

Program Profile

Program	Program name	ENGLISH FOR REAL LIFE (ERL) – A Task-Based Language Learning Initiative
	Category	A2

Summary of Program

Program Name	ENGLISH FOR REAL LIFE (ERL) – A Task-Based Language Learning Initiative
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Abstract of Program	ENGLISH FOR REAL LIFE (ERL) is an innovative ELT-based program at the World University of Bangladesh designed to make English learning authentic, practical, and experience-driven. Instead of focusing only on textbooks and classroom drills, ERL engages students in real-world tasks where English is the only medium of communication. Weekly sessions include activities such as: · Market Day Simulation (students bargain, buy, and sell in English) · Mock Job Interviews (HR-style interview panels with feedback) · Survival English (ordering food, giving directions, handling emergencies) · Media & Storytelling Projects (students produce short podcasts or vlogs in English) · Community Engagement (students run small English-help desks on campus for peers) By immersing students in practical and task-based contexts, the program helps them develop fluency, accuracy, and intercultural competence while reducing language anxiety. The ultimate goal of ERL is to prepare WUB students to use English confidently in academic, professional, and social situations at both national and international levels.

Details of Program

Planning

Objectives	Long-term Goals	• Make students communicatively competent in real-life situations • Reduce foreign language anxiety
		• Align ELT practices with global employability standards • Encourage collaborative learning beyond traditional classrooms • Introduce task-based speaking activities (role plays, simulations, peer projects) • Strengthen listening, speaking, and intercultural awareness
	Short-term Targets	• Introduce task-based speaking activities (role plays, simulations, peer projects) • Strengthen listening, speaking, and intercultural awareness
	Rationale	Bangladeshi students often score well in grammar and reading but struggle to use English spontaneously in real-life situations. The ERL program applies Task-Based Language Teaching (TBLT) principles, offering authentic, meaningful communication tasks. It fills the gap between theory and practice, ensuring that students can use English not just to pass exams, but to navigate life and careers.
Subject (Leader)	Initiator(s)	Imrose Afrine, Lecturer, Department of English, World University of Bangladesh Sumona Sharmin, Senior Lecturer, Department of English, World University of Bangladesh Sadia Afroj Tithi, Lecturer, Department of English, World University of Bangladesh
	Champion(s)	

	Major team member(s)	Teachers from the department of English
Environment	Nature/Society	A student-centered, practice-oriented ELT initiative focused on communicative competence, life skills, and employability.
	Industry/Market	The ERL program directly addresses workplace and social needs: • Business/Corporate – Presentation & negotiation skills • Education/Research – Academic discussions & presentations • Global Mobility – Using English in intercultural contexts
	Citizen/Government	Contributes to the Smart Bangladesh Vision 2041 , by producing graduates skilled in English for both digital and face-to-face communication .

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Resources	Human resources	English teachers, role-play facilitators, alumni trainers, student moderators
	Financial resources	Fund from World University of Bangladesh
	Technological resources	<u>Projector, screen, microphones, podium, clicker, sound system</u> recorder
Mechanism	Strategy (Weight/Sequence)	Phase 1 – Pilot with small student groups Phase 2 – Expand across faculties Phase 3 – Integrate into regular co-curricular framework
	Organization	Department of English in collaboration with Office of Student Development
	Culture	WUB promotes practical, skills-based learning , making ERL a natural fit.
Doing		

Launch date	1 month after approval of the programme
Responsible organization	English Department of World University of Bangladesh
Program content and process	· Weekly Task-Based English Sessions · Monthly Simulation Events (Job Fair in English, Travel Simulation, etc.) · Guest Workshops (industry professionals share workplace English needs) · Community Outreach (students teach/assist local schoolchildren in English) · Certification & Recognition for active participants
Key highlights of the content/process	1.Real-life, stress-free, and enjoyable English use 2. Learner-centered, task-driven methodology
Differences from traditional approaches	1 .Moves beyond grammar/vocabulary drills 2. No exam pressure, only participation-based recognition 3.Focus on use of English , not just knowledge about English
Progress as of today	Outlining the programme

Problems in implementation	Enough rooms are not available
Approaches to solve the problems	N/A
Completion date, if completed	N/A
Seeing	

Impacts on students	I did a pilot study on it. Students were satisfied with this type of programme
Impacts on professors	Outcome was satisfactory
Impacts on university administration	Survey is not done
Responses from industry/market	Survey is not done
Responses from citizen/government	Survey is not done
Measurable output (revenues)	Survey is not done
Measurable input (expenses)	Tk. 300000 (3 lac taka every year)
Cost-benefit analysis for effectiveness	Survey is not done
Future Planning	
Where does the project go from here?	Due to be implicated.
Addendum	
Exhibits, pictures, diagrams, etc.	Due to be implicated.
Reports, mimeos, monographs, books, etc.	Due to be implicated.
Others which may help explain the program (including website links)	Due to be implicated.