



Ain Shams University  
Faculty of Education  
Department of Curricula and Instruction

**A BLENDED-LEARNING PROGRAM BASED  
ON THE  
PROGRESSIVE THEORY TO DEVELOP  
THE YEMENI  
EFL TEACHERS' PERFORMANCE**

A Dissertation

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Degree in Education (TEFL)

By

*Abdul-Razzaq Z. A. Al-Jarmouzi.*

Supervised by

**Dr. Asmaa Ghanem Gheith**

**Professor of Curriculum and  
Instruction (EFL)  
Faculty of Education -Ain Shams  
University**

**Dr. Badr Abdul-Fattah Abdul- Kafi**

**Lecturer of Curriculum and  
Instruction (EFL)  
Faculty of Education-Ain Shams  
University**

**Dr. Ismael Masaud Naji**

**Associate professor of Curriculum and Instruction (EFL)  
Faculty of Education - Sana'a University**

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Ain Shams University  
Faculty of Education  
Department of Curricula and Instruction

**Name:** Abdul-Razzaq Z. A. Al-Jarmouzi. Nationality: Yemeni

**Date and place of birth:** 1977-Yemen

**Degree:** Ph. D. in Education.

**Specialization:** Curriculum and Instruction (EFL)

**Supervisors:** Dr. Asmaa Ghanem Gheith, Dr. Badr Abdul Fattah Abdul Kafi, and  
Ismael Masaud Naji.

**Title of the dissertation:** A Blended-Learning Program Based on the Progressive  
Theory to Develop the Yemeni EFL Teachers'  
Performance

#### ABSTRACT

The present study aimed to identify the effect of using a blended learning program based on the progressive theory on developing the Yemeni EFL teachers' performance both linguistically and pedagogically. Through the study, the one group quasi experimental design was adopted, and 16 EFL male and female teachers enrolled in study at Al-Showkani Higher Institute for Qualifying and Training Teachers were involved as participants. Data was collected through three main instruments, namely: a performance observation checklist, a performance test, and a self-assessment sheet. Results of the study revealed that there was a statistically significant difference between the mean scores of participants in the pre-post administration of performance observation checklist in favor of the post administration, and there was a statistically significant difference between the mean scores of participants in the pre-post administration of performance test in favor of the posttest. In addition, the results showed that the effect size ( $d$ ) of the blended-learning program based on the progressive theory both in relation to performance observation checklist and performance test was large on promoting the Yemeni EFL teachers' performance according to Cohen's criteria. The study ended with some recommendations as well as suggestions for further research in the light of the results obtained.

**Key words:** progressive theory, blended learning, developing EFL teacher performance.



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## **Chapter one**

### **Background and problem**