

**PEER COACHING AS A FORM OF ACTION RESEARCH:
EFL TEACHER READINESS AND ATTITUDES**

ABSTRACT: The aim of this paper is to present the results of a study investigating the readiness of this country's EFL teachers to conduct peer coaching as a form of collaborative action research. The findings gathered indicate that the teachers need quality training that would equip them with knowledge and skills necessary to engage in this form of professional development, that it is very efficient in the country's educational context, and that the respondents have a positive attitude towards such after having been trained to practise it for the purpose of this research. Unfortunately, the accredited professional development activities over the past eight years have not offered the EFL teachers a chance to attend any kind of training related to this form of professional development.

KEY WORDS: *action research, peer coaching, professional development, EFL teachers*