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Thesis Title	The Effect of Using Task-Based Approach on College Students' Pronunciation of English Vowel Sounds		
Year	2005		
Abstract	<p>This study aims to investigate the effect of using Task-Based Approach in teaching first year college students the English vowel sounds and diphthongs.</p> <p>To fulfill this aim, the following null hypothesis has been posed: There is no statistical difference between the mean scores of the achievements of students, who are taught by the“Lecture Method”, and those who are taught by “Task- Based Approach”, in their pronunciation of English vowel sounds, according to their achievements in the pre and post tests.</p> <p>To verify this hypothesis, an experiment was designed whereby two groups were selected from the population of first year students at College of Education for Women Department of English. One group was selected as the experimental group (namely section B), and the other group was selected as the control group (namely section D). Both students of the experimental and the control groups were exposed to pre and posttests.</p> <p>To ascertain the concept of face validity, the test of pronunciationwas exposed to a jury of experts to judge whether the test items were suitable or not for the proposed purpose. After that, the jurors agreed upon the suitability of the test items to test the students' pronunciation of English vowel sounds. Then, a pilot test was administered to sixty students in order to determine the time needed for answering the whole questions and to determine the discriminating power of the</p>		

test and its level of difficulty. The split half method was used to estimate the test reliability. The test in its final form was administered as a pre-test to both students of the experimental and the control groups in which each group consisted of (30) students on the 17th of March 2004. This pre-test aims at comparing the students' achievement on the pre-test with those ones of the post-test. Then, the researcher taught the students of both the experimental and the control groups by herself.

The experimental group of section B was taught English vowel sounds pronunciation through (Task-Based-Approach), whereas the control group of section D was taught English vowel sounds through the (Lecture Method). At the end of the experiment, the students of both the experimental and the control groups were exposed to the posttest on 21st of April 2004.

The analysis of results is done by using the following statistical techniques, the Mean (X), Standard Deviation (S.D), and "T" Test formula which are used to show if there are any significant differences between the experimental and the control groups by comparing their scores of the pre-test and the post-test of each group, and to compare the scores of the post-test of both groups. Some conclusions, recommendations and suggestions for further studies are made in the light of these results.