capacity to decode and therefore comprehend a text it would be assumed that the most salient reason why people read is because they want to obtain a broad understanding about a subject matter. Yet, this is not always the case, as one's main objective for reading may be to learn, to summarize, to entertain oneself, etc. Having mentioned this, reading could be understood as a complex process which comprises the next five characteristics. It is "a rapid and automatic process, an interacting process, a flexible and strategic process, a purposeful process, and a linguistic process" (Grabe, 2002. p. 90).

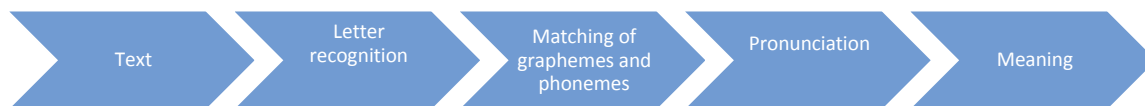
What is meant by reading as a rapid and automatic process is that for comprehension to occur productively, it is needed that the automatic nature of reading operates. Reading as an interactive process involves the interplay of many skills, for example, the use of background knowledge and the information in the specific piece of writing that is being read. Reading as a strategic, flexible process is about monitoring whether one is fulfilling the function of reading: reading for the gist, reading for learning, etc. and shift strategies if the one chosen is not properly working. Reading as a purposeful process makes reference to the beginning of the definition of the term. Reading as a linguistic process may be mistaken for a reasoning operation since when reading one cognitively interact with the piece of information selected to infer meaning. However, given the example of a novice western reader of Korean, if there is an attempt to empathize with them, it will be better understood the linguistic barrier present at the beginning of the conquest of reading in a foreign language.

Views on reading

One of the major approaches to reading is called "the bottom up approach" which according to Nunan (1991) needs a reader who

"processes each letter as it is encountered. These letters, or graphemes, are matched with the phonemes of the language, which it is assumed the reader already knows. These phonemes are blended together to form words the derivation of meaning is thus the end process in which the language is translated from one form of symbolic representation to another" (p. 64).

Graphic representation of the model:



Adapted from Nunan (1991, p. 64).

This model assumes that the learner already possesses a great vocabulary that he or she will recognize after decoding the sounds in the words. Although it may be logical to utilize such an approach with young children, it may not be the most appropriate one when it comes to the second language learner whose vocabulary may not be comparable to first language users. Additionally, being able to decode what is available in the text does not necessarily mean that the reader is actually comprehending by being able to coordinate sounds and graphemes.

Another approach to reading is called "the top-down approach" or psycholinguistic approach to reading. Instead of considering reading as a merely linguistic activity this perspective sees reading as starting from the reader rather than the text.

Graphic representation of this perspective:



Adapted from Nunan (1991, p. 65).

According to this approach, reading is a hypothesis generating process where one uses personal experiences and knowledge about a subject matter, interests and attitudes towards the topic to make sense of the selected information. This leads us to conclude that a text will be easier to read if it resembles spoken language, and if the topic is familiar to the reader.

Needs Analysis

In this section, I present the results of the needs analysis survey based on Dudley-Evans and St. John (1998)'s Target Situation Analysis (TSA henceforth), Learning Situation Analysis (LSA henceforth), and Present Situation Analysis (PSA henceforth). The questions from the needs analysis survey (see appendix 1) were answered by a total of 28 freshmen PUCV students.

Considering TSA, which involves the area in which students will need to use the target language, no questions were included since, as it was stated before, this project is centered on reading comprehension and note taking skills.

Regarding LSA (the learning contextual factors and students' views and beliefs), results from question n° 1 showed that most of the students highlight as much as they underline texts. Secondly, they take notes. In the third place is paraphrasing and writing down main ideas, followed by writing a summary in the fourth place. Almost 18 percent of the students read the texts and expect to remember the content later. A small minority of them memorize literal information from texts and write it down. Finally, a small percentage suggested that they read the texts several times in the option "other." In question n°2, results show that the majority of the students (74 percent) read the texts twice. While one-third of them dedicate three times to the reading. A small percentage of them read texts four or more times, but no one reads the texts only once. Question n° 3 revealed that almost 86 percent of the students think that they do read effectively. In contrast, a minority of them believe that they do not read effectively. In question 5, more than half of the students expressed that the reading assignments at PUCV are of paramount importance to further advance their academic performance. More than 20 percent believes that reading assignments are the main source of knowledge. Almost 18 percent of them compare the importance of reading

assignments to a lecture at PUCV. While less than 10 percent states that reading assignments are essential to pass a course. Finally, none of the students chose the options “not as important as a lecture at PUCV” and “other.” This suggests that all of the students believe that reading assignments play an important role for them. Question 6, revealed that when asked about the difficulty of texts that students read at PUCV, almost 43 percent of them indicated that the texts are too long. Less than 30 percent indicated that there are too many unknown words, 14, 3 percent estimated that the language used is too difficult, more than 10 percent expressed that the texts are too difficult to understand, and only 3, 6 percent chose the option “other,” which indicated that the main difficulty about texts is that they “are not of [the students’] interest.” Question 7 evinced that there is a positive correlation between this question’s result and question number one’s. Both results proved that 60, 7 percent of students take notes when they read whereas less than 40 percent of them do not take notes. Question 8 indicated that most of the students believe that learning about note taking skills can be beneficial to improve reading comprehension. Only a very small percentage of them (less than 4 percent) think the opposite. This suggests that the majority of students are aware of the benefits of note taking. Finally, question 10 revealed that if an elective course on efficient reading and note taking for freshmen students was available at PUCV, three-quarters of them would enroll in it. While 25 percent of them would not.

With regards to PSA (the students’ previous knowledge and current state of English proficiency) results from question number four revealed that half of the students assess themselves with a five, almost 43 percent of them with a six, and a small minority of them with a three in a scale from one to seven. The rest of the marks were not mentioned by any of the students. Lastly, question number nine showed that less than eight percent of the students have received training on how to take notes in English. In contrast, the majority of them have not received such training.

According to Piolat et al. (2005), highlighting and underlining are useful strategies to find relevant information in the texts. However, they are passive reading strategies since they do not imply the transformation/integration of the material. On the other hand, paraphrasing, summarizing, and note taking (not textual ideas) involve active reading strategies since students interact with the contents in a meaningful way.

The results of question number three may not be as representative as the students think, since according to Graesser (2007), efficient readers tend to make use of cognitive strategies to help them understand texts better. However, results from question number one indicate that the majority of them use passive strategies. As a result, it can be hypothesized that many of the students mistakenly believe that they comprehend texts adequately. Moreover, Graesser (2007) argues that “shallow readers believe they are comprehending texts when in fact they are missing the majority of contradictions and false claims” (p.4).

Results of question number nine are not surprising since, as it was stated in the literature review, most university freshmen students do not receive note taking training (Katayama & Robinson, 2000; Kiewra, 1989; Piolat, et al., 2005). On the other hand, results from question number one and eight show that almost 61 percent of students take notes when they read. However, it can be estimated that most of those students take notes without considering the most efficient ways to do it because they lack note taking training.

Pedagogical Proposal

Rationale

Considerable research has demonstrated that note taking improves reading comprehension and recall (Fu-Tsai, 2009). Unfortunately, the majority of freshmen students do not receive training on how to take notes (Katayama & Robinson, 2000; Kiewra, 1989; Piolat, Olive, & Kellogg, 2005). Moreover, as the needs analysis survey carried out in this project has indicated, most of PUCV freshmen have not received such training either. For this reason, it is crucial to provide them with the most effective note taking techniques. This course will train freshmen PUCV students to develop efficient note taking skills to improve reading comprehension in academic texts by using a skills-based syllabus with a strategy based approach.

Course description

This course aims at training freshmen PUCV students from the ELT program to improve reading comprehension in academic texts through the use of note taking strategies and procedures.

Name of the course: “Maximize your Learning: Efficient reading and note taking”

Type of course: Elective

Target Audience: PUCV freshmen

Number of students: 20 people

Type of syllabus: Skill-based syllabus with a strategy-based approach.

Course duration: 4 months; one 90-minute weekly session

General objectives

The main objective of this course is to develop note taking strategies to read efficiently.

Specific objectives

- Recognize and organize key information from a text.
- Develop various reading sub-skills and strategies.
- Identify important information in a text (main ideas and supporting details)
- Organize information from texts.
- Be aware and promote the development of different note taking procedures and techniques.
- Practice and apply various effective note taking strategies.
- Detect and condense essential information from a text.

Cross-curricular objectives

- Raise awareness of the British civilization and culture.
- Raise awareness about British immigration.
- Encourage learner autonomy.
- Develop metacognitive awareness of the reading process.
- Foster collaborative work

Assessments

The following is the assessment and percentages that this course considers.

- Multiple choice test on reading comprehension 20%
- Reading workshop using the Cornell method 20%
- Portfolio 50 %
- Final reflection 10%

The first assessment corresponds to a multiple choice reading comprehension test. It is a summative assessment that will be carried out at the end of module 1, in which students are supposed to apply the strategies that they have learned up until that moment. Secondly, there will be a reading workshop in which students are expected to apply the Cornell method (see rubric on Appendix B). Also, students are required to submit a portfolio which is a collection of note taking formats covered in module 2 (see rubric and guidelines on Appendix C). Finally, opportunities for self-assessment are included in the final reflection (see Appendix D).

Course syllabus

Design: skill-based syllabus/ strategy-based approach

The reasons for choosing this type of syllabus is that there is a compelling need for formal note taking training. This activity promotes the development of high-quality reading comprehension that is essential to master a second or foreign language. Therefore, students need to be well-equipped to succeed at developing language note taking skills. Additionally, the “Skill-based instruction will move students toward independence and teach them how to think at high levels, solve problems, and perform on various academic tasks with great success” (LiteracyTA, 2015).

Scope and sequence

The approach to scope and sequence for the syllabus of this project is a modular approach since, according to Nation & Macalister (2010), this models does not require the knowledge of previous units or modules. A modular approach can be taught independently of a determined sequence.

Module	Module Objective	Module Contents	Note taking Strategy	Assessment
Module1 British History and Culture	To introduce students to note taking techniques to improve reading comprehension in academic texts.	Summarizing, paraphrasing, identifying main idea and supporting details, skimming, scanning.	Flowchart, mind map, vocabulary trifold, the sentence method, the outline method, Fish bone diagram.	Individual and pair work (self-assessment; formative)
Module 2 Gender Issues	To train students on efficient note taking techniques to improve reading comprehension in academic texts.	Summarizing, paraphrasing, identifying main idea and supporting details, identifying text structure.	Graphic Organizer, the Cornell Method, Concept map, compare and contrast map, charting, vocabulary trifold.	Reading workshop (teacher assessment; summative), Portfolio submission (teacher assessment; summative).

Sample Lessons

Lesson sample n° 1

Module 1 British History and Culture

Second session

General Objective: Students will be able to summarize a text in English to make a flowchart.

Specific Objective: Students will be able to recognize and organize key information from a text.

Cross-curricular objective: Students will be able to raise awareness of the British civilization and culture.



Work in pairs

How much do you know about the following countries? Write as much information as you can.

Complete the following chart with a classmate.

Country	Facts and figures	Typical food, music, sports, etc.
England		
Northern Ireland		
Scotland		
Wales		

Ireland		



Activity 1

Read pages 38 to 45 in chapter 2: The People, in *British Civilization: An Introduction* that is on the aula virtual and write a summary of 250-300 words.

Instructions

Rewrite the most important points of the chapter.

Leave out the details.

Use your own words.

Record the source of the information.

Once you have finished, compare your summary with a partner.

Teacher's note: (find this chapter on Appendix XXXX)

Tell the students that they will have 30 minutes to finish this activity, and 5 minutes to compare their summaries. Circle the classroom to check the students' progress. Then tell the class that they should try to guess the meaning of unknown words before using a dictionary. Students' answers should be similar to **answer key n° 1**.





Activity 2

Using your summary from activity 1, construct your own flowchart.

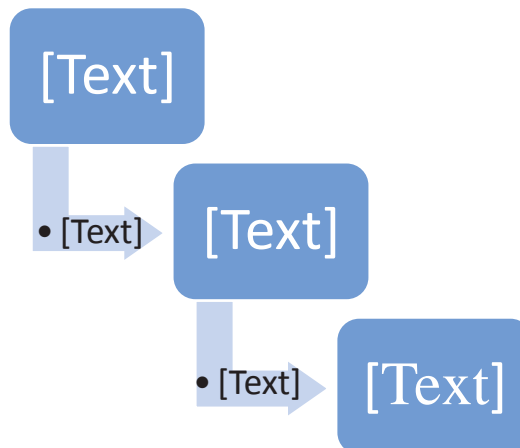
Instructions

1. Choose a flowchart model that suits your personal style.
2. Make changes to the model you chose if necessary.
3. Provide a title for your flowchart.
4. Use your summary to prepare your flowchart. You can come back to the original text if it extremely necessary.
5. Write the information as a process or in a chronological order.
6. Draw arrows to connect the ideas in the order they appear.
7. If necessary, use words to clarify the connections.
8. Employ symbols, abbreviations, and simple grammar.

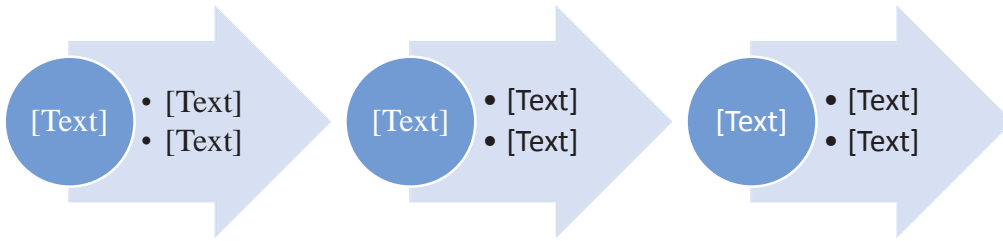
Flowchart (title):

Source:

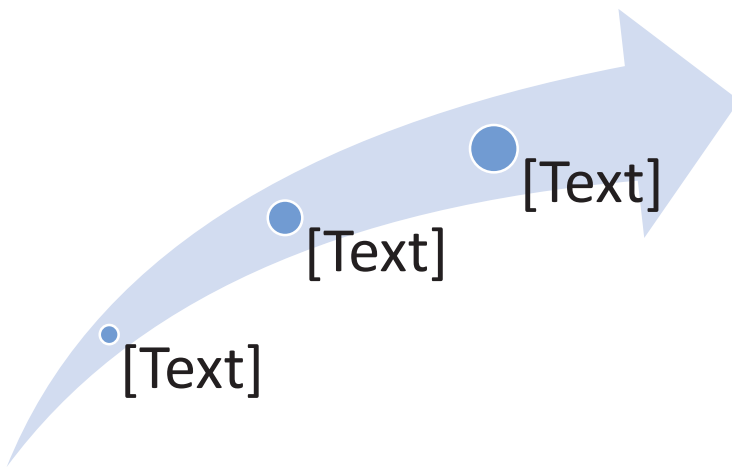
(Model 1)



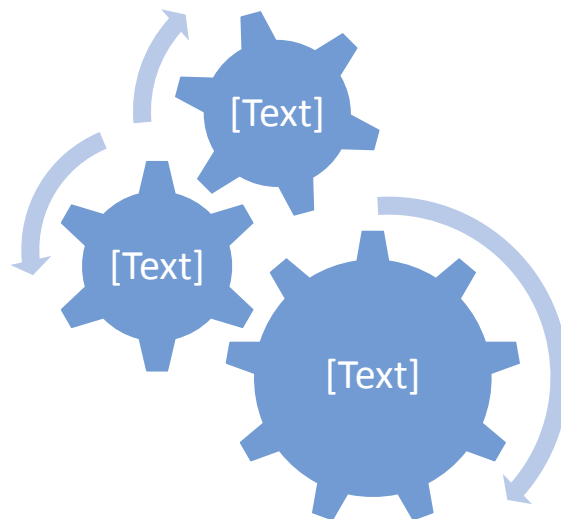
(Model 2)



(Model 3)



(Model 4)



Teacher's note:

Encourage the students to be creative and propose changes to the previous flowchart models. You will find different answers. However, the main ideas should be similar. To see a sample answer of this activity, go to **answer key n° 2**.



Wrap-up Activity

Get together in pairs and answer the following questions.

Which flowchart model did you choose? Why?

How did you organize the information in your flowchart?

What do you think of this method to take notes? Is it useful? Why/why not?

Is it easy/difficult to use? Why?

Plenary

Think about how the flowchart organization impacts your understanding of the text you read. Be prepared to share your answer with the class.

Homework assignment

Go back to chapter 2 covered in this lesson. Record all unknown words in a vocabulary trifold.

Remember to collect all your homework assignments for the final submission of your portfolio.

Instructions

1. Use the model provided bellow.
2. In the “word” column, record all unknown words that you found in chapter 2.
3. Provide a definition to each word in the “definition” column.
4. Provide an example, explanation or drawing in the “example” column.
5. Record the source of your unknown words (book chapter).

Vocabulary tri-fold

Name:

Source:

Word

Definition

Example

Teacher's note:

Tell the students that there is no maximum of words for this piece of homework since the number of words will vary according each student's vocabulary.



Answer Key n°1

The British-Irish Isles have experienced a long history of migration from across Europe. Ancient ethnic groups from the Old Stone Age; the Middle and New Stone Age; and the Iron Age. Additionally, at the beginning of the Christian epoch, the Romans invaded England and Wales. They did not intermix with early inhabitants but influenced them by spreading the Christian faith. With the arrival of the Germanic tribes, which were composed mainly by Angles, Saxons and Jutes, many tribes were intermixed, and constant fights led to more divisions of the territory. Then, Scandinavian (Viking) invasions dominated the territory, until they were overpowered. In 1066, Anglo-Saxons were defeated in the battle of Hastings. The Norman Conquest introduced new economic and social structures such as the feudal system.

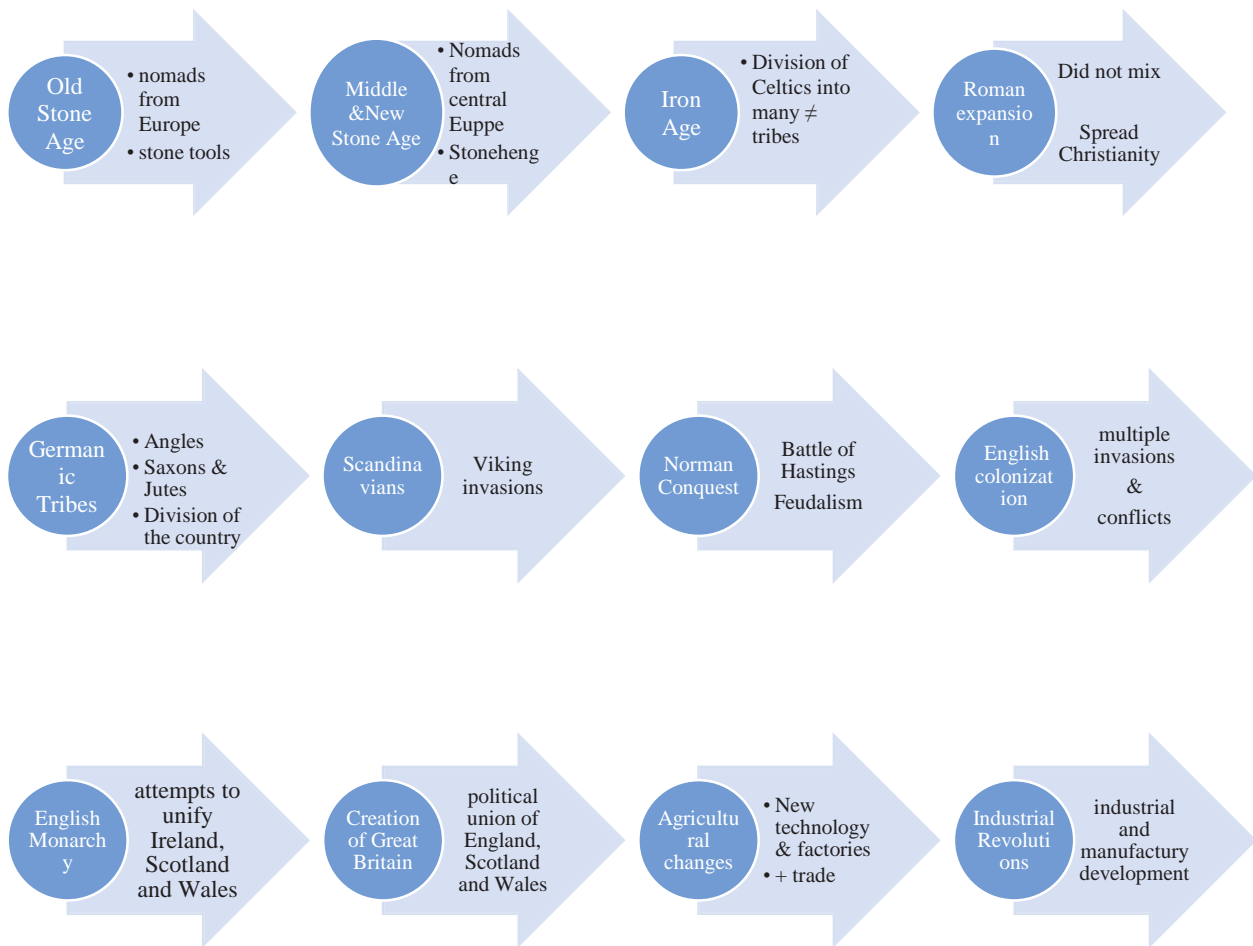
As a way to gain more territory, the English monarchy colonized other regions, using military force. Since Ireland was colonized by the English and the Scots, there were multiple territorial disagreements, until the final division of this country into the Independent Republic of Ireland and Northern Ireland. The latter is nowadays part of the UK. By 1707, England Scotland and Wales were politically united, forming Great Britain. However, new colonies were not peacefully integrated, differences in religion, culture and economy also involved new conflicts. As time went by, agricultural refinement opened important opportunities in trade and economy. This made people move from the country to the city since factories offered new employments. On the other hand, Britain received a new major waves of immigration, which formed specific communities. As time went by, the industrial revolutions transformed the economy and lives of millions of people, making Britain one of the most important nations in the world.

Answer Key n° 2

Flowchart (model 2) Early Settlements & XIX C Growth

Oakland, J. (2002). The People. In *British Civilization: An Introduction* (5th ed., pp.38-56).

London: Routledge.



Sample Lesson n°2

Module 1 British History and Culture

Third session

General Objective: The students will be able to prepare a mind map by recognizing and organizing main ideas from a text.

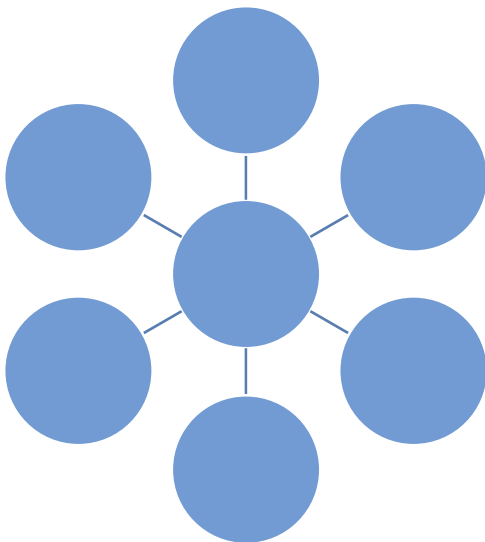
Specific Objective: The students will be able to detect and condense essential information from a text.

Cross-curricular Objective: To raise awareness about British immigration.



Think of words that come to your mind after watching the following pictures. Then, write them in the spider web below.

Compare your answers with a partner.





Activity 1

Read pages 45 to 51 in chapter 2: The People, in *British Civilization: An*

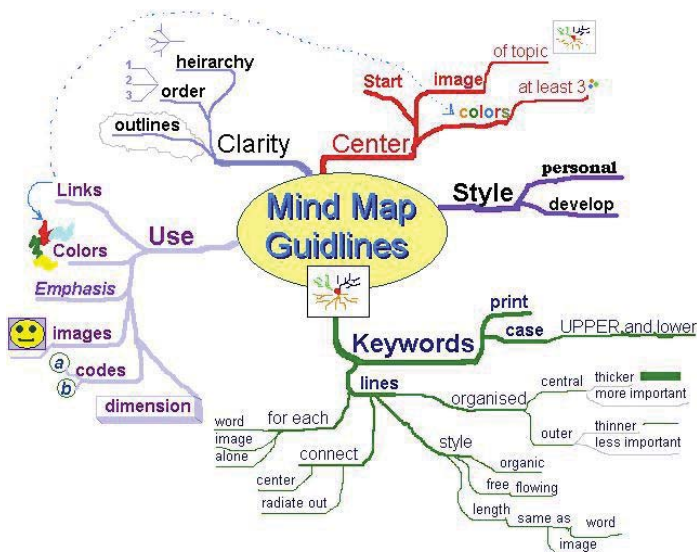
Introduction that is on the aula virtual and highlight or underline main ideas. Then

complete a mind map with the information that you selected.

Instructions

1. Skim the text first and preview what it is about.
2. Read the text carefully and highlight or underline main ideas.
3. Choose the most important key words in the text.
 - 3.1 They must activate and condense the main ideas you selected previously.
4. Your mind map should reflect:
 - 4.1 the ability to capture the essence of information you read.
 - 4.2 a proper hierarchy of ideas.
5. Study the example below and read the steps to create your own mind map.
6. You are welcomed to introduce changes.
7. Once you finish, compare your mind map with a classmate.

Example



Steps

1. Start in the center of a blank page.
2. You can use an image or drawing for your central idea.
3. Use at least 3 colors.
4. Connect the main branches to the central idea.
5. Use only 1 word per line.

Adapted from: Buzan, T. (2011). Mind Maps. In *Buzan's study skills* (New ed.). Harlow: BBC Active.

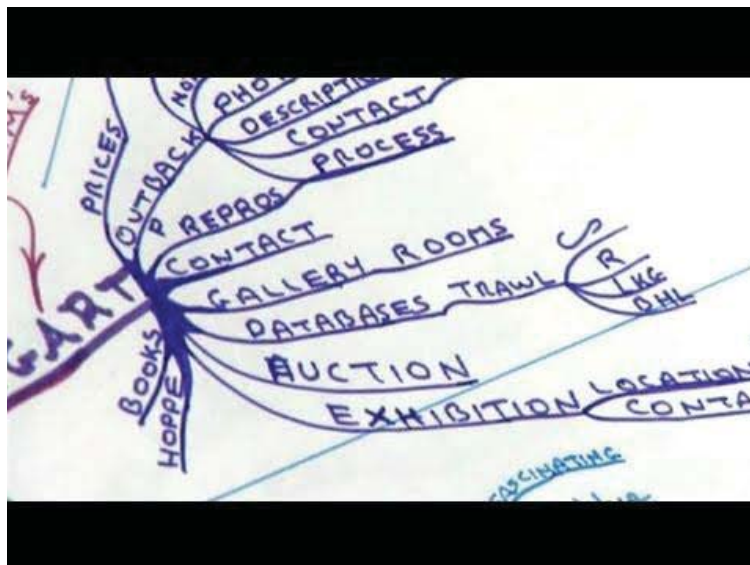
Teacher's note:

Tell the students that mind maps are personal tools to organize and connect information. For this reason, all of them will create different models, but the ideas should be similar. Tell them that they should complete this activity in 30-35 minutes. To see what students are expected to do, see **answer key n° 3**.



Activity 2

You are going to watch a video about mind maps. Take notes if necessary to answer the following questions.

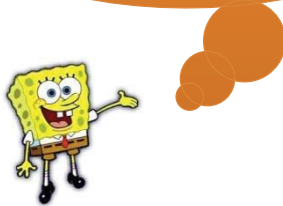


1. How did Tony Buzan create his mind mapping method?
2. Why does Tony Buzan believe that mind mapping is more efficient than traditional note taking methods?
3. Mention two things you can use mind maps for.

Teacher's note:

You can find the video on the following link: <https://youtu.be/L0XzZCd2tPE>.

Tell the students that they will watch the video twice. Check comprehension after the students have watched the video the first time. Then you can stop the video in key passages so that students have more time to process the information and take notes. See **answer key n° 4**.



Wrap-up activity

Write a short composition about your own experience with mind maps. You can refer to activity

1 if necessary. You should include:

- Advantages and disadvantages of using mind maps.
- A comparison between linear notes and mind maps.
- Your personal opinion on the impact of mind maps on reading comprehension.
- Once you finish, hand in your written composition to the teacher.

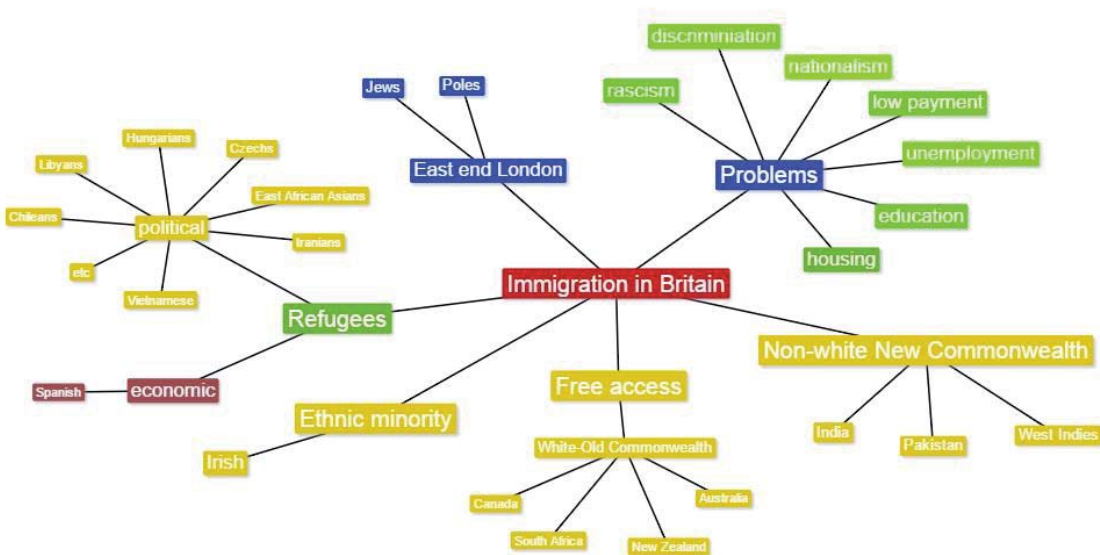
Plenary

Get together in pairs and comment your written composition to your partner. Be prepared to share your answer with the class.

Homework Assignment

Go back to the pages 45 to 51 in chapter 2: The People, in *British Civilization: An Introduction*. Then write all known words in your vocabulary trifold. Keep the same trifold design and requirements as in the previous lesson.

Answer Key n°3



Answer Key n° 4

1. How did Tony Buzan create his mind mapping method?

He created his mind map method while he was a university student. He realized that his brain was not effectively processing the traditional or linear note taking method, so he began to apply colors and drawing lines. He discovered that he could visualize the concepts and ideas, associating them in a memorable way.

2. - Why does Tony Buzan believe that mind mapping is more efficient than traditional note taking methods?

Because he could not only organize but also hierarchize ideas by using mind maps in a more memorable way. This method of note taking allowed him to associate and remember concepts in a more meaningful way.

3. Mention two things you can use mind maps for.

You can use mind maps for monitoring and brainstorming.

Sample Lesson n°3

Module 2 Gender Issues

Second session

General Objective: The students will be able to use symbols and abbreviations to write a main ideas from a text.

Specific Objective: The students will be able to complete a graphic organizer.

Cross-curricular Objective: to raise awareness about gender issues.



- One of your classmates will throw a ball to you. You must catch it, stand up and react to one of controversial issues written below.

- After you catch the ball, you must express your opinion for not more than one minute and then throw the ball to another classmate and sit down.

Controversial Issues

1. Teaching is a female profession.
2. Gender affects teacher-student relationships.
3. Male teachers have it easier.
4. Female teachers are easier to talk to.
5. Male teachers command more student respect.
6. Female teachers expect more of their students.
7. Male teachers bring more humor to the classroom.

Teacher's note: Ask the students to sit in a circle. Then, write at least 7 controversial issues regarding teaching and gender. Tell your students that it is ok to express their opinions about these sentences and that everyone must listen respectfully. This is not a debate so students are not supposed to criticize what the previous classmate said, but should concentrate on orally developing a question for one minute. Use a ball to have the students react to the issues.



Activity 1

Read the following abstract and summarize key ideas using the list of abbreviations for note taking below. Compare your answers with a partner.

- You should come up with a new shortened version like the one below:
 - Original sentence: “Teaching is a female profession.”
 - Summarized version: teaching = ♀ profession

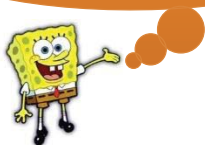
Symbols and abbreviations for note taking			
+, &	And	-	less
<	less-than	>	greater-than
=	is the same as	≠	is not the same as
→	leads to	←	is derived from
//	parallel to	Xpt	except
∴	therefore	∵	because

***	very important	**	important
♂	male	♀	female
w/	with	w/o	without

Teacher's note:

Make sure that students do not use too many symbols because the summary could be illegible.

To see an example of what students are supposed to do, see answer key n° 5.



Gender stereotyping in EFL grammar textbooks. A diachronic approach

Abstract

Gender stereotyping in educational materials (especially in EFL textbooks) has been a common theme in linguistic research (cf., e. g., Hellinger 1980; Porreca 1984; Freebody/Baker 1987; Sunderland 1994; Lee/Collins 2010). However, very little attention has been paid to the representation of men and women in EFL/ESL grammar textbooks; i. e. the way both **genders** are portrayed in constructed examples of usage and practice sentences. The present contribution is intended to fill this gap. This paper investigates the scope of **gender** stereotyping from a diachronic perspective: it seeks to demonstrate whether and how the images of men and women have changed following the dissemination of guidelines for non-sexist language and equal treatment of the two **genders** in English language educational materials. To this aim, two corpora have been compiled. The first one includes sentences derived from three EFL textbooks published in the 1970s and 1980s, while the other one contains analogous data from three 21st century titles. The

contrastive analysis of the sentences in the two corpora across 11 semantic domains has found that the recently published grammar textbooks portray the two **genders** in a much less stereotyped way than the 20th century course books.

Source: Lewandowski, M. (2014). Gender stereotyping in EFL grammar textbooks. A diachronic approach. *Linguistik Online*, 68(6), 83-99. doi:10.13092/lo.68.1635



Activity 2

Without looking at the abstract, answer specific questions about it. You can use your summary.

1. When was the first corpora of language and educational materials published?
2. Where did the two corpora derive from?
3. What type of analysis did the researcher use?

Teacher's note: Encourage students to pay attention to details. If they did not record enough information to answer the questions, allow them to scan the original text. To see the answers of those questions, see answer key n° 6.



Activity 3

Work in pairs. Answer the following questions:

1. What do you know about language and gender?
2. Can you guess what the focus of research on language and gender was in the past and present?

Instructions

- You will be reading a review of the literature on language and gender.
- Notice the specific authors' contributions to the interplay of the concepts.
- Identify and use different colors to underline main ideas, supporting details and specific details.
- Complete the ideas in the graphic organizer below using symbols for note taking.

Language and Gender: A brief Literature Review

With the general growth of feminist work in many academic fields, it is hardly surprising that the relationship between language and gender has attracted considerable attention in recent years. In an attempt to go beyond "folklinguistic" assumptions about how men and women use language (the assumption that women are "talkative", for example), studies have focused on anything from different syntactical, phonological or lexical uses of language to aspects of conversation analysis, such as topic nomination and control, interruptions and other interactional features. While some research has focused only on the description of differences, other work has sought to show how linguistic differences both reflect and reproduce social difference. Accordingly, Coates (1988) suggests that research on language and gender can be divided into studies that focus on dominance and those that focus on difference.

Much of the earlier work emphasized dominance. Lakoff's (1975) pioneering work suggested that women's speech typically displayed a range of features, such as tag questions, which

marked it as inferior and weak. Thus, she argued that the type of subordinate speech learned by a young girl "will later be an excuse others use to keep her in a demeaning position, to refuse to treat her seriously as a human being" (1975, p.5). While there are clearly some problems with Lakoff's work - her analysis was not based on empirical research, for example, and the automatic equation of subordinate with 'weak' is problematic - the emphasis on dominance has understandably remained at the Centre of much of this work. Research has shown how men nominated topics more, interrupted more often, held the floor for longer, and so on (see, for example, Zimmerman and West, 1975). The chief focus of this approach, then, has been to show how patterns of interaction between men and women reflect the dominant position of men in society.

Some studies, however, have taken a different approach by looking not so much at power in mixed-sex interactions as at how same-sex groups produce certain types of interaction. In a typical study of this type, Maltz and Borker (1982) developed lists of what they described as men's and women's features of language. They argued that these norms of interaction were acquired in same-sex groups rather than mixed-sex groups and that the issue is therefore one of (sub-) cultural miscommunication rather than social inequality. Much of this research has focused on comparisons between, for example, the competitive conversational style of men and the cooperative conversational style of women.

While some of the more popular work of this type, such as Tannen (1987), lacks a critical dimension, the emphasis on difference has nevertheless been valuable in fostering research into gender subgroup interactions and in emphasizing the need to see women's language use not only as 'subordinate' but also as a significant subcultural domain.

Although Coates' (1988) distinction is clearly a useful one, it also seems evident that these two approaches are by no means mutually exclusive. While it is important on the one hand,

therefore, not to operate with a simplistic version of power and to consider language and gender only in mixed-group dynamics, it is also important not to treat women's linguistic behaviour as if it existed outside social relations of power. As Cameron, McAlinden and O'Leary (1988) ask, "Can it be coincidence that men are aggressive and hierarchically-organized conversationalists, whereas women are expected to provide conversational support?" (p.80). Clearly, there is scope here for a great deal more research that is based on empirical data of men's and women's speech; operates with a complex understanding of power and gender relationships (so that women's silence, for example, can be seen both as a site of oppression and as a site of possible resistance); looks specifically at the contexts of language use, rather than assuming broad gendered differences; involves more work by men on language and gender, since attempts to understand male uses of language in terms of difference have been few (thus running the danger of constructing men's speech as the 'norm' and women's speech as 'different'); aims not only to describe and explain but also to change language and social relationships.

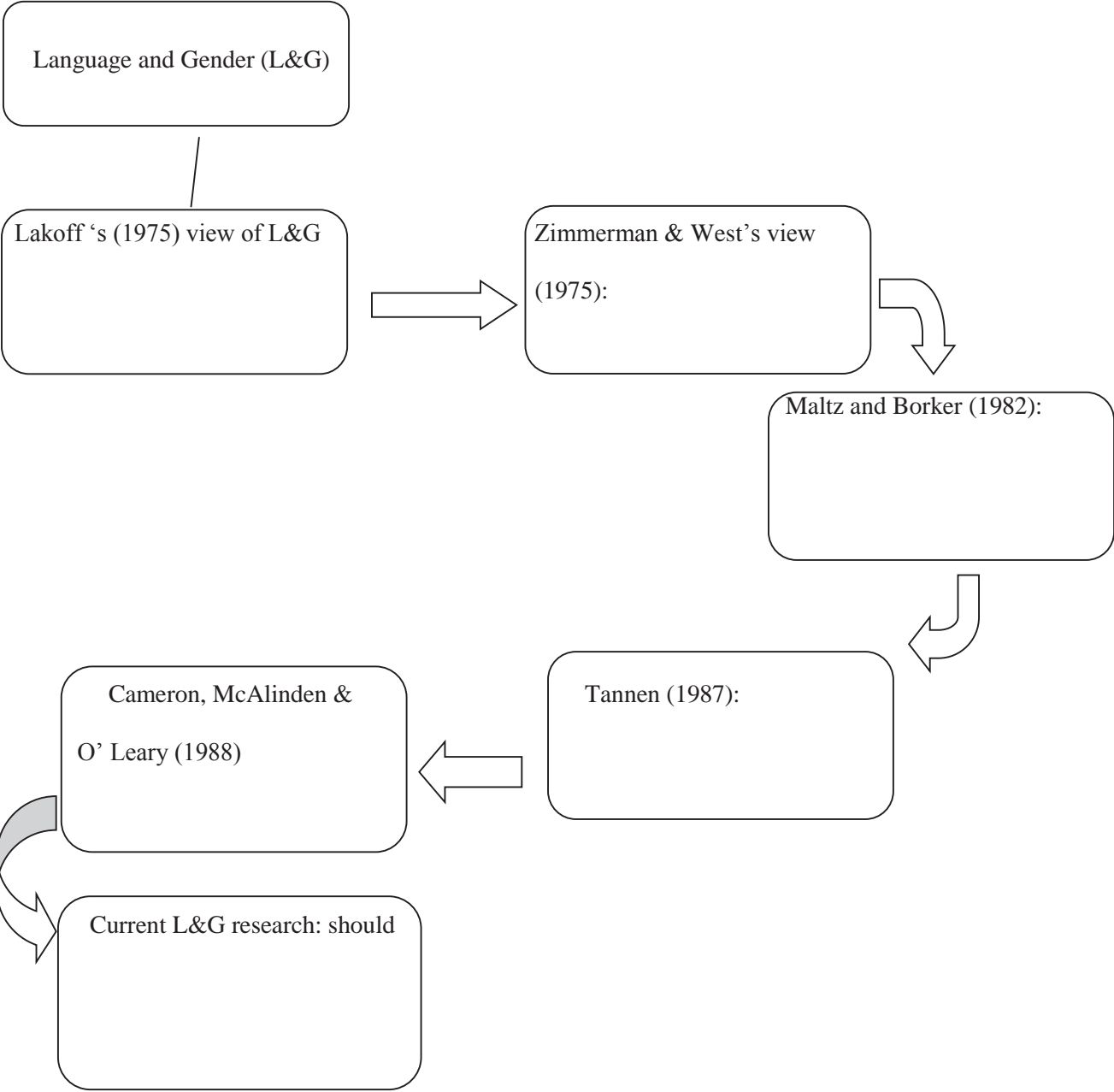
Source: Bruce, N., & Kin-Wing, C. (2001, October, 25). Sample Literature Reviews. Retrieved June, 4, 2015, from: <http://www4.caes.hku.hk/acadgrammar/litrev/examples/three.htm>

Teacher's note:

Suggest that the students pay attention to what every author has added. Tell them that they have to orchestrate that information in a graphic organizer (you should get one like the one given in **answer key n° 7** at the end of this lesson).



Graphic Organizer



Wrap-up activity

- Write a summary based on your graphic organizer. Then compare how much you remembered from the original text.
- Compare your answer with a classmate.

Plenary

Answer the following questions in pairs.

- Think about the advantages and disadvantages of using symbols and Abbreviations for note taking.
- What is the impact of the organization of information provided in the graphic organizer?
- Be prepared to share your answer with the class.

Homework Assignment

Go back to the literature review and write down all known vocabulary on your vocabulary trifold. Maintain the same format and requirements as in previous sessions.

Answer key n° 5

Problem: < attention to the representation of ♂ & ♀ in EFL/ESL grammar textbooks

Contribution: to demonstrate whether and how the images of ♂ and ♀ have changed following the dissemination of guidelines for non-sexist language and equal treatment of the 2 genders in English language educational materials.

Answer key n°6

1. When was the first corpora of language and educational materials published?

It was published in the 1970s.

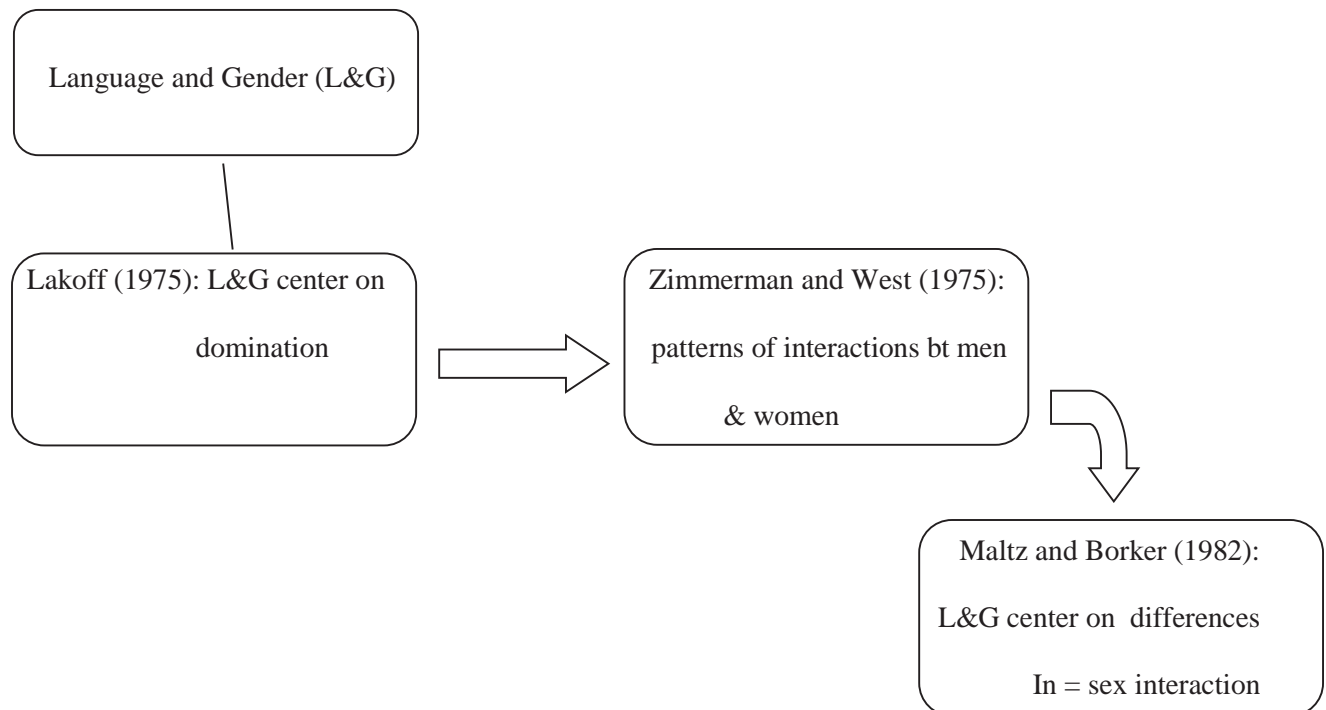
2. Where did the two corpora derive from?

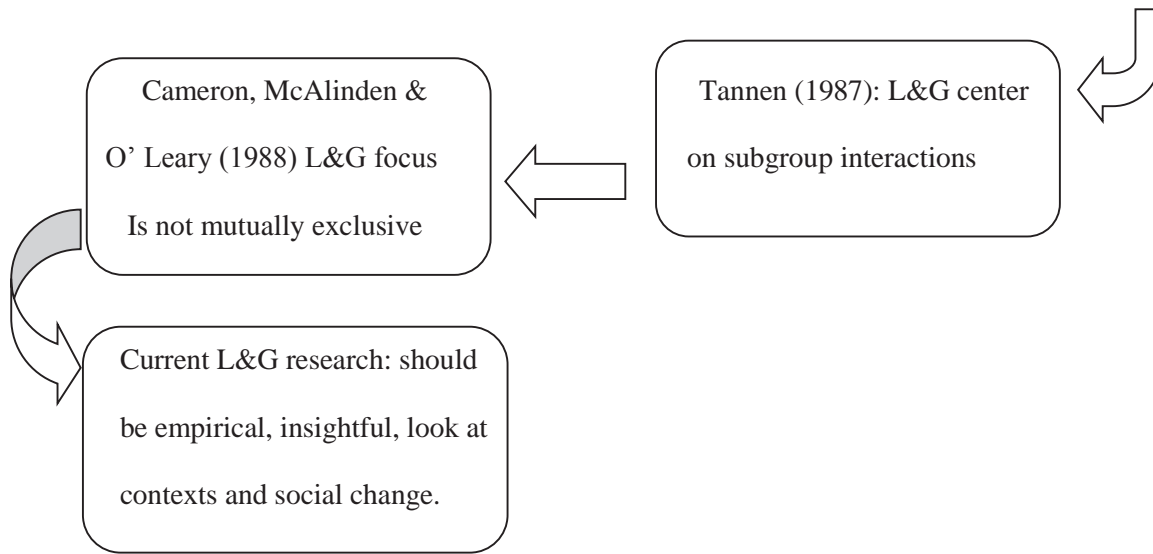
The first one derives from three EFL textbooks published in the 1970s and 1980s, while the other one contains analogous data from three 21st century titles.

3. What type of analysis did the researcher use?

She used a contrastive analysis of the sentences in the two corpora across 11 semantic domains.

Answer key n° 7





Lesson sample n° 4

Module 2 Gender Issues

Third session

General objective: students will be able to develop note taking strategies.

Specific objective: students will be able to discriminate important information from academic texts and organize it using the Cornell method.

Cross-curricular objectives: to raise awareness of



Make a list of what you usually take notes about.

Spend a few minutes thinking when and why you take notes.

Compare your answers with a classmate.

Good note-making is important because it...

- Enables you to avoid unintentional plagiarism
- Helps you to focus on the important and relevant information
- Helps you to understand and make connections with other material
- Helps you to find or create a structure
- Provides a personal record of what you have learned
- Enables you to add your own questions, ideas, and examples
- Gives you something to revise from later

Teacher's note: Ask the students to share their answers with the rest of the class. Explain to them the benefits of efficient note taking.



Activity 1

Study the following note taking method.

- How are the notes organized? Is it a useful way to record notes? Why/why not? Compare your answers with a classmate.

The Cornell System

Source: Farrand, P., Hussaain, F. and Hennessy, E. (2002). *The Efficacy of the Mind Map Technique. Medical Education, May, vol. 36, p.426.*

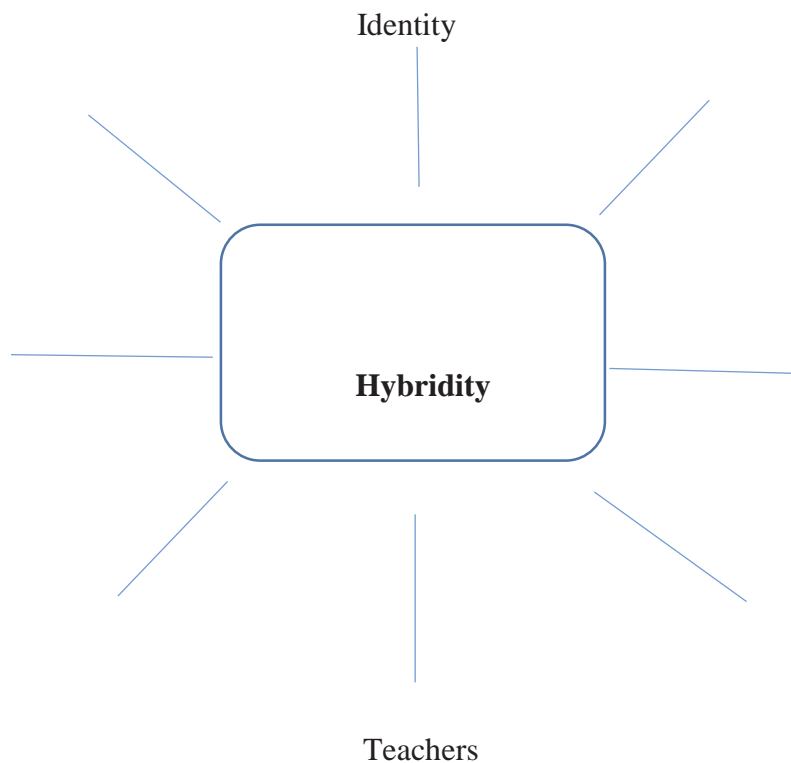
<p>Topic & key words/issues</p> <p><i>Topic: Does Mind-Mapping work?</i></p> <p><i>What other methods used?</i></p> <p><i>Had they some or all seen it before</i></p> <p><u>Why?</u></p> <p><u>Key points</u></p>	<p>Main points: (note taking area)</p> <p><i>A test involving two groups of 2nd & 3rd yr. medical students, 50 in total, to see if 'Mind-mapping' note-taking study technique improved memory of something read.</i></p> <p><i>Two groups – one used mind-mapping technique for notes; the other groups used other methods of note making; students randomly assigned to groups.</i></p> <p><i>Individuals in both groups asked to read a 600 word passage of text & take notes on it.</i></p> <p><i>After an 'interfering task', groups tested on their recall of the text the same day, and again a week later. No difference in result in short term.</i></p> <p><i>However, at 1 week, the recall of detail in the mind map group was greater by 10%.</i></p> <p><i>However motivation for the technique used was lower in the mind map group; if motivation could have been made equal in the groups, the improvement with mind mapping would have been 15% (95% CI 3% to 27%).</i></p>
<p>Comments/Summary:</p> <p><i>Some resistance to mind-mapping in the group – why? What didn't they like about it? Was resistance a reaction to the experiment or to the MM technique, or both? They were all medical students, was this a factor in the resistance?</i></p> <p><i>Don't force this technique on people – doesn't work for everyone. What other experiments done on MM techniques?</i></p>	

Example taken from: <http://www.brad.ac.uk/transit/media/effectivlearner-transit/documents/students/SECTION-4-Unit-2-March-2013.pdf>



Activity 2

Brainstorm ideas, concepts or words that come to your mind after reading the word *hybridity*. Write them in the spider web.



- Two other words, were already added. Think of the link that those words, *hybridity*, *identity*, *teachers*, and the ones you added have in common. Compare your answers with a partner.

- Imagine you need to read the following text as an assignment for another course at PUCV. You are allowed to have your notes with you while you do your assignment, but you cannot bring the text with you. Use the Cornell method to take notes of it.

Instructions to use the Cornell Note-taking System

- Record in the note-taking area.
- Try to get things down in outline form.
- Use diagrams and different colors to emphasize ideas and make connections between ideas.
- Leave some white space for adding ideas later.
- The left hand margin, or cue column, is used to reduce your notes. There, write down key terms, formulas, page numbers, references, etc.
- Underline or highlight main ideas.
- Think critically and ask higher level questions that can be answered by analyzing your notes.
- The bottom margin is for summaries. There you summarize your notes and write down your reflections and thoughts to question later.

Three Men and a Maybe: Identity and Privilege in Male Preservice Elementary School

Teachers

Scholars use hybridity to examine the complex nature of identity. Moss (2003) defined hybridity as the “joining of two entities to create a third entity... produced by the interaction of cultures, communities, or individuals” (p.12). This builds from Bhabha (1990, 1994) who

theorized that hybridity involved negotiating and representing identities as cultural differences became manifest. Haddix (2010) added that, “hybrid discourses are...systematic, strategic, affiliative, and sense making processes” (p.103), through which people can understand their identities. Male preservice elementary school teachers are statistical minorities in a predominantly female field, here set in a context where the majority of people were of similar ethnic and religious backgrounds. The men tried to reconcile different, often conflicting aspects of their identities within their new context. In this vein Jones (2007) asserted that such men “pick from a wide range of identities” to be “the right kind of man” (p.192).

Haddix (2010, 2012) applied hybridity to preservice teacher education, asserting that teacher education practice and research too often assumed White-centric programs would benefit all preservice teachers regardless of their cultural backgrounds. Haddix posited that minority preservice teachers cautiously revealed different parts of their hybrid identities depending on their context. She found that “revealing one’s whole self was full of risk while remaining silent allowed them to safeguard their most personal beliefs and ideologies” (Haddix, 2012, p. 175). Masny (1996) argued that this silence, coupled with awareness, could lead to transformative action in minority group preservice teachers. Thus, hybridity allows one to examine how male preservice elementary school teachers present and understand their identities throughout their educational experiences.

Source: Tucker, S. I. (2015). Three Men and a Maybe: Identity and Privilege in Male Preservice Elementary School Teachers. *Journal Of Men's Studies*, 23(1), 3-20.

Teacher's note: To see an example of what students are supposed to do with the Cornell method, see **answer key n°8** at the end of this lesson.



Wrap-up activity

Once you have finished taking notes, examine your notes and think about the following criteria. Make changes if necessary:

- Ease of reading
- Brevity
- Organization
- Titles and labels
- Sources clearly identified
- Use of your own words rather than mostly copied word for word
- Main points featured and easily identified
- Understandable
- Use of graphics and color

Plenary

Exchange your notes with a classmate and compare them. Give each other feedback according to the criteria above.

Homework

Go back to your notes of the text “Three Men and a Maybe: Identity and Privilege in Male Preservice Elementary School Teachers”. Think about ways to improve your notes. Add higher order thinking questions, personal comments or reflections that show evidence of your work. And work on your vocabulary trifold based on this text.

Answer Key n° 8

Cornell method of note taking

<p><i>Source: Tucker, S. I. (2015). Three Men and a Maybe: Identity and Privilege in Male Preservice Elementary School Teachers. Journal Of Men's Studies, 23(1), 3-20.</i></p>	
	<p>Hybridity → term used to study the nature of identity ↓</p>
<p><u>Definition</u></p>	<p><u>Mos (2003)</u> "joining of 2 entities to create a 3rd entity...produced by the interaction of cultures, communities or individuals" (p.12).</p> <p><u>Bhabha (1990, 1994)</u> conceived that ≠ cultural traits make hybridity manifest.</p> <p><u>Haddix (2010)</u> argued that hybridity is made clear in discourse, which helps people comprehend their identities.</p>
<p>Gender issue</p> <p>Why is hybridity a useful concept?</p>	<p>In a relatively homogenous social background, ♂ elementary preservice teachers are minority (teaching = ♀ profession)</p> <p>To resolve identity conflicts given in ≠ contexts which are present in a dominant ♀ field.</p>
<p>Controversy</p>	<p><u>Jones (2007)</u> ♂ teachers' identities are combined to fulfill successful social standards.</p>

<p>Who is this most useful for?</p>	<p><i>Haddix (2010, 2012) assumed that White-centered teacher training programs fit all social backgrounds.</i></p> <p><i>She discovered that ♂ teachers' identities are kept secret until they can feel more comfortable to reveal some traits of their (hybrid) identities.</i></p> <p><i>Masny (1996) believed that a change can be made in this minority group if awareness is developed.</i></p> <p><i>Hybridity is used to understand the complex nature of identity of ♂ teachers.</i></p>
<p>Summary:</p> <p><i>In a dominant ♀ field, hybridity is a concept used to study the ♂ preservice teachers' identities. Gender issues are raised considering that ♂ teachers try to fit social standards and cannot reveal their own identities freely.</i></p>	

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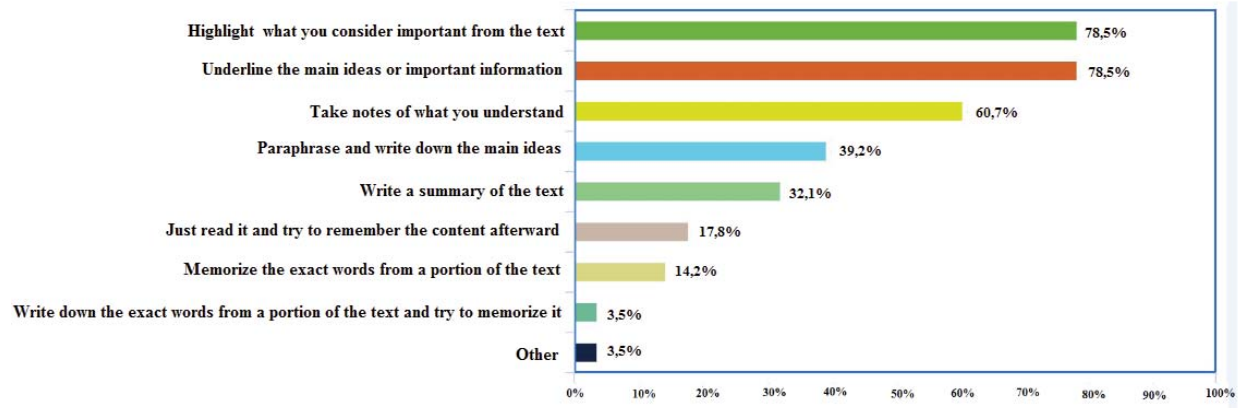
Appendices

Appendix A

Needs analysis survey for freshmen PUCV students and results.

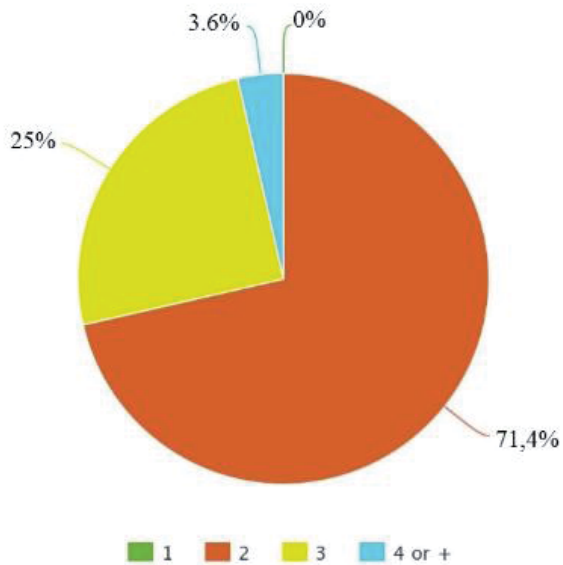
1) When you have to read an academic text in English for an assignment at PUCV you:

(You can choose all the options that work for you)

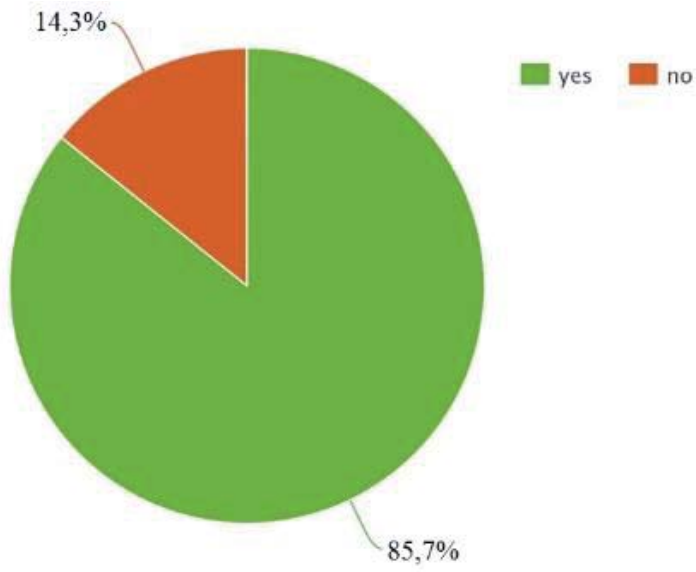


Other answers: “read the text more than once.”

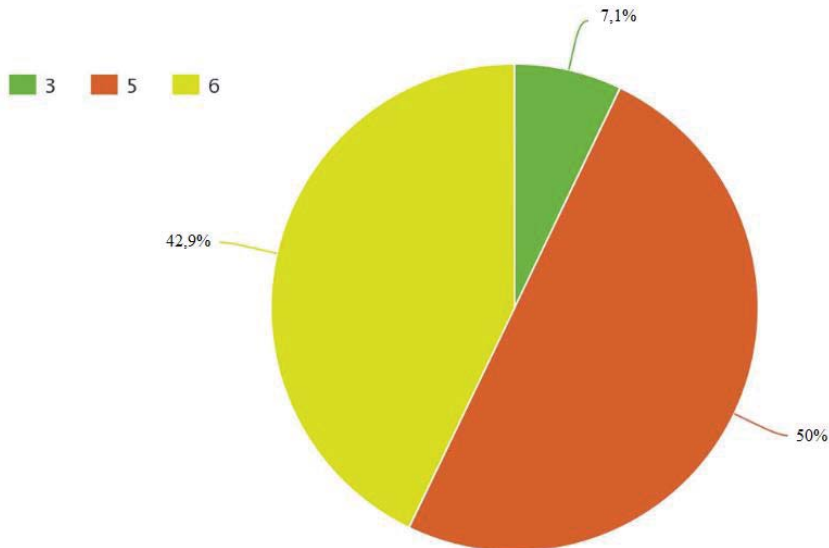
2. How many times do you have to read a reading assignment to make sure that you understand it?



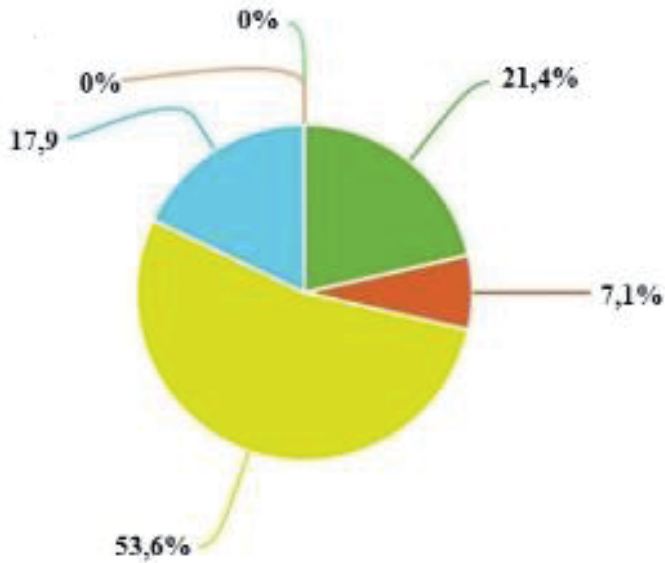
3- Do you think you read effectively?



4. - From 1 to 7, what mark would you give yourself in reading comprehension?

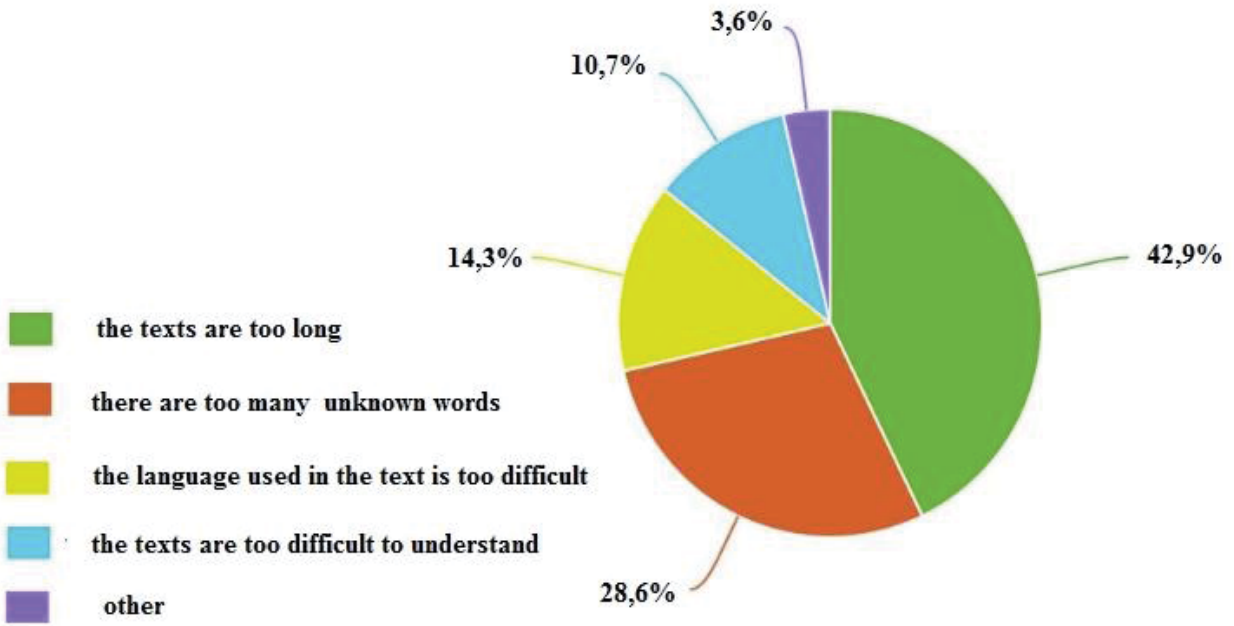


5.- I consider that the reading assignments at PUCV are: ...



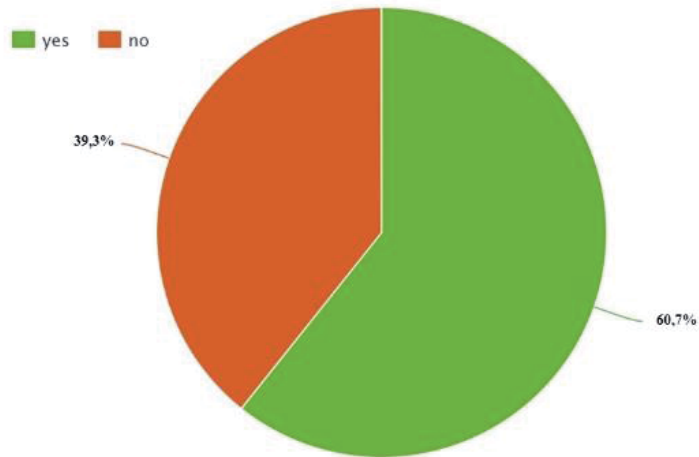
- The main source of knowledge
- What helps me the most to improve my academic performance
- As important as a lecture at PUCV
- Essential to pass a course
- Not as important as a lecture at PUCV
- Other

6. - The main difficulty about texts you read at PUCV is:

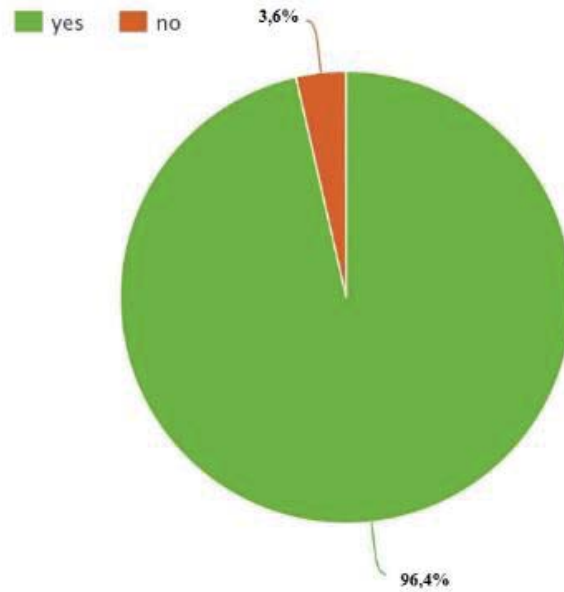


Other: “are not of my interest.”

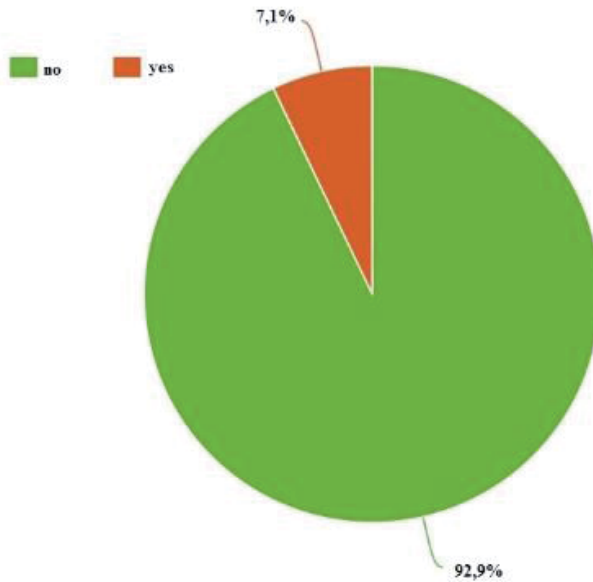
7. - When you are required to read a text in English for a course at PUCV, do you take notes?



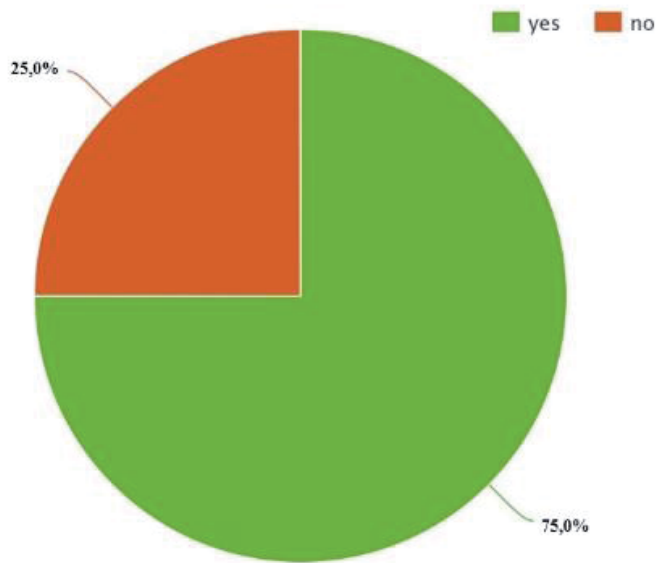
8.- Do you think that learning about note taking skills can help you understand texts better?



9.- Have you ever received training about note taking skills in English (at school, PUCV, etc.)



10.- Would you be interested in taking an elective course on efficient Reading and note taking at PUCV?



Appendix B (Cornell Notes Rubric for Reading Workshop)

Name _____

Date _____

	5	4	3	2	1
Page Set-up	<ul style="list-style-type: none"> Name, date, class, and topic are clearly written in the correct place. 	<ul style="list-style-type: none"> All parts but one are clearly written in the correct place. 	<ul style="list-style-type: none"> All parts but two are written in the correct place. 	<ul style="list-style-type: none"> Heading is missing three parts and/or not written in correct place. 	<ul style="list-style-type: none"> Heading is missing.
Legibility	<ul style="list-style-type: none"> Notes are neat and completely legible. 	<ul style="list-style-type: none"> Notes are completely legible. 	<ul style="list-style-type: none"> Notes are mostly legible. 	<ul style="list-style-type: none"> Notes are mostly illegible. 	<ul style="list-style-type: none"> Notes are illegible.
Notes	<ul style="list-style-type: none"> Notes are taken on the most important information. Accurate paraphrasing is used. Logical abbreviations are used. Key words have been highlighted and/or underlined. Revisions/additions are made in a different color or with editing marks. 	<ul style="list-style-type: none"> Notes are taken on the important information. Accurate paraphrasing is used. Logical abbreviations are used. Some key words have been highlighted or underlined. Partial revisions/additions are made in a different color or with editing marks. 	<ul style="list-style-type: none"> Notes may/may not be accurate; information not always paraphrased. Some words are abbreviated. Very little use of highlighting / underlining. Very few revisions have been made. 	<ul style="list-style-type: none"> Notes are incomplete. No use of abbreviations. Notes have not been highlighted, underlined, or revised. 	<ul style="list-style-type: none"> Notes do not reflect Cornell notes format.
Questions	<ul style="list-style-type: none"> Questions check for understanding and directly reflect notes. Questions reflect critical thinking. 	<ul style="list-style-type: none"> Questions check for understanding and directly reflect notes. Questions reflect some critical thinking. 	<ul style="list-style-type: none"> Questions are basic and may reflect notes. Questions reflect mostly literal information. 	<ul style="list-style-type: none"> Questions are limited and do not accurately reflect notes. All questions reflect literal information. 	<ul style="list-style-type: none"> Questions are missing.
Summary	<ul style="list-style-type: none"> Summary indicates learning by effectively identifying all main ideas. 	<ul style="list-style-type: none"> Summary indicates learning by effectively identifying some main ideas. 	<ul style="list-style-type: none"> Summary restates notes and shows some learning in fewer than 3 sentences. 	<ul style="list-style-type: none"> Summary restates notes, but does not indicate learning. 	<ul style="list-style-type: none"> No summary included.

<p>Score: _____/25</p> <p>Teacher's Comments: _____</p> <p>_____</p> <p>_____</p>
--

Adapted from: <http://www.sandi.net/Page/46027>

Appendix C

Portfolio Rubric

Name: _____

Date: _____

Score: ____/24

Criteria/ points	CM	FC	C&C	CM	GO	VT
Fails to meet the standard (1) The student uses this format inadequately. Notes are incomplete, not well organized and illegible. The source is not registered.						
Partially meets the standard (2) The student uses this format in an organized way, but the notes are recorded literally and/or the source is not registered.						
Meets the standard (3) The student uses this format in an organized way but the notes are incomplete. Too few use of abbreviations and symbols. The source is registered.						
Exceeds the standard (4) The student uses this format in a well-organized way. Notes are complete and legible. They are written using the student's own words. The source is registered. Abbreviations and symbols are used adequately.						

CM = Cornell method

FC= Flow chart

C&C= Comparison and contrast chart

CM= Concept map

GO= Graphic organizer

VT= Vocabulary trifold

Portfolio Guidelines

Directions: At the end of module 2, you should collect and submit all note taking formats that have been covered in class. Each format should evidence your work during the sessions and the improvements and revisions that you have made after the sessions. Remember that you should follow the instructions given in class to do each note taking format accordingly.

Your note taking formats should consider:

- The source of the material
- Notes written in your own words
- Legible handwriting
- Adequate use of abbreviations and symbols for note taking
- Identification of important information and note completeness
- Organization of notes according to each note taking design

Appendix D (Final Reflection)

Name: _____

Date: _____

Score: ____/20

Develop the following points to write your final reflection:

My experience:

- The source of the material you read (1 point).
- How did you organize the information (1 point)?
E.g. comparison and contrast; outline of main ideas; etc.
- Personal and pertinent comment on the use of the corresponding note taking method (1 point).

My assessment of the note taking method:

- Was that note taking method useful? Why/why not? Give at least one meaningful reason. (1 point)

Note taking format	My experience (3)	My assessment of the note taking method (1)
Cornell system		
Flowchart		
Comparison and contrast chart		
Concept map		
Graphic organizer		
Vocabulary trifold		

THE BRITISH-IRISH ISLES HAVE ATTRACTED settlers, invaders and immigrants throughout their history. The contemporary British are consequently composed of people from worldwide origins and are divided into what became the English, Scots, Welsh and Northern Irish. But these groups often have mixed roots derived from varied settlement, internal migration and assimilation. Such descent patterns are important elements in considering the ethnicities of the British peoples today.

For example, an individual may have an ethnic family background consisting of intermarriage between English, Irish, Scottish or Welsh. A *Guinness* survey in March 2001 reported that 42 per cent of people aged 18–34 in England, Scotland and Wales believed that they had Irish roots. Other polls show that one in four adult Britons claims Irish blood, although experts argue that the true figure is probably one in ten.

There are also immigrant minorities with their own identities who have come to Britain over the centuries and who have sometimes intermarried with the existing populations. Even the English language, which binds most of these people together linguistically, is a blend of Germanic, Romance and other world languages. This historical development has created a contemporary society with multinational and multi-ethnic characteristics. But it also raises controversial questions about the meaning of 'Britishness' and national identities.

Early settlement to AD 1066

There is no accurate picture of what the early settlement of the British-Irish Isles was actually like, and there were long periods when the islands were uninhabited. Historians and archaeologists constantly revise traditional theories about the gradual growth of the country as new evidence comes to light.

The earliest human bones found (1994) in Britain are 500,000 years old. The first people were probably Palaeolithic (Old Stone Age) nomads from mainland Europe, who were characterized by their use of rudimentary stone implements. They travelled to Britain by land and sea, especially at those times when the country was joined to the European land mass.

Later settlers in the Mesolithic and Neolithic (Middle and New Stone Age) periods between 8300 and 2000 BC had more advanced skills in stone carving. Some came from central Europe and settled in eastern Britain. Others arrived by sea from Iberian (Spanish-Portugese) areas and populated Cornwall, Ireland, Wales, the Isle of Man and western Scotland. Their descendants live today in the same western parts. Neolithic groups built large wood, soil and stone monuments, such as Stonehenge, and later arrivals (the Beaker Folk) introduced a Bronze Age culture.

Between ca 600 BC and AD 43 there was a movement of Celtic tribes into the islands from mainland Europe, bringing an Iron Age civilization with them. But the Celts possessed at least two main languages and were divided into many different tribes with conflicts between them. Celtic civilization dominated the British-Irish Isles until it was overcome by Belgic tribes (also of Celtic origin) around 200 BC.

The Belgic tribes were then subjected to a series of Roman expeditions from 55 BC. The Roman military occupation of the islands (except for Ireland and most of Scotland) lasted from AD 43 until 409. The term 'Britain' derives from the Greek and Latin names given to England and Wales by the Romans, although it may stem from Celtic originals. It is argued that the Romans did not mix with the existing population and that their lasting influence was slight. But some Christian practices spread throughout the islands and there is still physical evidence of the Roman presence.

After Roman withdrawal, Germanic tribes such as Angles (from which 'England' is derived), Saxons and Jutes from north-western Europe invaded the country. They either mixed with the existing population or pushed it westwards. The country was divided into separate and often warring Anglo-Saxon kingdoms in England (except for Cornwall), with Celtic areas in Wales, Scotland and Ireland.

Many of these regions suffered from Scandinavian (Viking) military invasions in the eighth and ninth centuries, until the Scandinavians were defeated in England, Scotland and Ireland in the tenth and eleventh centuries. The Scandinavian presence, after initial fleeting raids, was reflected in some permanent settlement, assimilation, farming and political institutions.

Early English history was completed when the Anglo-Saxons were defeated by French-Norman invaders at the Battle of Hastings in 1066 and England was subjected to their rule. The Norman Conquest was an important watershed in English history and marked the last successful external military invasion of the country. It influenced the English people and their language (since French was the language of the nobility for the next three hundred years) and initiated many of the social, legal and institutional frameworks, such as a feudal system (hierarchical structure from top to bottom of society), which were to characterize future British society.

But Celtic civilizations continued in what are now Wales, Scotland and Ireland. Roman rule did not extend to Scotland, which was inhabited (except for Angles in the south) by the original Picts and the later Scots from Ireland who colonized western Scotland (200–400), giving their name to present-day Scotland. In the tenth and eleventh centuries Ireland and its tribal kingdoms were influenced by Scandinavians.

Different peoples had entered the British-Irish Isles from the south-west, the east and the north by 1066. But settlement was often hindered by climatic and geographical obstacles, particularly in the north and west. Many newcomers tended to concentrate initially in southern England, and settlement patterns were not uniform over all of Britain at the same time. Despite some intermixture between the various settlers, there were ethnic differences between the English and the people of Ireland, Wales and Scotland, as well as varying identities between groups in all regions. It is this mixture, increased by later immigration, which has produced the present ethnic and national diversity in Britain.

The early settlement and invasion movements substantially affected the developing fabric of British life and formed the first foundations of the modern state. The newcomers often imposed their cultures on the existing society, as well as adopting some of the native characteristics. Today there are few British towns which lack any physical evidence of the successive changes. They also profoundly influenced social, legal, economic, political, agricultural and administrative institutions and contributed to the evolving language.

There are no realistic population figures for the early British-Irish Isles. The nomadic lifestyle of groups of up to twenty people gradually ceased and was replaced by more permanent settlements of a few hundred inhabitants. It is estimated that the English population during the Roman occupation was one million. By the Norman period, the eleventh-century

TABLE 2.1 Early settlement to AD 1066

500,000–8300 BC	Palaeolithic (Old Stone Age)
8300 BC	Mesolithic (Middle Stone Age)
4000 BC	Neolithic (New Stone Age)
2000 BC	Beaker Folk (Bronze Age)
ca 600 BC	Celts (Iron Age)
200 BC	Belgic tribes
AD 43	The Romans
AD 410	Germanic tribes (Anglo-Saxons)
8th to 11th centuries	The Scandinavians
AD 1066	The Norman Conquest

Domesday Book showed an increase to 2 million. The *Domesday Book* was the first systematic attempt to evaluate England's wealth and population, mainly for taxation purposes.

Growth and immigration to the twentieth century

England, Scotland, Wales and Ireland had more clearly (if not completely) defined identities and geographical areas by the twelfth century. The British state then gradually developed through colonization and political unification. This process was accompanied by fierce and bloody conflicts between the nations, often resulting in lasting tensions and bitterness.

Political and military attempts were made by England to unite Wales, Scotland and Ireland under the English Crown. English monarchs tried to conquer or ally themselves with these other countries as a protection against threats from within the islands and from continental Europe, as well as for increased power and possessions.

Ireland was invaded by Henry II in 1169. Much of the country was then controlled by Anglo-Norman nobles but little direct authority was initially exercised from England. The later colonization of Ireland by the English and the Scots became a source of conflict between the countries. But it also led to Irish settlements in Scotland, London and west-coast ports such as Liverpool. Ireland later became part of the United Kingdom in 1801 but, after a period of violence and political unrest, was divided in 1921–22 into the independent Republic of Ireland and Northern Ireland (which is part of the UK).

Wales, after Roman rule, remained a Celtic country, although influenced by Anglo-Norman England. Between 1282 and 1285 Edward I's military campaign brought Wales under English rule, and he built castles and deployed garrisons there. Apart from a period of freedom in 1402–07, Wales was integrated legally and administratively with England by Acts of Union 1536–42.

The English also tried to conquer Scotland by military force, but were repulsed at the Battle of Bannockburn in 1314. Scotland was then to remain independent until the political union between the two countries in 1707, when the creation of Great Britain (England/Wales and Scotland) took place. But Scotland and England had shared a common monarch since 1603 when James VI of Scotland became James I of England.

England, Wales and Scotland had meanwhile become predominantly Protestant in religion as a result of the European Reformation. But Ireland remained Catholic and tried to distance itself from England, thus adding religion to colonialism as a foundation for future problems.

Britain therefore is not a single, ethnically homogeneous country, but rather a recent and potentially unstable union of four old nations. Great Britain is only slightly older than the USA, and the United Kingdom (1801) is younger. Nor did the political unions appreciably alter the relationships between the four nations. The English often treated their Celtic neighbours as colonial subjects rather than equal partners, and Englishness became a dominant strand in concepts of Britishness, because of the role that the English have played in the formation of Britain.

However, despite the tensions and bitterness between the four nations, there was a steady internal migration between them. This mainly involved movements of Irish, Welsh and Scottish people into England. Relatively few English emigrated to Wales and Scotland, although there was English and Scottish settlement in Ireland over the centuries.

Immigration from abroad also continued over the centuries owing to factors such as religious and political persecution, trade, business and employment. Immigrants have had a significant impact on British society. They have contributed to financial institutions, commerce, industry and agriculture, and influenced artistic, cultural and political developments. But immigrant activity and success have resulted in jealousy, discrimination and violence from the native population.

In addition to political integration, Britain's growth was also conditioned first by a series of agricultural changes and second by a number of later industrial revolutions. Agriculture started with Neolithic settlers and continued with the Saxons in England who cleared the forests, cultivated crops and introduced inventions and equipment which remained in use for centuries. Their open-field system of farming (with strips of land being worked by local people) was later replaced by widespread sheep-herding and wool production.

Britain expanded agriculturally and commercially from the eleventh century, and also developed manufacturing industries. Immigration was often characterized by financial and agricultural skills. Jewish money-lenders entered England with the Norman Conquest, to be followed later by Lombard bankers from northern Italy. This commercial expertise helped to create greater wealth and was influenced by the merchants of the German Hansa League, who set up their trading posts in London and on the east coast of England. Around 1330, Dutch and Flemish weavers arrived, who by the end of the fifteenth century had helped to transform England into a major nation of sheep farmers, cloth producers and textile exporters. Fourteenth-century immigration also introduced specialized knowledge in a variety of manufacturing trades.

Some immigrants stayed only for short periods. Others remained and adapted themselves to British society, while preserving their own cultural and ethnic identities. Newcomers were often encouraged to settle in Britain,

and the policy of using immigrant expertise continued in later centuries. But foreign workers had no legal rights, and early immigrants, such as Jews and the Hansa merchants, could be summarily expelled.

Agricultural and commercial developments were reflected in changing population concentrations. From Saxon times to around 1800, Britain had an agriculturally based economy and some 80 per cent of the people lived in villages in the countryside. Settlement was mainly concentrated in the south and east of England, where the rich agricultural regions of East Anglia and Lincolnshire had the greatest population densities. During the fourteenth century, however, the steady increase of people was halted by a series of plagues, and numbers did not start to increase again for another hundred years.

As agricultural production moved into sheep farming and clothing manufactures, larger numbers of people settled around woollen ports, such as Bristol in the west and coastal towns in East Anglia. Others moved to cloth-producing areas in the West Country (south-western parts of England) and the Cotswolds and initiated the growth of market towns. The south midland and eastern English counties had the greatest densities of people, and the population at the end of the seventeenth century is estimated at 5.5 million for England and Wales and 1 million for Scotland.

Other newcomers continued to arrive from overseas, including gypsies, blacks (associated with the slave trade) and a further wave of Jews, who in 1655 created the first permanent Jewish community. In the sixteenth and seventeenth centuries, the country attracted a large number of refugees, such as Dutch Protestants and French Huguenots, who were driven from Europe by warfare, political and religious persecution and employment needs. This talented and urbanized immigration contributed considerably to the national economy and added a new dimension to a largely agricultural population. But, from around 1700, there was to be no more large immigration into the country for the next two hundred years. Britain was exporting more people than it received, mainly to North America and the expanding colonies worldwide.

A second central development in British history was a number of industrial revolutions in the eighteenth and nineteenth centuries. These transformed Britain from an agricultural economy into an industrial and manufacturing country. Processes based on coal-generated steam power were discovered and exploited. Factories and factory towns were needed to mass-produce new manufactured goods. Villages in the coalfields and industrial areas grew rapidly into manufacturing centres. A drift of population away from the countryside began in the late eighteenth century, as people sought work in urban factories to escape rural poverty and unemployment. They moved, for example, to textile mills in Lancashire and Yorkshire and to heavy industries and pottery factories in the West Midlands.

The earlier agricultural population changed radically in the nineteenth century into an industrialized workforce. The 1801 census (the first modern measurement of population) gave figures of over 8 million for England, Wales half a million, 1.5 million for Scotland and over 5 million for Ireland. But, between 1801 and 1901, the population of England and Wales trebled to 30 million. The numbers in Scotland increased less rapidly, owing to emigration, but in Ireland the population was reduced from 8 to 4 million because of famine, deaths and emigration. The greatest concentrations of people were now in London and industrial areas of the Midlands, south Lancashire, Merseyside, Clydeside, Tyneside, Yorkshire and south Wales.

The industrial revolution reached its height during the early nineteenth century. It did not require foreign labour because there were enough skilled British workers and a ready supply of unskilled labourers from Wales, Scotland, Ireland and the English countryside. Welshmen from north Wales went to the Lancashire textile mills; Highland Scots travelled to the Lowland Clydeside industries; and Irishmen flocked to England and Scotland to work in the manual trades of the industrial infrastructure constructing roads, railways and canals. These migratory movements promoted conflicts but also assimilation.

Industrialization expanded commercial markets, which attracted new immigrants who had the business and financial skills to exploit the industrial wealth. Some newcomers joined City of London financial institutions and the import/export trades, to which they contributed their international



PLATE 2.1 Women at work in a McVitie's food factory (© Karen Robinson/Formal)

connections. Other settlers were involved in a wide range of occupations and trades. Immigration to Britain might have been greater in the nineteenth century had it not been for the attraction of North America, which was receiving large numbers of newcomers from all over the world, including Britain.

By the end of the nineteenth century, Britain was the world's leading industrial nation and one of the richest. But it gradually lost its world lead in manufacturing industry, most of which was in native British hands. However, its position in international finance, some of which was under immigrant control, was retained into the twentieth century.

Appendix F

Immigration from 1900

Immigrants historically had relatively free access to Britain. But they could be easily expelled; had no legal rights to protect them; and restrictions were increasingly imposed upon them. But the 1871 census showed that the number of people in Britain born outside the British Empire was only 157,000 out of a population of some 31.5 million.

Despite these low figures, immigration and asylum seekers caused public and political concern, which continued through the twentieth century. In the early years of the century, Jews and Poles escaped persecution in Eastern Europe and settled in the East End of London, which has always been an area of immigrant concentration. Demands for immigration control grew and an anti-foreigner feeling spread, fuelled by the nationalism and spy mania caused by the First World War (1914–18). But laws (such as the Aliens Act of 1905), which were designed to curtail foreign entry, proved ineffective. By 1911 the number of people in Britain born outside the empire was 428,000 or 1 per cent of the population.

Despite legal controls, and partly as a result of the 1930s world recession and the Second World War, refugees from Nazi-occupied Europe and immigrants entered Britain. After the war, Poles, Latvians, Ukrainians and other nationalities chose to stay in Britain. Later in the twentieth century, political refugees arrived, such as Hungarians, Czechs, Chileans, Libyans, East African Asians, Iranians, Vietnamese and other Eastern Europeans, in addition to Italian, French, German, Irish, Turkish, Cypriot, Chinese and Spanish economic immigrants. These groups today form sizeable ethnic minorities and are found throughout the country. Such newcomers have often suffered from discrimination, some more than others, since racism is not a new phenomenon in Britain.

But public and political concern then turned to the issues of race and colour, which were to dominate the immigration debate and focused on non-white Commonwealth immigration. Before the Second World War,

most Commonwealth immigrants to Britain came from the largely white Old Commonwealth countries of Canada, Australia and New Zealand, and from South Africa. All Commonwealth citizens were allowed free access and were not treated as aliens.

But from the late 1940s, people from the non-white New Commonwealth nations of India, Pakistan and the West Indies came to Britain (sometimes at the invitation of government agencies) to fill the vacant manual and lower-paid jobs of an expanding economy. West Indians worked in public transport, catering, the Health Service and manual trades in London, Birmingham and other large cities. Indians and Pakistanis later arrived to work in the textile and iron industries of Leeds, Bradford and Leicester (which may be the first British city to have a non-white majority population). By the 1970s, non-white people became a familiar sight in other British towns such as Glasgow, Sheffield, Bristol, Huddersfield, Manchester, Liverpool, Coventry and Nottingham. There was a considerable dispersal of such immigrants throughout Britain, although many tended to settle in the central areas of industrial cities.

These non-white communities have now increased and work in a broad range of occupations. Some, particularly Indian Asians and black Africans, have been successful in economic and professional terms. Others have experienced considerable problems such as low-paid jobs, unemployment, educational disadvantage, decaying housing in the inner cities and racial discrimination. It is argued that Britain possesses a deep-rooted (or institutional) racism based on the legacy of empire and notions of racial superiority, which continues to manifest itself and has hindered the integration of the non-white population into the larger society. Many young non-whites who have been born in Britain feel particularly bitter at their experiences and at their relative lack of educational and employment possibilities and advancement.

So many New Commonwealth immigrants were coming to Britain that from 1962 governments treated most Commonwealth newcomers as aliens and followed a two-strand policy on immigration. This consisted, first, of Immigration Acts to restrict the number of immigrants entering the country and, second, of Race Relations Acts to protect the rights of those immigrants already settled in Britain.

Race Relations Acts make it unlawful to discriminate against persons on grounds of racial, ethnic or national origin in areas such as education, housing, employment, services and advertising. Those who suffer alleged discrimination can appeal to Race Relations Tribunals, and anti-discrimination bodies have also been established, culminating with the Commission for Racial Equality in 1976. This body, which is not without its critics, works for the elimination of discrimination and the promotion of equality of opportunity.

There is still criticism of the immigration laws and race-relations organizations. Some people argue that one cannot legislate satisfactorily against discrimination, and others would like stricter controls. The concerns of some white people are made worse by racist speeches; the growth of extreme nationalist parties such as the National Front and the British National Party; and racially inspired violence. Non-white citizens, on the other hand, often feel that they too easily and unfairly became scapegoats for any problems that arise. Some become alienated from British society and reject institutions such as the police, legal system and political structures. Government policies since the 1940s have not always helped to lessen either white or non-white anxieties.

Immigration and race remain problematic. They are complex matters; are exploited for political purposes from both the right and the left; and can be over-dramatized. Many non-white immigrants and their British-born children have slowly adapted to the larger society, whilst retaining their ethnic identities. Britain does have a relatively stable diversity of cultures and the highest rate of intermarriage and mixed-race relationships in Europe, with one in eight children under five having parents from different ethnic backgrounds. But outbreaks of racial tension, violence and harassment do occur, and there are accusations that the police and the courts ignore or underplay race crimes. A central concern for some people is that race problems are not being openly and fairly debated.

In 1999–2000, 93.3 per cent of Britons were classified as white and 6.7 per cent belonged to non-white groups of whom 46 per cent were born in Britain. Non-whites therefore constitute a relatively small proportion of the total British population and 49 per cent of them live in London (as opposed to 10 per cent of the white population) (Table 2.2).

TABLE 2.2 Non-white ethnic minorities in Britain, 1999–2000

Indian	942,000
Pakistani	671,000
Black Caribbean	504,000
Black African	374,000
Bangladeshi	257,000
Black mixed	184,000
Black other (non-mixed)	124,000
Chinese	133,000
Other Asian (non-mixed)	217,000
Others	427,000
Total non-white ethnic minorities	3,832,000

Source: Labour Force Survey/Office for National Statistics, 2001

The non-white population was earlier largely composed of immigrant families or single people. But this structure has changed as more dependants join settled immigrants, as British-born non-whites develop their own family organizations and as more people intermarry. The term 'immigrant' has now lost some of its earlier significance and the emphasis has switched to debates about what constitutes a 'multi-ethnic society'.

Apart from a few categories of people who have a right of abode in Britain and are not subject to immigration control, all others require either entry clearance or permission to enter and remain. Generally speaking, such newcomers (apart from short-term visitors) need a work permit and a guaranteed job if they hope to stay in the country for longer periods of time. But dependants of immigrants already settled in Britain may be granted the right of entry and permanent settlement.

There are also many other ethnic minority communities in Britain, which are usually classified as white. Immigration from the Republic of Ireland continues; the Irish have historically been a large immigrant group; and there are some 800,000 people of primary Irish descent. Movement from the Old Commonwealth countries (such as Australia, Canada and South Africa) has increased slightly, while that of other Commonwealth citizens has dropped following entry restrictions. There has been an increase in immigrants from European Union countries (such as Germany, Spain, Italy and France), who have the right to seek work and reside in Britain, with sizeable numbers from the USA and Middle East.

There are legal distinctions between immigration (a controlled entry system often based on economic factors) into Britain and political asylum (fleeing from persecution). In 2000, 125,000 immigrants were accepted for permanent settlement (more than in previous years). They came from Africa, the Indian subcontinent, the rest of Asia and non-EU Europe, with many being dependants of settled immigrants. This suggests that a significant immigration continues, despite restrictive legislation.

But the Labour government is evaluating the rules for the admission of asylum seekers following public concern and controversy about the increasing numbers entering Britain and suspicions that many are economic migrants rather than being genuinely in humanitarian need. In 2001, the top six countries from which registered asylum seekers came to Britain were Afghanistan, Iraq, Somalia, Sri Lanka, Turkey and Iran. However, it is estimated that there may be one million illegal asylum seekers and immigrants in Britain. On the other hand, the country's economy is dependent upon immigrant labour to compensate for a declining birth rate and it is argued that immigration and asylum regulations need to be realistically reformed.

Opinion polls for some years had suggested that race relations, immigration and asylum were of less concern for British people than they were from the 1940s to the 1980s. A MORI poll in 1995 found that 78 per cent

of respondents said that they were not at all prejudiced against people of other races. But a *Guardian* newspaper poll in 2001 said that 70 per cent of its readers thought that race relations were not getting better in Britain. A MORI poll in June 2001 reported that actual worries about immigration and race relations have increased from 3 per cent in 1996 to 19 per cent in 2001.

Acceptance for settlement does not mean automatic citizenship. Naturalization occurs only when certain requirements have been fulfilled, together with a period of residence. New conditions for naturalization and redefinitions of British citizenship are contained in the Nationality Act of 1981. This Act has been criticized by some as providing further restrictions on immigration procedures.

However, it is important that emigration from Britain is considered if the immigration/race debate is to be kept in perspective. Historically, there has usually been a balance of migration, with emigration cancelling out immigration in real terms. But there have been periods of high emigration. Groups left England and Scotland in the sixteenth and seventeenth centuries to become settlers and colonists in Ireland and North America. Millions in the nineteenth and twentieth centuries emigrated to New Zealand, Australia, South Africa, Canada, other colonies and the USA. But in 1998, there was a net gain of 181,000 to the population as more people entered the country than left. More entrants were from the Old Commonwealth and the EU than in previous years.

Population movements from 1900

Industrial areas with heavy population densities developed in the nineteenth century. But considerable population shifts occurred in the twentieth century, which were mainly due to economic and employment changes.

There was a drift of people away from industrial Tyneside and South Wales during the 1920s and 1930s trade depressions as coal production, steel manufacture and other heavy industries were badly affected. Since the 1950s there has been little increase in population in industrial areas of the Central Lowlands of Scotland, Tyneside, Merseyside, West Yorkshire, south Wales and Northern Ireland, which have seen a run-down in traditional industries and rises in unemployment. Instead, people moved away from these regions, first to the English Midlands with their diversified industries and then to London and south-east England where employment opportunities (despite fluctuations) and affluence were greater.

The reduction of the rural population and the expansion of urban centres continued into the twentieth century. But, by the middle of the century, there was a movement of people away from the centres of big cities

such as London, Manchester, Liverpool, Birmingham and Leeds. This was due to bomb damage during the Second World War, slum clearance and the need to use inner-city land for shops, offices, warehouses and transport utilities. So-called New Towns in rural areas and council housing estates outside the inner cities were specifically created to accommodate the displaced population. Road systems were built with motorways and bypasses to avoid congested areas, and rural locations around some cities were designated as Green Belts, in which no building was permitted.

Many people choose to live some distance from their workplaces, often in a city's suburbs, neighbouring towns (commuter towns) or rural areas. This has contributed to the decline of inner-city populations, and one British person in five now lives in the countryside with the rest in towns and cities. Densities are highest in Greater London and in south-east England and lowest in rural regions of northern Scotland, the Lake District, Wales and Northern Ireland. The latest figures suggest an increasing movement of people to rural areas. This has been accompanied by population losses in and company relocations from large cities, particularly London.

In 1999–2001 the population of the United Kingdom was 59,501,000, which consisted of England with 49,753,000, Wales with 2,937,000, Scotland with 5,119,000 and Northern Ireland with 1,692,000. These figures give a population density for the United Kingdom of some 600 persons per square mile (242 per sq km), well above the European Union average. England has an average density of some 940 persons per square mile (381 per sq km) and this average does not reveal the even higher densities in some areas of the country, such as London, the West Midlands, West Yorkshire, Greater Manchester, Merseyside, Tyne and Wear, Edinburgh and Cardiff. Within Europe, only the Netherlands has a higher population density than England.

The British population grew by only 0.3 per cent between 1971 and 1978, which gave it one of the lowest increases in Western Europe. A similarly low growth rate is forecast in the twenty-first century, with the population expected to be 60.4 million by 2011 and 61.8 million by 2021. But the non-white ethnic minorities are growing fifteen times faster than

TABLE 2.3 Populations of major British cities (estimated 2000)

Greater London	7,187,000	Liverpool	461,000
Birmingham	1,013,000	Edinburgh	450,000
Leeds	727,000	Manchester	422,000
Glasgow	619,000	Bristol	402,000
Sheffield	531,000	Cardiff	320,000
Bradford	483,000	Belfast	279,000

the white population and are also much younger. It is estimated that the counties of southern and central England will have the highest population growth up to 2011 and that the heaviest population losses will occur on Tyneside and Merseyside.

Oakland, J. (2002). The People. In *British Civilization: An Introduction* (5th ed., pp.38-51). London: Routledge.