**Challenging Changes & Adaptability in RACE**

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**Abstract**

With a view to developing quality language teaching environment at school, the facilitators of English have to come out from the traditional stereotype classroom teaching practices. Since, the world is changing fast in almost all its dimensions like, society, culture, politics, education religion, it is the need of an hour to change the language teaching style accordingly. The present study aims to study the challenging changes and adaptability in developing Rapid Acquisition of Competence in English. Here, the researcher made the use of constructivist approach of teaching English instead using the so called communicative approach, Grammar Translation method etc. As Education includes both knowledge and skills and if language is taught just as a skill, the students would not enhance any knowledge into it. Thus, the researcher carried out a small experiment using two groups pre test post research design. The students were selected randomly. Achievement test and reaction scale were used as a tool. The ELT programme was having 10 activities on textbook related contents. Out of two groups of second language learners, one was kept control and the other one was kept experimental. Later the score of the post test were compared in order to study the significance of the ELT programme. It is found from the study that the students of experimental group learn the English rapidly through various real life like situations, games and constructive modes of learning. Further, the learners develop both knowledge and skills through the ELT module. The researcher observed the students learning English through natural style learning. There were many challenges observed during the study such as time of course completion, faculty crunch, assessment and evaluation, feedback etc. and the experts and the teachers found these could not resolved. But the findings and the performance of the study proved that perception for adaptability need to be changed. The second language learners should be provided a constructive and eclectic climate for teaching and learning English language.

**Key Words: Constructivist, Race, ELT Module**