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Invigorating the EFL Students in Acquiring New Linguistic Knowledge: Language Learning through Projects

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Abstract

English as an International Language has contradicted to another paradigm (*the Old Native-Speaker Dominated Framework*) (Llurda, 2014) adoring the native English language teachers as demigods in EFL contexts currently. However, such problems remain fossilized because of the insufficient awareness of the EFL teachers on their roles as the non-native ones. Hence, Project-Based Learning was implemented to invigorate their linguistic competences and performances to be relative comparable to the native English language teachers. This study involved 98 EFL students of a state university in Tasikmalaya, West Java. The data were collected through field notes and document analysis. They were analyzed based on the steps of

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