

## Abstracts

### **Investigating EFL Teachers and Learners' Attitudes toward Implicit and Explicit Instruction of Pronunciation**

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This present research project aimed at investigating EFL teachers and learners' attitudes toward implicit and explicit instruction of pronunciation. To this end, 71 teachers and 88 learners completed a modified version of LAMP (Learner Attitudes and Motivations for Pronunciation) Inventory developed by Sardegna, Lee and Kusey (2014) and another questionnaire by Lee (2000). The results revealed that learners had higher attitude than teachers toward pronunciation. Regarding learners' proficiency levels, the intermediate learners of English had the highest attitude in comparison with the beginners and the advanced ones. Moreover, both teachers and learners displayed high attitude toward implicit instruction of pronunciation. The study implies that teaching materials should be designed in a way that students are more encouraged to adopt implicit approaches to pronunciation learning. Teachers should also try to create more opportunities for students to effectuate implicit instruction in classroom settings. Accordingly, learners will be cognizant of and well-informed about what effective strategies to use while mastering correct and appropriate pronunciation.

**Keywords:** Attitude, Implicit Instruction, Explicit Instruction, Pronunciation.

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