



Manchester Talk-Walks Summary Report

On this project we had 20 learners. At Migrant Support our learners come from countries all over the world. In this project, for example, we had students from countries such as Palestine, Iraq, Hungary and Hong Kong. All of our learners had limited English when they started this course. Some of our learners were working at Entry 2 level, some at Entry 1 and some at Pre Entry level.

Walking and talking is a great way to improve your English. There are always plenty of new things to talk about, challenge the learners to acquire new vocabulary and try out new ways of saying things. We supported this 'trying out' approach with learning in the classroom. Our learners developed their knowledge of grammar and language forms for speaking and writing. Language learning was supplemented by learning other skills associated with the programme, including developing IT skills, presentation skills and photography (see appendix 3).

Because our classes were focused on different places of cultural interest in Manchester, our learners also undertook research about different places, so that they could understand more about the places we visited. They explored websites in the classroom to find out more. They also planned routes, so that we knew where we would go. Most of the time, we walked to the places we were visiting. Sometimes, we took a bus and then walked around together, discovering more about the history and culture of the place where we live.

In this course we visited all these places:

- Piccadilly Gardens, Manchester
- Royal Mill, Ancoats
- A walk around different historic sites in Manchester

- The Peterloo Memorial and the Statue of Emmeline Pankhurst, St Peter's Square • The Pankhurst Centre
- Jodrell Bank World Heritage Site
- The Jewish Museum, Cheetham Hill
- Quarry Bank Mills
- The Ahmed Iqbal Ullah Race Relations Archive, Manchester Central Library

Learner Case Studies

There are two case studies of learners who have taken part in this programme at appendix 1. The case studies have been generated by learners responding to questions provided by Greater Sport. Case study A has been provided by a learner who accompanies her text with images from the walks. Case study B has been provided by two learners working together.

Migrant Support

The talk walks programme provided a great opportunity for Migrant Support to extend the range of courses it offers, engaging with our client groups in new ways. We had several learners on this programme who arrived in Manchester recently from Hong Kong on British National (Overseas) visas. It was a fantastic asset to our organisation to be able to enhance these residents' capacity to get to know their new home, whilst also promoting the benefits of walking!

This project has enabled us to enhance the profile of Migrant Support in the community ESOL sector, and to work in new ways. At the heart of this has been our commitment to produce reading resources written by our learners, which can then be disseminated throughout the sector as engaging reading resources for adult ESOL learners. We have produced 4 reading books at different levels. Two Entry 2 resources have been adapted for E1 readers, so that learners at different levels can read the same story in a mixed ability class (very common in the community sector).

We now have full Schemes of Work and a programme of sessions which we can run again, subject to additional funding (programme of sessions attached Appendix 2). In future, we may adapt our SoW to allow for more time between visits – both to allow for more classroom reflection and writing practice, and also to enable more preparatory research time before making a visit. This can be achieved either by running the class over 20 instead of 10 weeks, or by undertaking fewer visits overall. Our visit schedule this time was quite intensive. This meant plenty of time devoted to exercise, but less 'scaffolding' so that learners could get the most out of the visits, both in terms of cultural engagement and in terms of writing and discussion in English.

We will be applying for further funding to run these sessions again. We will also be disseminating our fantastic reading resources, written by our learners and disseminated with their permission, to other community ESOL providers in Manchester and beyond.

Appendix 1. Case study A.

My name is Maisaa Al Refaee. I am Palestinian from Syria. I am an Arabic teacher for children. I am married to a British citizen and came to Manchester in 2020.

In the beginning the situation was difficult in a new country with a different language and the corona pandemic made the situation harder.

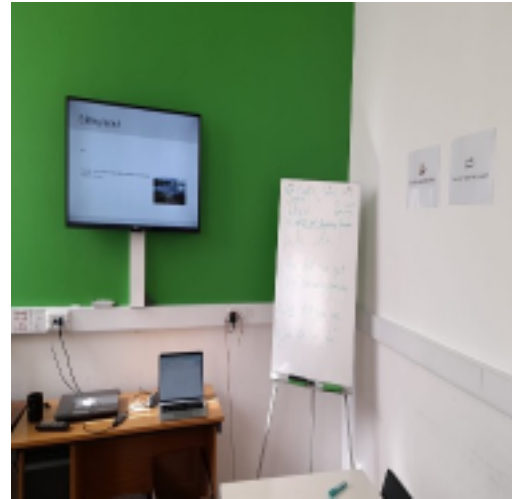
But with the help of my husband and by learning the language the situation improved and I started to trust



myself again.

What did you like about the sessions?

I like the teacher's style of
presenting information, wonderful
historical information, and field
tours.



Has talk-walks made a difference to
you?

Certainly, it has changed a lot in me,
physically, psychologically and

socially.

Has it made a difference to your physical health? For example, have you been inspired to walk more? In fact I do walking exercises daily, but now it has become more fun because I started to know the streets more and I'm looking at the buildings with pleasure and I'm sure there is a story behind every building.

Has it made a difference to your mental health?



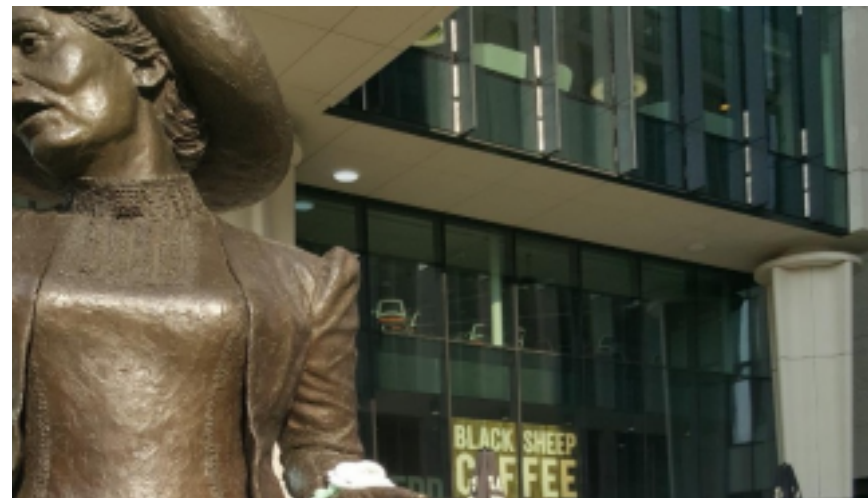
Differences in my psychology restored my self-confidence and I have a chance to integrate into this society and find a place

Has it made a difference to your social life? Did you make new friends?

Yes, I have new friends from different cultures. Anita from Hungary, she is beautiful and kind. Ruaa from Iraq, she is a beautiful and smart lady. I hope that

Annelie will consider me a friend for her. What have you learned?

I learned a lot about the history of Manchester, the use of computers, improved



my writing, reading and grammar.

What affected me most is the appreciation in this society for those who work hard to change for the better such as Emmeline Pankhurst.

And for those that respect all cultures and fights racism, such as naming the library Ahmed Iqbal; he is a victim of racism.

In the end, I am happy to attend this class and sad because it is over. I would like to thank everyone who gave us this opportunity to improve our English and our relation with the place and society.

I am waiting for the next class soon!

1. How long have you been going, why did you decide to attend?

We have studied at Migrant Support for over 2 months.

We decided to attend because we wanted to explore different areas of Manchester as we are newcomers.

2. How did you hear about it?

Migrant Support told us about the trips. We wanted to come because it sounded interesting to learn English and exercise at the same time.

Many people don't like to go out alone but we could go together on these trips.

3. What did you like about the sessions?

We wanted to know more about the history and culture of Manchester. But most of all many of us enjoy walking. These sessions allowed us to do the two things we enjoyed the most. We were so excited to learn English in different environments.

4. Has it made a difference to you?

We have improved our English through our learning in class and trips outside. We had to walk a lot on the trips which helped us to stay healthy. We have made new friends and now know each other so much better. It was wonderful to chat and take pictures with other classmates during the trips.

Valeska Chan & Jane Ng

Appendix 2: Manchester Talk Walks sessions outline.

By the end of this course students will:

1. Obtain information from texts, including at least 2 historical facts about the history of Manchester and the North West (READING)
2. Develop speaking and listening skills through peer conversations and conversations with relevant professionals in sites visited on the course. Take part in at least one 5 minute conversation about a place or person of interest related to the history of Manchester and the North West. (SPEAKING & LISTENING)
3. Develop writing skills using appropriate verb tense and a range of adjectives to write about the past. Write at least 2 short passages about places visited on the course. (WRITING)
4. Write at least one passage about places visited on the course using google docs, incorporating at least one image, to be considered for the course group output (ESOL reading resources) (WRITING AND IT SKILLS)
5. Worked in a small group to present a five minute talk about a place visited on the course using google slides to enhance the presentation. (WRITING, SPEAKING & LISTENING, IT SKILLS)

Week commencing	Session 1 (3 hours) Learners streamed into 2 cohorts (preE/E1 + E2/E3)	Session 2 (2 hours)	Language points
24/1	Course induction/diagnostic	ILPs, Talking, reading and writing about Manchester	Present simple a for the future/fu 'Going to' (future Will + be + prese to the Jewish M

31/1	Talk about and walk around Piccadilly Gardens	Talk about and walk around Piccadilly Gardens	Adjectives to describe Prepositions of place Taking photos and (downloading images)
7/2	Manchester walking tour	Reflecting on walks and discussing photos Incorporating photos into Google Docs and Google Slides	Vocabulary: Technology, photography (light subject) Forms for expressing Comparative adjectives Past tense(s) Vocabulary: tickets, route... Maths: numbers
14/2	Double session: 4-hour regional talk-walk to Quarry Bank Mill	Homework writing about the visit to Quarry Bank	Past tense verbs
21/2	Double session: 5-hour regional talk-walk to Jodrell Bank	Double session: 5-hour regional talk-walk to Jodrell Bank	Vocabulary: technology, space and space exploration, galaxy, planet, sun, space exploration

28/2	History of Manchester 1 (industrialisation)	Walk to site of Peterloo massacre	Past tense verbs Prepositions of t
7/3	History of Manchester 2 Immigration	Walk to Jewish Museum	Adjectives to c places Agreeing discussions Prep
14/3	History of Manchester 3 (suffragettes)	Walk to Pankhurst statue and Centre	Agreeing and dis discussions Adje art
21/3	Black and Muslim heritage	Walk to Central Library; visiting The Ahmed Iqbal Ullah RACE (Race Archives and Community Engagement) Centre and sculpture of Prof Erinma Bell (introduction of Pankhurst statue)	Agreeing and dis discussions Adje art Art-related voca artist, sculpting Prepositions of p
28/3	Preparing reading books; giving feedback	Evaluation & review	Giving feedback Verb tenses (pre Adjectives Prepositions of p Linking words

Appendix 3: photo gallery...

