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Thesis Title	Psychological Appraisal of Teacher-Made Written tests in Iraqi 2 nd Year Intermediate schools		
Year	1988		
Abstract	<p>Testing is an integral and fundamental component of the process of evaluation, which in turn is a basic element in the whole teaching/ learning process. It should, therefore, be practised according to the most effective and useful methods. Recent developments in communicative language teaching are resulting in widespread of reappraisal of language tests and techniques. Discrete-point testing has been strongly questioned and global testing seems to be the alternative approach to test the communicative ability of learners. Trial assessment has been carried out to investigate empirically the hypothesis that integrative global testing yield more accurate data and is more affective in connection with learners' linguistic competence and communicative competence than the analytical discrete- point testing.</p> <p>Two tests each based on an approach have been given to eighty 2nd year Iraqi students during 1987-1988. The scores, then, have been correlated with the samples' average scores of the final English examinations of the previous four years. Some statistical data were used to interpret the results which indicate that the difference between the means of the scores on the two tests is in favour of the global test. The criterion-global correlation yields a high validity coefficient of 0.789, and the criterion-discrete-point correlation is 0.634. Reliability coefficient of the global test is 0.847 and that of the discrete-point test is 0.775.</p>		