

## Appendix (1)

### Teachers' Questionnaire

Dear Colleague,

Please take some time to complete this questionnaire. Your responses will provide important information that will help the researcher to collect the relevant data for the study. This questionnaire is only for academic purposes and your help is appreciated. The researcher would be grateful to receive your responses for the following statements. The questionnaire is designed to be used as data collection tool for Ph.D. degree at Sudan University of Science and Technology.

Thank you for cooperation

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The title of the study:

*The Need for Continuous In-service Professional Development for Improving Sudanese Secondary School EFL Teachers' Performance*

Name :.....( optional)

School: .....

**- Please make a tick (√) on your choice.**

- Qualification:  Diploma  BA  MA  Ph.D

- Experience:  1 to 5years  6 to 10  11 to 15  16 to 20  more than 21

<b>Questionnaire Statements</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1-Secondary schools' teachers are well trained to lead effective teaching in their classrooms.					
2-Secondary teachers have enough time to participate in the professional development programs.					
3-Secondary Schools' headmasters encourage their teachers regularly to join professional development programs.					
4-Secondary schools' teachers need extra professional development workshops to develop themselves.					
5-Secondary schools organize regular workshops for teachers to exchange their experiences in teaching.					
6-Secondary teachers develop themselves in an isolated way.					
7- Ministry of Education initiates enough professional development workshops to secondary schools teachers.					
8-Ministry of Education has trainers who have been officially released for in-service training.					
9- Ministry of Education trains some teachers to organize professional development sessions to their colleagues inside their schools.					
10- Ministry of Education has clear professional development strategies for teachers to help them achieving their goals.					
11- Ministry of Education cooperates with some educational organizations and centers to organize training courses for secondary teachers.					
12- Developing secondary teachers is one of the huge challenges that face Ministry of Education.					

## Appendix (2)

### Classroom Observation Checklist

Instructor:..... Course:.....

Observer:..... Date and Time .....

Statement	Always	Never	Comments
1- Classroom interactions reflect collaborative working relationships between teacher and students.			
2- The teacher exhibit behaviors that indicate care and concern about students.			
3- Students have opportunities to ask their teacher questions about what they are learning.			
4- The teacher employs non-lecture learning activities(i.e. small group discussion, student-led activities).			
5- The teacher employs other tools/instructional aids (i.e. technology, computer, video)			
6- All students are engaged and active.			
7- Students work well in groups.			
8- The teacher serves as a coach and supporter to all students.			
9- The teacher pays attention to all students, not just to the top students.			
10-The teacher relates concepts to students' experience.			
11-The teacher calls students by name.			
12-Students are motivated and participate effectively.			
13-The teacher encourages student-student interaction.			
14-Students interact effectively inside the classroom.			
15-The teacher shows enthusiasm.			
16- Questioning techniques are used by the teacher.			
17- The teacher creates and environment in which students feel safe and free to interact.			