

## **Abstract :**

Testing of English language is, from 2002 till 2005, the same in Biskra University, especially for case of fourth year students of English. They held official tests to be graduated; however, they faced the problem of communication which is normally the objective of these tests. Through this study, we found that this problem is primarily academic. It reveals in: first, the only use of written tests which involve the use of only two skills of communication i.e. one receptive: reading and one productive: writing. Testing only two skills led to the students' inability to communicate with English users whether native or non-native speakers in Biskra University.

Second, oral test is absent in assessing 4<sup>th</sup> year students of English at Biskra University. This leads the absence of assessing the two skills of communication, one productive: speaking and one receptive: listening. This absence is justified by: first of all: shortage of time (due time: 1hour and 30 minutes). So, the type of test items are subject to the due time, and limited to three main indirect types (MCQ, essay, sometimes the open question' and true/false). Then, the large number of groups who cannot be covered only through a written test that fits the due time. As a result, the practicality of the tests, validity and reliability are affected since written test do not cover the four skills of communication that are the bases of communicative approach to testing English language.

Third, the psychological and social factors seem to be overlooked while designing the test. The students chose to learn English willingly, and the Algerian society supports them as well as the government. So, these two factors do not really affect testing procedures in the English Department of Biskra University.

Through the questionnaires (held with the teachers of 4<sup>th</sup> year students of English at Biskra University and their students), there was complete agreement between teachers and their students about the necessity of oral test to assess and evaluate these future teachers appropriately. They also agreed about: additional courses in all modules to improve their oral language in order to hold oral test (if possible the module of oral expression will be extended to 4<sup>th</sup> year). They suggest dividing the sections into small groups for holding oral test.

We also suggest the need of coordination between testers on the appropriate procedures to test the 4<sup>th</sup> year students of English at Biskra University as well as the other Algerian universities. This coordination is represented in providing better conditions and a good administration of testees when holding the tests (oral and written), reorganising the testing procedures: setting, time....etc and reconsidering the test items types (both direct and indirect). That means using principles of communicative approach to testing appropriately. Meanwhile an official collaboration between government, administration, and teachers is obligatory; otherwise, the situation will last, and the only written test will mislead testers (teachers) to assess the testees' real communicative abilities.