

## *General Conclusion*

English language advanced learners testing at Biskra University is a way to get marks for graduating future teachers at high schools. But once they are in the field of teaching, they face the problem of using the English language. Through this research, we found that the problem of communication is of various factors, and all of them are primarily academic (procedural pitfalls).

First of all, it is related to testing process. The increasing number of students affects practicality of the test in terms of timing. Time allotted influences the procedures of test designing. It should also be noted that few number of test items do not fit all the students' learning styles. Timing (one hour and a half) also affects the form of test that is to be taken, and leads to an unavoidable choice for this case .i.e. the written test, in order to gain time. And through which students can cheat, in most cases, without being discovered, and eventually succeed.

Second, the absence of oral test in English language advanced learners testing in Biskra means that the current approach to testing i.e. communicative approach is not appropriately and totally considered for testing the advanced learners. Consequently, this test is partly valid to graduate future English communicators, for it does not test the first skill of communication: the speaking which is regarded as essential when testing the communicative competence.

Third, the social and psychological factors are of little effect in this issue. English became an important means of communication in the Algerian society, and government who supports scientific research that needs learning English (language of technology and sciences). For the psychological background, we have found through the questionnaire (held with the testees) that 81% of them chose to study it willingly.

Government should collaborate with the specialists to find a solution to these obstacles in order to hold both oral and written test. And only through these two tests, testers can appropriately evaluate the testees' knowledge about English and their communicative language ability. To reach this point, there must be a complete collaboration between the teachers of the testees to hold oral tests along this final year, and they must be in return supported by the English Department of Biskra or any university in Algeria. This support is to provide suitable timing and setting to hold oral tests.