This study is aimed at exploring the status of in-service education and training (INSET) of English language teachers in Yemen where English is a foreign language. English is taught for three years at the preparatory stage of education, and for three years more at the secondary level in government schools. Altogether, students study English for six years before entering the tertiary stage, which is comparable to the situation in many other countries where English is taught as a foreign language. Yemeni learners of English find it difficult to learn the language due to several reasons. With limited exposure to English, they are unable to use it in and out of the classroom. As per the present language policy of the Yemeni government, English is to be taught to every student to facilitate their education in schools, in higher studies and in research. However, in most cases this is not achieved. For Yemeni students to become competent users of English, it is important for every teacher of English to have a good command over the language. Teachers have also to be updated with the latest trends in the field of English language teaching (ELT). If in-service training programmes are run from time to time, these will go a long way in enhancing the skills and knowledge of teachers.

Many reforms need to be introduced. In English language teaching all over the world, teacher-centred classrooms and trainer-centred instructional approaches have given way to learner-centred classrooms and trainee-centred approaches respectively. Research too has traversed a path from position-centred and product-oriented teaching and learning to person-centred and process-oriented learning and teaching. However, this too has not happened in Yemen yet.

The present research is an attempt to explore the problems of English language education in Yemen with special reference to the training of in-service teachers. It examines a number of issues pertaining to the professional development of the teachers of English working at the
secondary level in Hodeidah Governorate, Yemen. As there is hardly any need-based and goal-oriented syllabus for these teachers, an analysis of their needs with regard to their professional development has been carried out and an in-service goal-oriented syllabus has been designed and developed for them based on their studied needs.

This research tries to focus on the different issues of teaching/learning English outlined above. It is designed to identify the in-service training needs of the teachers of English for regular training programmes in selected areas of professional skills and knowledge, which in turn will enable them to teach English more effectively.

The data for this quantitative-cum-qualitative study which uses both questionnaires and structured interviews with representative samples of teachers, inspectors and heads of institutions is mainly based on fieldwork.

The study is also an attempt at delving deep into the ELT in Yemeni schools in the modern context. Yemen has been rather slow in responding to the emerging global order. The country needs to participate actively in the international arena for further growth and development. For this to happen, Yemen has to plan to strengthen its education system at all levels. Immediate attention has to be paid to teacher development for the proper education of the young citizens, the future pillars of Yemen. A well-thought-out syllabus for teacher-training has been an obvious need.

Based on its extensive fieldwork, the thesis makes suggestions and recommendations for strengthening the in-service training and education of English teachers. These should help in making INSET programmes effective for improving the standard of teachers and in turn provide the best possible learning to school students to set the country on the path of advancement in all major domains of life and learning.