**College of Graduate Studies and College of Education Cordially Invite You to a**
**Master Thesis Defense**
Entitled
*ENGLISH LANGUAGE TEACHERS' PERCEPTIONS OF AND EXPERIENCES WITH ONLINE PROJECT-BASED LEARNING*
by
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Abstract

The main objective of this research is to investigate schoolteachers' perspectives on the use of online project-based learning (PBL) in English classes in the UAE during the Covid-19 pandemic. The research explores the teachers' perceived benefits and challenges of the PBL approach. Another aim of this research is to identify if teachers' gender, years of experience, and familiarity with PBL have an impact on how they view the use of PBL in their classes. The study utilized two instruments to collect data: a survey with close-ended and open-ended questions, and a semi-structured interview. The survey responses were collected from 87 Cycle 3 English language teachers in public schools, while the interviews were conducted with four teachers who were chosen from the same sample. The findings show that English teachers find PBL as a successful teaching approach that improves students' English language skills and develops their 21st century skills. They also believe that PBL encourages independent learning because it provides students with authentic learning opportunities wherein they become accountable for their own learning. PBL is also perceived to be an approach that promotes a student-centered environment that allows students to co-construct knowledge, express their opinions, and make their decisions. However, the teachers reported that they face some challenges while implementing PBL such as time-constraints, overloaded curriculum, technical issues, and monitoring students' progress. Considering the research findings, it is suggested to integrate PBL lessons in the curriculum and to encourage teachers to use teaching strategies that accommodate a student-centered PBL environment. The results also have revealed that there is a need to develop students' computer skills and digital literacy to help them thrive in an online learning context. Lastly, the findings suggest conducting further research on the actual implementation of the PBL approach in online learning as well as face-to-face learning.

**Keywords:** project-based learning, independent learning, 21st century skills, online learning