

# Peers report of EFL teachers: enhancing entrepreneurial mindsets through language education

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## **Abstract**

This research aimed to prepare a comprehensive report on expected and unexpected observations of teachers' performance. The primary goal was to enhance the understanding of teaching practices and identify areas for innovation. The target goal of the study is to integrate the teaching practices to entrepreneurial thinking. A grounded theory was conducted on Iranian EFL teachers, involving classes observed by peer reviewers. These observations were documented in reports, and the classes were also videotaped for further analysis during debriefing sessions. The analysis revealed five main categories in teachers' performance that can lead to the creation of a learning environment which nurtures entrepreneurial thinking: (a) Innovation and adaptability, (b) self-assessment and growth, (c) confidence building, (d) peer learning and collaboration, and (e) practical applications. The findings suggest that shifting from supervisors' unexpected observations to peers' expected observations can improve the quality of teaching practices. Such improvements can boost entrepreneurial mindsets. This approach can benefit both students and teachers by fostering a more supportive and innovative educational environment.

Keywords: peer expected observation, peer unexpected observation, teachers' performance, entrepreneurial mindsets

## **Introduction**

Being an observer in a class prepares experiences and processes which results in teacher's professional growth. Also, an observation task is mainly a focused activity to work on while observing a lesson in progress. Also, it should be mentioned that a high-quality observation can result in teachers' proficiency (Wajnryb, 2013; Liang, 2015).

Considering all the jobs, performance is a complex word to be defined. It is not 'one thing' but includes multiple components that makes it multidimensional. Preferably, it was concluded to separately measure the components of performance (Baeder, 2011).

As a matter of fact, teachers' performance is actually job expectations. Teachers' job expectations refer to their major duties such as the way they plan and deliver the material, the ways they use to assess students' learning, the ways they prepare the learning environment and so on (Johnston, 2010).

Undoubtedly, teachers and educators have great responsibilities for the development of creativity in society. Teachers have a significant influence on increasing or decreasing the creativity of their students in schools. To nurture creative learners, first of all, teachers must be creative thinkers. Teachers must constantly renew themselves and be ready to change as well as support their learners' autonomy. It is recommended that schools and higher education institutions strengthen the entrepreneurship curriculum to promote entrepreneurship education, as it has been proven that students' goals in this field significantly increase entrepreneurship. It can be assumed that better training and learning entrepreneurship and innovation skills can increase the ability of entrepreneurs to identify new opportunities and provide innovative services. Also, a strong and stable entrepreneurial character is considered as an important factor in realizing students' entrepreneurial goals. (Parhizkarkhadiv et.al, 2024)

Research recognizes that an entrepreneurial mindset differs from a managerial mindset, and the shift from a managerial to an entrepreneurial mindset can create a sustained competitive advantage (Wright et al., 2000). In fact, scholars note that a better understanding of an individual's entrepreneurial mindset (EM) will advance the study of entrepreneurship and related disciplines (Kirzner, 1997; McGrath & MacMillan, 2000).

Classroom observation have been conducted by supervisors and senior teachers with the goal of evaluating teachers. By observations it has mostly been paid attention to the useful feedback that can be provided by teacher trainers and educational teachers. So it is crucial from the morality and professional point of view to share the experience with the observed teacher through a meaningful and useful follow up session. The idea which should be taken in to account is that the observer must be aware of the receivers' reaction to provide him or her with positive feedback to promote positive changes. (Mento & Meyer, 2000; Sheal, 1989; Wajnryb, 2013).

Following Kyriakides, Demetriou, and Charalambous, (2006) most of educational systems are looking for a reliable evaluation system which is based on a strong theoretical framework. So there is a need to have a criteria to help evaluators prepare a reliable and accountable judgment

about teachers' performance. Furthermore, to change the educational environment, asset of theoretical models could be used to prepare a criterion for teacher evaluation. It would be a better idea to engage teachers in the process of preparing the criteria if we expect them accept the criteria.

Two general purposes have been introduced by Haefele (1993), formative and summative. The formative evaluation deals with the improvement of teachers' performance and the summative one is precisely assessing teachers with the purpose of decision-making concerns, such as hire, terminate or promote.

Considering all the points above, asking the supervisors preference on how to observe the classes, two ideas seems to be achieved. Since teachers' performance have always been assessed during a term of study, some supervisors prefer to inform teachers about the day and the time of observation while some others choose to observe classes unexpectedly. At the same time, it should be mentioned that some believe in both types, expected and unexpected observation, considering the objectives of the observations which may lie ahead.

Hereby, it has been crucial to prepare a report on the expected and unexpected observations of teachers' performance in Iranian EFL classrooms that enhances entrepreneurial mindsets.

So, the following research questions would be discussed and answered;

What are peers' reports of teachers' performance by observing them expectedly?

What are peers' reports of teachers' performance by observing them unexpectedly?

How do peers differentiate the expected and unexpected observations of teachers' performance?

How do EFL teachers perceive the role of language education in developing entrepreneurial competencies?

## **Review of the literature**

### **Introduction**

According to the objective of the present study, it is worthy to have precise look at the formats of observations and the teachers' performance while being observed. Observation process has significant procedure which if it is followed by observer can lead to better teaching performance and the result would be interesting to study. As a result of that the two components which are observation and teachers' performance are going to be reviewed to give us a better insight toward the observation process.

### **Observation**

Reactivity is a psychological term which is known as the effect of observer. It also refers to a phenomenon that the observees change their behavior and attitude because they are being observed

so reactivity has been taken into consideration when the data is being interpreted (Liang 2015; Merrett 2006).

To organize a high-quality teaching, classroom observation has become a common idea which results in teacher's proficiency in teaching and being successful in delivering the materials of the lesson. (Bennett and Barp 2008; Mc Mahan, Barret and O'Neill 2007; Shartland 2004). Many teachers even those who are experienced and professional in their job, find it difficult and stressful when they face an observer (Aubusson et al 2007; Borich 2016; Gebhard and Oprandy 1999) but from another side it should be mentioned that teachers' instructions leads to be better and more complete when they know that they are being observed (O'Leary, 2013).

According to Liang (2015) to obtain more credible observational information, live video classroom observation has been used. It also could reduce the reactivity. In order to collect data and involve teachers in the observation process live video classroom observation has been established. Also, a team of observers which is consisted of experienced staffs of the school were responsible to collect data about the strength and weaknesses of teaching process of the observee. So, the classes were observed using two specific methods live video observation and traditional classroom observation. The findings were categorized into five groups such as effectiveness in aiding professional development, convenience aspects, future development anticipation, achievements and opinions of the students. The findings show that live video classroom observation would provide valuable information for all members of a school including the principle, observers, teachers and even students while it also can decrease the reactivity effect to teachers and students so the observational information would be more credible. But on the other hand, it should be mentioned that in person visit observations makes the observer able to look around the classroom from teacher to students as well as the environment. Taking into account all mentioned points, live video classroom observation positive points are as follows, the observers are not being observed so it would be more convenient for the observer. The responsible members of observation can easily and quickly have an access to classroom without being present in person, reactivity is reduced so the information would be more reliable and helpful.

Wajnryb (2013) believes that being in a classroom as an observer adds up to the experience and leads to teacher's growth in teaching. Also it is a skill that can be practiced and improved. Observation can be practiced by the teachers themselves and by the school as a school support programe.so we can divide the observers into four groups: trainee teachers, teacher trainers, teacher developers and teacher trainers. Each of these observers may observe the classes for several reasons but the most important one is to use observation as a learning tool which is the focus of many studies these days.

While Wragg (2013) states that the observation should suit the purposes. Every observer must pay careful attention to the purpose, timing and context in order to decide on the method of observing which is one of the problems of any observer whether experienced or inexperienced to determine what should be focus of attention, it has been mentioned that the points which must be considered are the context, the content and the process of the observation otherwise the reaction

of the teachers toward the peer observation process would be defensive if it was done with the aim of judgment rather than with the purpose of improvement (Mento & Meyer 2000; Tsai 2008).

A distinction has been made for summative and formative assessment (Berk 2005; Taras 2005). Summative assessment sums up the evidence to decide about pay and promotion which these kinds of decisions have a crucial effect on the quality of someone's professional life. On the other hand, formative assessment is the same process considering the fact that it requires feedback which indicates the existence of a gap between the actual level of the work being assessed and the required standard. Also, it requires to improve the work to reach the standard criteria. Furthermore, the assessment becomes formative when the information is used to adapt teaching and learning to meet students' needs (Boston, 2002).

### **Peer observation**

According to Gosling (2002) and Cosh (1999) peer can be a colleague for the same department either of the similar status or there can be differentials of status, or the colleagues can be from another department or from central educational department unit. If observation is done with the purpose of judgment then the status would be important to be taken into account but if the observation was performed with the purpose of promotion in teaching strategies then it comes into learning and status would not be significant and observation can be done by the colleagues with the same status. For peers it is important to consider the effects of being truthful and respectful toward each other whatever their status is in the department.

In this case peer observation means watching teaching which by definition means everything which is visible, the observer focuses on the performance of the teachers so the teachers' role may sometimes be passive as they are mostly told what to do or how to teach rather than focusing on the process.

### **Models of peer observation**

There are several models which have been developed through years of studies and introduced by different researchers. The first model deals with the merit assessment in the USA, which did not continue as the teacher and union ideas oppose each other and the accountability of teacher was linked to pay. The second model was a similar peer observation in the UK, which although it paid attention to appraisal, the reaction of most teachers seems to be that the procedure was imposed from above and they cannot control it (Wajmryb 1992; Richard and Nunan 1990 and Brown 1993). The third model which was proposed by Fullerton (2003) focused on colleagues observed each other against a background of agreed criteria which is followed by some constructive feedback with the aim of improvement. Whisker (1996) stated the fourth model which is worked on pair monitoring. By definition it means that two teachers work together and observe each other's lessons and they discuss on what they have done so that they can make decisions for the future, which is less threatening. The fifth model which is introduced by Claydon and Mc Dowell (1993) specifically focuses on videotaping the lessons. In this case teachers will relate the lessons procedure to the agreed criteria and they discuss and plan for future. In the sixth model an interesting or problematic area would be selected and that specific area would be observed and

finally the data which is collected during the observation session would be discussed in a workshop. In the seventh model which is somehow similar to the sixth, each teacher observes a class on an area particularly relevant to his or her own concern and the feedback would be recorded on a simple sheet to be discussed later in a seminar or conference (Cosh, 1999).

### **Teachers' performance**

According to Virginia Board of Education (2015) teacher performance standards is defined as any professional responsibility or duty that teachers poses. The criteria which is expected to be followed by teachers are generally divided into seven categories; professional knowledge, instructional planning, instrumental delivery, assessment professionalism and student academic process.

As student's development and achievement is very much dependent on the quality of the teachers (Aarons, Barrow and Sander, 2007; Rivkin, Hanushek and Kain, 2005; Rockoff, 2004; Sanders and Rivers, 1996) teachers' characteristic would affect teachers' effectiveness and performance. Teachers' background can change into policy recommendations which leads into developing teacher practice. Teacher effectiveness or performance may change based on some points which can be categorized into teacher experience, teacher preparation programs and degrees, teacher certification, teacher coursework and teachers' own test scores (Rice, 2003).

In order to measure any teachers' performance there are six steps to be followed which are as follows; determining the purposes of performance, the job objectives, designing performance measures, setting performance standards, designing the performance measurement and using measurement results to take actions. The point which should be paid careful attention is the fourth step. It is important to define the performance categories before measuring them. First of all, it is significant to determine the number of categories and choose their labels. Also, it should be known that performance is hardly ever estimated on a pass or fail basis. If the performance categories were defined well then, the expectations would be clear for the supervisors to assess (Kowal and Hassel, 2010).

The expectations for professional performance can be defined by talking into account two-level approach; the first level would be performance standard and the second is performance indicators. Performance standard refers to the main duties which can be divided into six parts; instructional planning, instructional delivery, assessment of for learning, learning environment, professionalism and student progress. By performance indicators we mean the examples of the kinds of performance that will happen if a teacher meets the students successfully. The performance indicators are developed to help teachers and evaluators to have a better understanding of job expectations (Johnston, 2010).

According to Richardson (1990) one of the key components which is crucial to be studied about a change in teachers' performance is innovation which is not implemented in their process of teaching. There are two factors to be mentioned as the reasons of teachers' unwillingness to change their performance. The first one is organizational, the other is personal. Little (1981) believes that organizational part including teacher's engagement, commitment and willingness to

change is more effective than the individual teacher working. Richardson (1990) follows by the idea that considering teacher change and learning to teach the questions which are needed to be answered are what teachers do, furthermore how and why they do it. From the teacher change side, teachers' behavior is under control which focuses mostly on what teachers do. In contrast from learning to teach side the attention moves toward the individual teacher's cognition, beliefs and other mental processes.

According to Mento and Meyer (2000) it is necessary that the observed teacher prepare for the class before being observed so letting the observed teacher know of the time of observation process would help him or her to show a better performance while being less stressed. In contrast following the idea of Wajnryb (2013) it is necessary not to alert the teacher of what is going to be observed which can affect the language and procedure of teachers' performance. As a result of these two distinctive ideas, in this study an attempt has been made to provide a report of peer expected and unexpected observations of teachers' performance in EFL classes.

### **Entrepreneurial mindsets**

A mindset is defined by Merriam-Webster as a “mental attitude or inclination.”  
As further elaborated upon by Thum (2012):

Your mindset is the sum of your knowledge, including beliefs and thoughts about the world and yourself in it. It is your filter for information you get in and put out. So, it determines how you receive and react to information. Mindset: Mental attitude or inclination.

In her book entitled *Mindset*, Carol Dweck (2006) acknowledges that a mindset can be fixed or growth oriented. While a fixed mindset assumes your talents and abilities are set, the growth mindset believes your talents and abilities can be developed.

According to Schumpeter (1942), “the function of entrepreneurs is to reform or revolutionize the pattern of production ... by exploiting an invention or, more generally, an untried technological possibility for producing a new commodity or producing an old one in a new way, by opening up a new source of supply of materials or a new outlet for products, by reorganizing an industry and so on.” In other words, the entrepreneurial mindset is the inclination to discover, evaluate, and exploit opportunities (Bosman et al, 2018).

Studying entrepreneurial mindsets in different industries reveals positive effects for instance Hajati Mobarhan Fumani et. al (2024) studied entrepreneurship in self-leadership among actors and the result displayed positive and significant effects on brand knowledge. In advert industry, Effects of social media on economic efficiency of entrepreneurship studied by Najafi et. al (2024) pointed out that social media marketing has a positive and significant effect on recommendation advertising. In the field of herbal medicine, the effect of organizational support on entrepreneurial intention with emphasis on the role of personal attitudes and perceived behavioral control by Pahlavan et. al (2024) illustrated that both have a positive and significant effect on entrepreneurial intention in the field of herbal medicine. Investigating the role of artificial intelligence on the development of entrepreneurship for businesses presented by Modaresrad et. al (2024) indicated that the knowledge of AI and entrepreneurship can improve customer services which lead to improvement in businesses. Focusing on development of

entrepreneurship based on innovation and AI by Rajabi Torbehbar et. al (2024) manifested entrepreneurs can stay competitive and succeed in today's ever-changing business landscape. The era of artificial intelligence has created the greatest entrepreneurial opportunity in the history of civilization. Also, in leather and fashion industry, entrepreneurship was studied by Safari Paskeh et.al (2024) and the result unveiled that entrepreneurship education has a positive and significant effect on individual entrepreneurial tendencies. Entrepreneurship training has a positive and significant effect on entrepreneurial intention in the leather and fashion industry. Considering entrepreneurship in sport and physical education by Bakhshandeh Abkenar et. al (2024) revealed that different factors can affect on entrepreneurship such as research and development, education and motivation, formulation of entrepreneurial strategies, communication and networking, sources of financing, entrepreneurial culture, market needs, sports facilities and infrastructure, and rules and regulations.

Also entrepreneurship was studied in tourism industry by Amirzadeh Vajargah et. al (2024) and the findings presented that rural entrepreneurship and women's sustainable livelihood are poverty alleviation, youth, social entrepreneurship and institutions.

In light of entrepreneurship and environmental protection for sustainable development, entrepreneurship, as an emerging force, offers unique opportunities to provide innovative and sustainable solutions to these challenges by Khezeli et. al (2024).

In view of technological innovations and their impact on entrepreneurship by Aliasghari et. al (2024) found positive effects on the development of entrepreneurship. Also the role of environmental innovations in entrepreneurship has been studied by Karimi Masouleh et. al (2024). The result of the study can contribute to the development of effective policies and strategies in supporting entrepreneurs and innovators and pave the way for fostering innovation on both national and international levels.

Innovation in entrepreneurship has a positive and significant effect on customer participation behaviors. Innovation in entrepreneurship has a positive and significant effect on customer citizenship behaviors by Basiri et. al (2024).

Entrepreneurship in health tourism is another area which has been studied in Iran by Ahmadimachiani et. al (2024). It is possible to identify health tourism entrepreneurship as a significant driver of employment and revenue creation in Iran that is crucial to the nation's long-term growth.

Attaining entrepreneurial success in the contemporary economy is not solely contingent upon proficiently managing relevant abilities, but also involves the development of efficient entrepreneurs whose mindsets are congruent with the demands of entrepreneurship. Entrepreneurs must be motivated and empowered through effective follow-up programs. The significance of entrepreneurial mindset, motivation, and follow-up cannot be overstated in the pursuit of business success. Understanding the current influence of Entrepreneurship development programs (EDPs) on these crucial aspects is essential for the enhancement of entrepreneurial success (Shetty G et.al, 2024)

## **Method**

One of the teachers concerns before going to classes has always been supervisors' quality control of the classes. While supervisors do not always observe to make decisions about teachers, in this study not only teachers' performance on the process of expected and unexpected observations has been studied but also teachers' developments in relation to entrepreneurial mindsets has been



focused. To understand how participants, perform while being observed expectedly and unexpectedly, the qualitative grounded theory has been conducted.

### **Setting and participants**

teachers have been the focus of this study, without considering the years of experience, because of the following reasons; Firstly, since teachers are one of the main members of the class, their performance is considered crucial considering the language learning process in English classes. So, they can play a significant role to know how they perform and act their roles in classes while being observed. Secondly, experienced teachers who are the best source of experiment, are considered as the center of attention in this study. Also, they are the hearts of every institute so their ideas can be helpful to be used here. So, 15 teachers were asked to observe each other's classes finally classes were observed and the reports were prepared by the peers.

### **Instrument**

The observation forms which are carried out are mostly designed by the faculty of education in every educational system. To arrange the components of the form, the CELTA syllabus and assessment guidelines (2015) are applied and also according to Harmer (2008) in "How to teach English?" and Scrivener (2005) in "Learning teaching: the essential guide to English language teaching" the components which a teacher should follow in the class has been explained well such as engagement, study, Activation known as ESA, class management, error treatment, task management, etc.

To have a better understanding of the teachers' performance some other observation check lists has been precisely studied to make sure all the components of teachers' performance were taken in to account. In the observation form conducted by Buzan (1990) and used by Mento and Meyer (2000) some features have been taken into attention like; class beginning, student response, student participation, audiovisual materials, pacing, sense of class, student involvement, pedagogical approaches, recurring student assignment and sense of closure at the end of the class. On the other hand, the observation form presented by Virginia board of education (2012) consists of following performance standards; professional knowledge, instructional planning, instructional delivery, assessment of and for student learning, learning environment, professionalism and student academic progress. Each of these categories are being divided into smaller and more detailed categories.

Comparing all these observational forms could help the researcher to study the reports of the peers and find out the codes. Actually, peers were asked to observe the classes without considering any special check lists which are normally used by the supervisors. So, they could report on any specific details which were observed in the classes.

To find out how observations can help teachers prepare an insight about entrepreneurial mindset an interview session was set to determine teacher's overview toward observations formats and the effectiveness of each on entrepreneurship.

### **Data Collection Procedure**

Before executing the procedure of this study, a meeting was held and teachers were asked for permission to video tape their classes while their classes were observed.

There are 4 phases which have been followed in this study. In the first phase the teachers were observed by peer observers unexpectedly. The peer observers were asked to just write down everything that has happened in the class without making any judgments. In the second phase the teachers were informed about the time of the observation one day before. The same as the first phase teachers' performance was recorded without making any judgements. The third phase of the study was the debriefing session that teachers and peer observers had a meeting and discussed the notes and videos which were recorded. And in the last phase the interview session was planned by the presence of the teachers and the researchers. The process continued in about two terms of 12 sessions and classes were observed expectedly and unexpectedly.

In the process of fulfilling the 4 phases of the study, certain points were announced to the teachers:

- a. Teachers were informed about the purpose of the study and the information would be kept confidential.
- b. They could freely talk about their own points of view so that their ideas were used in the research.
- c. They were informed that their performance would be videotaped and they were asked for permission.
- d. The observers tried to sit in the most isolated seat of the class in order to have the least effect on teacher and student's performance.
- e. The observers were asked to sit silently during the observation process in order not to be noticed by the students.
- f. Teachers were motivated to show their agreement and disagreement to the notes and they were asked for reasons.
- g. The researcher also took notes about teachers' ideas and teachers were asked for clarification questions to reach clear answers.
- h. In the debriefing session teachers and peer observers were free to use L1 or L2 to point out their ideas.

### **Data analysis**

To prepare a comprehensive and precise report, the first step was to organize the data. The reports were categorized into two groups of expected and unexpected ones and they were studied carefully. The reports were read and reread in order to be organized and transcribed. The reports were copied so that the original data was kept. The second step was coding and developing notions from raw reports. The reports were studied several times so that units of meaning were extracted. A large number of codes were underlined in the expected and unexpected reports. Consequently 30 categories were developed using the initial codes. The codes were classified into several categories to facilitate comparisons. Finally, the themes were generated by looking for connections and relationships. The categories were refined into 4 themes, which can properly describe the expected and unexpected observation reports of teachers' performance. Afterwards the data was gathered from the interviews with the teachers to generate their ideas about their attitudes toward two formats of observations and their mindsets about entrepreneurship experiencing the expected or unexpected observation.

To clarify the dependability of the data all the notes of the peers were collected by the researcher and they were organized in to two sets of expected and unexpected observation notes. Also, the videos were organized into two groups of expected and unexpected observation videos. Then the data were compared and codes were assigned by the researcher. Afterward one of the experienced colleagues from the quality control board was kindly asked to check the data and write down codes. The written codes were compared with the researchers' codes in terms of stability and consistency. Finally, the researcher and the coder had a meeting in order to reach an agreement on the codes.

To take into account the credibility of the data the classes' videos was watched by another peer observer at the presence of the teachers and with the permission of them. Also, member-check strategy was used in a way that the peer observers were asked to write down the process that the teachers take without making any judgments and the notes were given to teachers to read and they had the opportunity to comment on the findings.

## **Results**

Taking different observation reports into account, teachers' performance could be divided into 4 categories which were paid attention following peer observation process.

### **A. Dynamism in giving instructions:**

Reading the expected and unexpected observation reports, teachers use different techniques to give instructions and to activate the students in the class. Using illustrations, modeling, imperatives, encouraging students to read the instructions and acting them out were some of the formats of giving instructions. On the other hand reading the unexpected observation reports showed that teachers mostly read the instructions and explain them. Some of the peer observers' ideas about dynamism in giving instructions while observing expectedly or unexpectedly are being mentioned here:

*Expected observations:*

- 1. Eye contact was maintained while giving instructions and students were monitored while doing pair work or group work activities. Everyone was paid careful attention specially the slow students. The teacher illustrated the instruction on the board.*
- 2. The teacher used several actions to make the instructions clear. Also, the teacher was very much aware as she monitored the students sufficiently. Modeling was properly done which helped students get the instructions well. Also, students were asked to stand up and sing a song while acting the song out. They were also encouraged to be friendly together which produced very positive atmosphere in the class.*
- 3. Students were asked to read the instructions and explain what they are supposed to do. The teacher tried to ask several instruction check questions to make sure that students know what to need to do in order to answer the exercises properly.*
- 4. The teacher was kind and patient in giving instructions and her sense of humor was effective enough to help students reach a better understanding of the instruction. She also tried to involve students in instructions.*

*Unexpected observations:*

- 1. Students could be monitored more while they were doing the exercises after giving the instructions by the teacher so that everyone could paid careful attention and slow learners could be identified.*
- 2. A model of conversation could be practiced and they could be given some time to make a new one. Also seating arrangement could be taken into consideration to set a friendly and positive atmosphere.*
- 3. An irrelevant song was played in the class while students were doing the exercises in their activity books which could be changed into a relevant one. Moreover, the song could be turned off while the teacher was giving instruction to help students concentrate more.*
- 4. Instructions were all given by the teacher which led to more teachers' time of talk and changed students into passive ones. Some follow up questions seemed useful to check students understanding.*

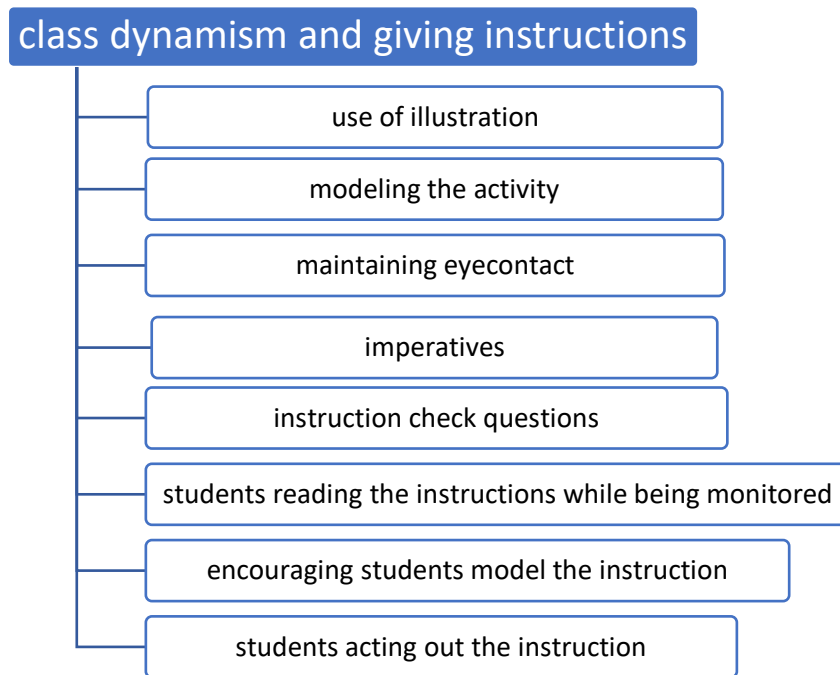


Figure 1. Class dynamism and giving instruction

## B. Students' involvement and treatment of their errors

While teachers prepared themselves well to involve students and treat their errors as they were aware of the fact that they are going to be observed, the unexpected observations report on less pair work and group work activities and students' time of talk reduces. Errors are being treated mostly by teachers in comparison to expected observation reports which peers and self-error treatment are also practiced to utilize the errors as a learning opportunity. Authentic excerpts of the observers are listed below:

*Expected observations:*

1. *Students were asked to give reasons for their answers and they were also encouraged to check their answers with their partners so student- student interaction was more than teacher-student interaction. They were also asked to correct their own mistakes and errors.*

2. *for true or false questions students were supposed to give reasons for the sentences which were false in their viewpoints. Some mini speaking tasks were prepared for the students to talk about their own ideas. The teacher also tried to help students use their prior knowledge to guess the answers of some questions or the meaning of some words in the context.*

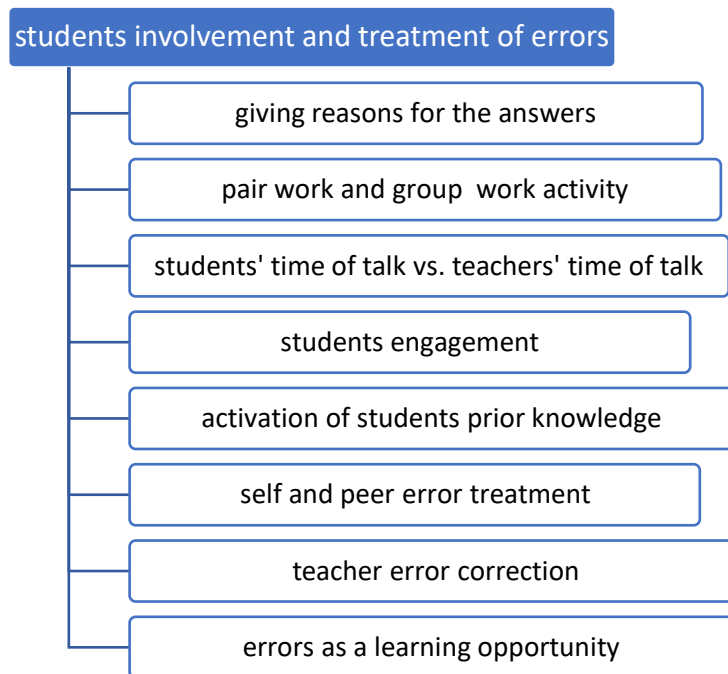
3. *Flashcards were used to engage students with the topic of the lesson. Moreover, pictures and symbols were used to correct students' errors. Errors were written on the board to be used as a learning opportunity. Repetition drills were used to correct pronunciation mistakes.*

*Unexpected observations:*

1. Students were not asked to give reasons and the exercises were only checked without asking any comprehension questions. Although they had time to talk, they were not prepared enough to talk more as a result of having no time for preparation.

2. Students didn't have enough opportunity to work with their partners and check their answers together. They were asked to memorize the typescripts instead of working in pairs and practicing the conversations.

3. Errors were mostly treated orally by the teachers without being used as a learning opportunity. Many of the exercises were postponed to homework activity which could be focused in the class to involve the students more with the context of the lesson



*Figure 2. Students' involvement and error treatment*

**C. teacher preparedness and meeting objectives**

Reports of expected observations reveals preparation of questions, examples and facilitating realia. Teachers tried their best to use their boards effectively and they had plans for their own movements. They made an effort to reach to meet the objectives by letting students to have oral or written production. In addition, recognition of the language was paid attention. From the other side, following the unexpected observation reports, teachers seemed to be surprised so that less preparation was observed and less written production was reported in comparison to oral ones. The reports of the two formats of observation are being listed here:

*Expected observations:*

- 1. Several questions and examples were prepared for the students. The teacher has focused on the objective of the lesson and the questions were completely relevant to the topic of the lesson which led to effective oral production of the students.*
- 2. Flashcards, listening tracks and song were already prepared and adjusted well. The teacher had taught about the movement of herself and used the board properly. Finally, students could talk and write about their favorites using the new vocabulary items and structure.*
- 3. Photos and pictures were prepared according to the topic of the lesson. The board was well organized and 'wh-' questions were listed on the board. The board was used to brainstorm students' ideas.*
- 4. Students not only could talk about their own ideas; they were also asked to talk about their partners. They wrote notes about their partners and they were supposed to prepare a writing about them. They could also recognize the vocabulary items as a result of thriving use of pictures and photos.*

*Unexpected observations:*

- 1. Instant questions were asked by the teacher and the result was not very satisfactory as some of the questions were not very much relevant to the topic of the lesson. The board could be used to facilitate brainstorming the topic of the lesson.*
- 2. The teacher could not monitor students' activities as she was busy with preparing some examples in the class for the upcoming exercises. Students talked about the objectives mostly orally so the oral production of the students was focused rather than the written one.*
- 3. Use of board could be focused as it was not used as effectively as possible. Different colors were used on the board but it was disorganized so the students could not use the information on the board thoroughly.*

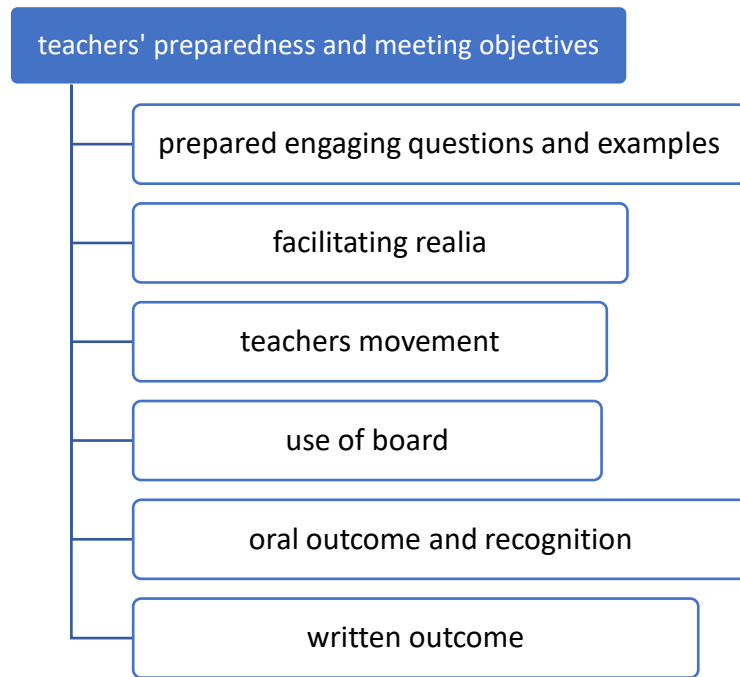


Figure 3. Teachers' preparedness and meeting objectives

#### D. Rehearsal and waiting time:

Every session of each class had to be filled with variety of exercises that would be done in a specific period of time. Teachers endeavored perform different tasks such as vocabulary and grammar exercises, listening, speaking, reading, writing and practical games in specific time as they have planned earlier while being observed expectedly. On the other side teachers did not take comfort from the fact that setting time for doing the activities can lead to managing different kinds of tasks. Here are some of the notions which are extracted from expected and unexpected observation reports:

##### *Expected observation:*

1. *No time was wasted as the teacher made an attempt to give enough time to the students to do the exercises. The exercises which were practiced in the class were a combination of vocabulary and grammar-based exercises, speaking tasks and some listening ones. Students were given enough time to discuss the speaking tasks and write notes about them. They were also asked to listen to the listening track and write notes and the track was paused at the right time to help students write their notes.*

2. *To practice the vocabulary items, students played with the flashcard. They were also asked to write down the words on the board and their notebook. They had to match the vocabulary items with the pictures as well.*



3. *Categorizing the words and phrases was another technique to activate students' knowledge of vocabulary items and grammatical points like categorizing the countable and uncountable nouns which was very interesting for the students.*

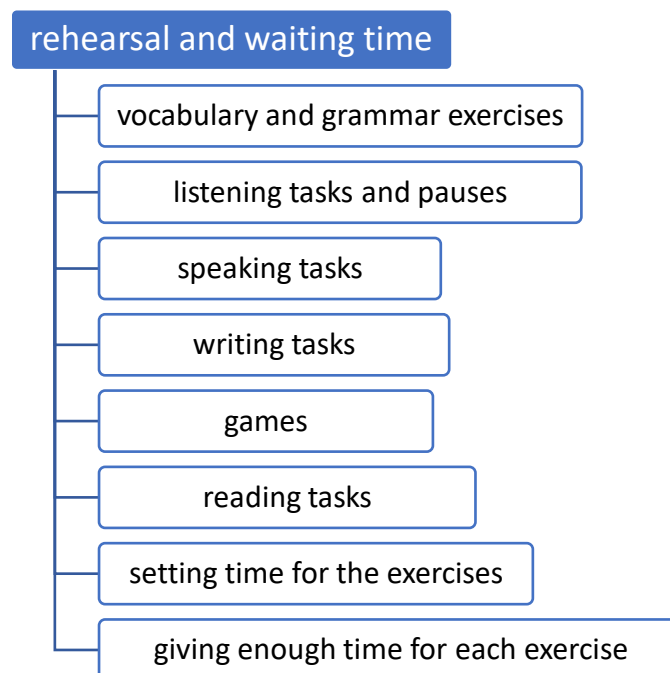
4. *For the reading exercise the teacher set and announced the time for the students to skim the reading. Then they had some time to talk together about the main idea of the reading text. Afterward they were supposed to read some sentences about the reading and decide on the fact that whether they are true or false. They were also given enough time to talk together and come up with a logical reason.*

*Unexpected observation:*

1. *The new vocabulary items were mostly explained by the teacher and left behind without being focused during that session. They could be listed on the board so that students could have the opportunity to use them in their speaking tasks.*

2. *Students had to talk about their favorite food on immediately after being asked. No time was set for the students to generate their ideas and work with their partners.*

3. *Reading texts were read aloud by the teacher or one of the students so that students did not have the chance to look at the comprehension check questions and prepare themselves to talk and they could not prepare proper answer for the questions.*



*Figure 4. Rehearsal and waiting time*

**The emerging model**

Following the fact that teacher’s performance can facilitate learning in classes the following 4 categories which consist of 30 components are necessary to be discussed by peers before entering the teachers’ classes if they are going to be observed expectedly.

The Table 1. 4 the gist of main categories and components of peer observation.

Class dynamism and giving instructions	<ol style="list-style-type: none"> <li>1. Use of illustration</li> <li>2. Modeling the activity</li> <li>3. Maintaining eye contact</li> <li>4. Imperatives</li> <li>5. Instruction check questions</li> <li>6. Students reading the instructions while being monitored</li> <li>7. Encouraging students model the instruction</li> <li>8. Students acting out the instruction</li> </ol>
Students involvement and treatment of errors	<ol style="list-style-type: none"> <li>1. Giving reasons for the answers</li> <li>2. Pair work and group work activity</li> <li>3. Students' time of talk vs. teachers' time of talk</li> <li>4. Students engagement</li> <li>5. Activation of students prior knowledge</li> <li>6. Self and peer error treatment</li> <li>7. Teacher error correction</li> <li>8. Errors as a learning opportunity</li> </ol>
Teachers' preparedness and meeting objectives	<ol style="list-style-type: none"> <li>1. Prepared engaging questions and examples</li> <li>2. Facilitating realia</li> <li>3. Teachers movement</li> <li>4. Use of board</li> <li>5. Oral outcome and recognition</li> <li>6. Written outcome</li> </ol>
Rehearsal and waiting time	<ol style="list-style-type: none"> <li>1. Vocabulary and grammar exercises</li> <li>2. Listening tasks and pauses</li> <li>3. Speaking tasks</li> <li>4. Writing tasks</li> <li>5. Games</li> <li>6. Reading tasks</li> <li>7. Setting time for the exercises</li> </ol>

	8. Giving enough time for each exercise
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According to the table the following model could be conducted for observing the teachers which consist of 4 categories and is taken into account while observing teachers expectedly or unexpectedly.

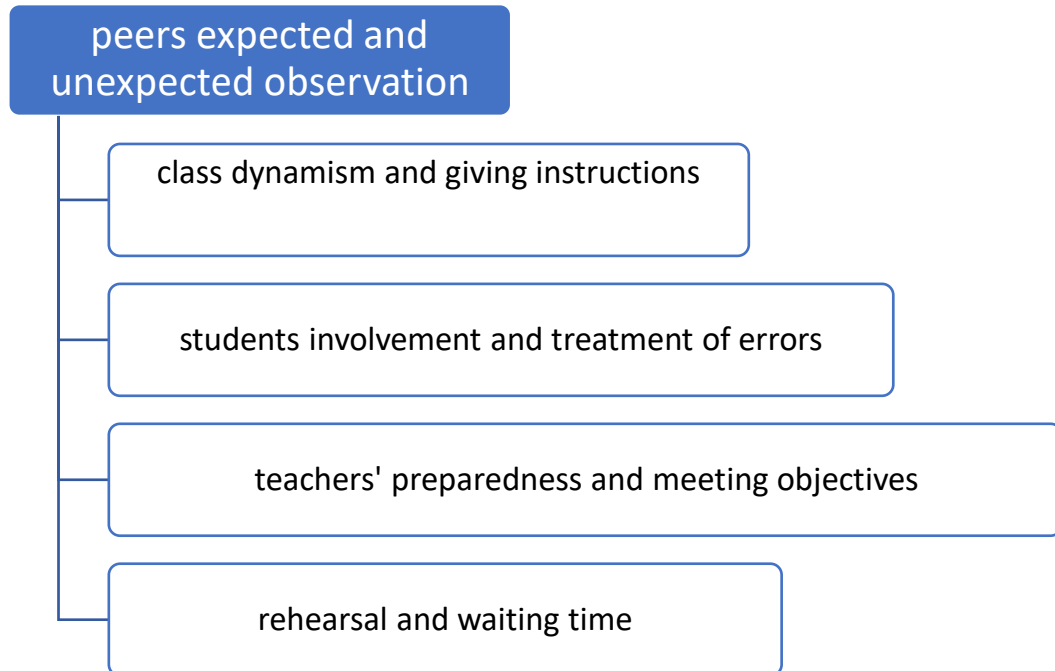


Figure 5. presented model of peer observation

Finally, the interviews data was collected to be coded. To facilitate the process of coding MAXQDA 2022 was deployed. At first the answers related to teachers' attitude towards expected and unexpected observations were uploaded and then they were connected to their ideas about the effect of observation in improving their mindset toward entrepreneurship.

Considering expected observation teachers were asked about their preparation, performance and the feedback which was received. The answers revealed that being aware of the observation in advance, allow them prepare their lessons and manage their class accordingly. The vital point is that planning the lesson leads to a better performance. On the other hand, they feel more open to feedback as they are more confident with their performance. (Figure 6)

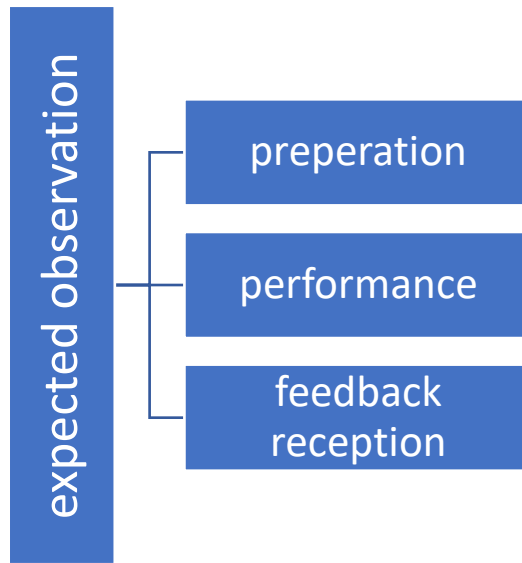


Figure 6. Expected observation

Elaborating on the unexpected observations made it clear that teachers reflect their natural teaching methods which can provide a more genuine picture of teaching practices and classroom management, moreover teachers try to adapt and manage unexpected situations which can be crucial for real time problem solving. (Figure7)

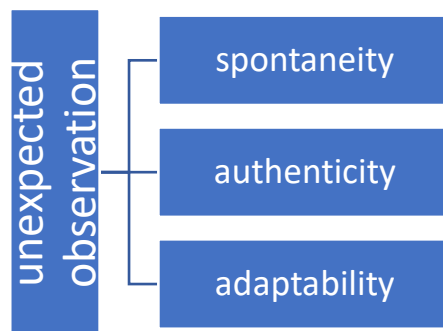


Figure 7. Unexpected observation

Asking teachers about the connection between both expected and unexpected observation an entrepreneurial mindset, displayed 5 main themes as follows;

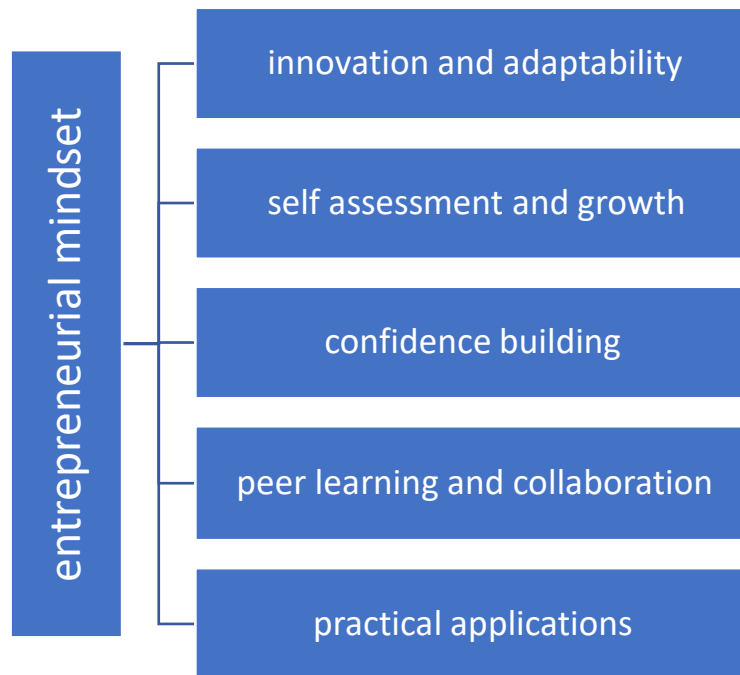


Figure 8 entrepreneurial mindset based on expected and unexpected observations

### **1. Innovation and adaptability**

Teachers pointed out that planning for expected observations is similar to planned business strategies where entrepreneurs prepare and execute to run a business. On the other hand, in unexpected observations they may deal with some unexpected challenges in which they need to adapt the best strategy. This practice can be helpful in entrepreneurial education

### **2. Self-assessment and growth**

In expected observations teachers are allowed to reflect on planned actions and strategies akin to evaluating a business plan. In contrast, unexpected observations encourage real time self-assessment and immediate learning, similar to how entrepreneurs must learn from unexpected market changes.

### **3. Confidence building**

In expected observation confidence is built through in advance preparation much like a well-prepared business while, in unexpected observation teachers can enhance confidence in handling spontaneous situations, crucial for entrepreneurial resilience.

#### **4. Peer learning and collaboration**

Structured peer feedback and collaborative improvement is facilitated similar to planned business reviews. At the same time akin to networking and real time collaboration in entrepreneurship, unexpected observations promote spontaneous peer learning and sharing of best practices.

#### **5. Practical applications**

In expected observation the focus is on planned lesson procedure and task management, similar to executing a business strategy. But the emphasis in unexpected observations is on practical problem solving and adaptability which reflects the dynamic nature of entrepreneurial ventures

The Entrepreneurial Mindset Development Theory suggests that EFL teachers can enhance their own entrepreneurial skills through a dynamic and reflective approach to teaching. By integrating these five themes into their professional practices, teachers can develop the mindset needed to innovate and excel in their educational careers.

#### **Discussion**

The results of this study highlight aspects of teachers' performance that could be discussed by peer observers. These findings align with Kyriakides et al. (2007), who suggest that theoretical models can introduce criteria for teacher evaluation. Involving teachers in the preparation of these criteria is also recommended.

Reports from expected peer observations reveal that teachers are well-prepared and adept at using teaching techniques. They effectively decide how to engage students to achieve lesson objectives, consistent with Fullerton's (2003) model, which emphasizes peer observation based on agreed criteria for improvement.

Conversely, reports from unexpected peer observations indicate poor performance in selecting the best activities and teaching techniques, leading to suboptimal outcomes due to ineffective exercises.

Incorporating an entrepreneurial mindset into language education can further enhance teaching effectiveness. Teachers with an entrepreneurial mindset are more likely to innovate and adapt their teaching strategies to meet diverse student needs. They are proactive in seeking new methods and resources, fostering a classroom environment that encourages creativity, critical

thinking, and problem-solving. This mindset not only benefits students by preparing them for real-world challenges but also empowers teachers to continuously improve their practice.

It is important to note that if the goal of observation is to provide teachers with insights for improvement and inform them about activities that enhance student outcomes, then notifying them of the observation time could be beneficial. The crucial point is that if teachers are aware of the criteria being observed, they can plan various activities and tasks accordingly.

### **Conclusion**

This study identifies specific criteria that should be emphasized during teacher observations. It underscores the value of peer observation, suggesting that teachers can support each other by discussing and agreeing on these criteria before the observation process begins. This approach calls for a reform in the observation system, shifting from supervisors' unexpected summative and formative observations to peers' formative expected observations, which focus on predetermined criteria.

Incorporating an entrepreneurial mindset into the observation process can further enhance its effectiveness. Teachers with an entrepreneurial mindset are more likely to innovate and adapt their teaching strategies, fostering a dynamic and responsive learning environment. This mindset encourages teachers to be proactive, creative, and solution-oriented, which can lead to more effective teaching practices and improved student outcomes.

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