
A Spotlight on Testing Practices in Use in the Upper Secondary Education in Mozambique: An Attempt to Accomplish Communicative Language Tests

Edson Manuel Senguaio[1]

André Chico Franque[2]

Universidade Púnguè (Mozambique)

Faculty of Arts, Social Sciences and Humanities

Abstract

Language teaching and testing are said to be so profoundly interwoven that it is believed that tackling one without the other is almost impossible. Throughout the history of language teaching and learning, changing paradigms for teaching have resulted in numerous adjustments to testing formats. Curricular reforms held in Mozambique over the past few years have led to adoption of the Communicative Approach (CA) for language teaching. As this approach is mainly characterized by primacy to developing communicative competence in language learners, assessing students' language abilities should follow accordingly. Conversely, within the scope of the alluded reforms, the Mozambican educational authorities have solely adopted multiple-choice-based tests for grade 12 final-achievement exams, eliminating oral tests and composition writing sections.

Regarding the communicative approach to teaching, the traditional paper-and-pencil test seems quite inadequate for thoroughly assessing a learner's language abilities. Based on the demands of the CA, it seems perceptibly difficult to draw reasonably accurate inferences on students' language mastery using such tests. Thus, the present article brings a reflection based on a critical analysis of the test format used in secondary schools in the light of scholarly insights on the nature of the CA and language testing and the proposal of a final-achievement test format for this level.

Keywords: Testing, Assessment, Multiple-Choice Tests, Communicative Approach, Communicative Competence

Introduction

From the general understanding that the primary goal of language teaching is that (effective) learning takes place, testing is undeniably one of the main activities. Through testing, teachers and instructors can measure the effectiveness of their teaching practices on learners (Stern, 1991).

The behavior that language a learner exhibits through their performance in tests makes it possible to draw reasonably accurate inferences on the effectiveness of a particular program (Hutchinson & Waters, 1987). In other words, testing has been a very functional tool for measuring whether the prescribed objectives of a program have been attained or not. This, in turn, counts for decision-making regarding whether to trigger reforms or maintain them. Because of the above, permanent reflection on the effectiveness of testing/ assessment practices constitutes an important exercise.

With the adoption of Communicative Language Teaching (CLT) in the history of English Language Teaching (ELT) since the early 1970s, there has been an increasing need to integrate language used in realistic situations in language classes and teaching materials. Conversely, there has been a complaint regarding testing practices in that there is a mismatch with the teaching above paradigm (Hancock, 2006). Most tests often fail to thoroughly measure a learner's language mastery based on expected learning outcomes.

An illustration of this has been witnessed in Secondary Education in Mozambique. According to what is prescribed in the secondary education curriculum, among other objectives, learners are expected to be able to speak, read and produce texts in various communication contexts at an acceptable level of English (MINED, 2007). One of the fundamental aspects that the aforementioned presupposes is that testing practices integrate the four essential language skills (listening, speaking, reading, and writing).

Conversely, looking at the current testing practices, most skills above seems to be overlooked, making it challenging to draw appropriate inferences on students' language mastery. Language learners are entirely subjected to tests based on multiple-choice questions (MCQs), which collide with the objectives set in the secondary education syllabus. In fact, in no instance are learners expected to externalize their abilities on different language skills through tests as test-takers are only expected to choose one that best answers the question or proposed task among a set of alternatives.

The present paper attempts to reflect on such testing practices based on scholarly insights in the area. It presents a brief description of testing practices in Secondary Education in Mozambique. It proposes a test format based on the current paradigm for teaching and testing that has been adopted.

Theories on Language Teaching and TestingAs far as language teaching is concerned, testing have been a matter of great concern to various ELT scholars. To better understand the different aspects that constitute this paper's core, this section aims to bring some scholarly topic-related theoretical framework that will provide a baseline for the discussion. Among various aspects, it tackles different views on teaching and testing based on different paradigms throughout the history of language teaching. It also looks into the different types of tests and the quintessential aspects that make up a good test.

2.1. Approaches to Testing

Approaches to testing have undergone substantial changes throughout the history of language teaching. Varying teaching paradigms have resulted in new approaches to testing. Heaton (1988) pinpoints four basic testing approaches: the 'essay-translation approach,' the 'structuralist approach,' the 'integrative approach, and the 'communicative approach.

The essay-translation approach, considered the pre-scientific testing stage, fundamentally consists of essay writing, translation, and grammatical analysis. This kind of test was intuitive and did not obey any procedures or principles, a great source of bias and subjectivity (Alduais, 2012).

The structuralist or behaviorist approach is based on the perception that language learning is mainly concerned with acquiring a set of habits, and language skills are tested simultaneously (Heaton,1988). In other words, this approach was sustained by the perception that language learning is based on habit-formation processes.

In response to the above, the integrative approach was adopted. This approach was markedly described as not splitting skills for assessment purposes. Instead, the integrative approach, as the name suggests, sought to assess learners' abilities to manipulate two or more skills simultaneously (Alduais, 2012; Heaton, 1988). Cloze-tests (based on the Gestalt theory) and dictations are predominant characteristics of the integrative approach-based tests.

The communicative approach to language testing is, in essence, aimed at testing learners' ability to use language in real-life, concrete situations (Heaton, 1988; McNamara, 2010; Littlewood, 2003). Because of this, it constitutes a primary goal to bring tasks close to learners' real life, and language ability is measured based on their effectiveness in communication.

From the insights presented above, it can be said that each approach to testing may have its benefits and, of course, drawbacks. For instance, in communicative tests, the notion of context is an essential aspect to consider as cultures differ from setting to setting. Because of such cultural differences, communicative tests may be hard to administer from a global perspective, different from what can be noticed in psychometric-structuralist tests.

Despite the differences in nature and scope of approaches to language testing, it is to highlight that a good combination of various elements that comprise each may help devise a wide-ranging test and maximize its results in terms of measured items or skills.

2.2. Communicative Language Teaching and Testing: An Overview

Over the past few years, the everlasting English language demands have resulted in various shifts in language teaching approaches. Previous approaches to teaching, such as the Grammar Translation Method and Direct Method, emphasized the mastery of grammatical

competence in which the reproduction of models of correct spoken and written language was the core aspect of the learning process. Richards (2006) points out.

The emergence of the Communicative Language Teaching (CLT) or Communicative Approach (CA) has profoundly 'revolutionized' the field of language teaching. The CLT is markedly characterized by giving primary stress on developing learners' communicative competence (CC). It is quintessentially based on the perception that language mastery goes far beyond a mere grasping of vocabulary and grammar rules.

Without neglecting its importance, grammatical competence (GC) on its own fails for not being sufficient for effective communication to take place as one may master rules governing sentence construction and still fail to achieve successful real-life communication (Richards, 2006).

Canale and Swain (1980), quoted by McNamara (2000), summarise four major components a language learner requires to attain communicative competence, namely:

1. Grammatical competence, also known as formal competence, covers systematic features of grammar, lexis, and phonology.
2. Sociolinguistic competence is the knowledge of the appropriateness of language use in social contexts, either formal or informal;
3. Strategic competence, also known as compensatory competence, is the ability to compensate for incomplete or imperfect linguistic resources and;
4. Discourse competence is the ability to deal with the extended use of language in context.

To agree with the views above, only awareness of grammar rules and vocabulary might not be enough. Learners need to be (reasonably) acquainted with issues related to the appropriateness of what they say in different contexts. In other words, learners must concentrate on the social and functional meanings that language conveys, considering that language is a mere functional mechanism and a form of social behavior (Littlewood, 2003).

Based on the postulation that language teaching and testing are interconnected, as said earlier, when tackling language teaching, testing should not be taken for granted. Language teaching and testing are so closely interwoven that "it is virtually impossible to work in either field without being constantly concerned with the other" (Heaton, 1988: 5).

The role of testing in the context of language teaching and learning is undeniable. Testing constitutes an indispensable tool as it sheds light on students' abilities and, through learner's performance, helps in decision-making on aspects that may be maintained or need improvements. Language testing should be regarded as an image of teaching based on pre-established aims and objectives, as they must be reflected in the testing procedures.

Communicative Language Testing entails not only measuring knowledge of what learners know about a language and how to use it but also the extent to which learners can apply their

knowledge in concrete, real communicative situations (Weir, 1990; Fulcher & Davidson, 2007).

Because of those above, it is crucial that, when devising language tests, all attention is paid to the fundamental aspects to avoid a mismatch between the prescribed expected outcomes or objectives and what is being tested.

2.3. Tests vs. Assessments

Though the terms test and assessment are often taken interchangeably, they may be considered different in terms of periodicity and objectivity. Norris (2012: 41) defines tests as "instruments or procedures for gathering particular kinds of information, typically information having to do with students' language abilities."

Assessment, in turn, consists of language tests for information gathering for particular purposes in language classes or programs. In other words, assessing involves language tests for developmental purposes. To Hancock (2006), the difference between the two concepts resides, primarily, in the periodicity of both in that a test is often administered at a specific point in time while assessment is an ongoing process as its ultimate purpose is to improve the performance of language learners and not to judge.

Hancock (2006) details a series of distinguishing points between a test and assessment, namely:

1. Tests are usually announced, whereas, in assessments, students are usually not previously informed about when they are to take place;
2. Tests are often meant to check learners' achievement on a given number of insights, whereas assessments are often for informally checking students' progress, to find, for instance, aspects to be re-worked on;
3. Tests are often grade- or score-oriented, while assessments are not so reliant on scores;
4. Tests usually take place at a single time and place; assessments are a continuous activity;
5. A typical test item formats often include multiple choice, correct answers, and other forms of evaluation, while assessments are based on rubrics that are easy to score;
6. Tests are often not contextualized, while assessments are usually contextualized.

From the insights above, it should be noted that assessments are far more comprehensive in scope when compared to simple tests bearing in mind that tests, which may take different forms, are just taken as an assessment-accomplishing tool. Assessments use tests to shed light on the actions taken in language education (Norris, 2012).

2.4. Types of Language Test

The main goal of language teaching is that effective language learning takes place. The main focus should be on learning outcomes (Stern, 1983). Thus, tests can take different formats depending on the intent and when the language test is administered. Tom McNamara (2000),

tests may be distinguished from one another in a twofold perspective: how they are devised (method) and what they are for (purpose).

Concerning the first criterion (the method), tests fall under the form of the traditional paper-and-pencil and performance language tests.

The paper-and-pencil tests are widely used to assess aspects ranging from separate components of linguistic knowledge such as grammar and vocabulary to receptive skills, namely listening and reading comprehension. In such tests, test items appear in a fixed-response format, often in a multiple-choice format, where testees are requested to choose out of several possible responses (where usually one is correct and others are taken as 'distractors').

The performance tests, in turn, measure, in the act of communication, learners' abilities in language skills (most commonly on productive skills, namely speaking and writing), as McNamara (2000) pinpoints. In this test, language learners may be required to produce a piece of speech or write on prompts previously provided. For instance, a language learner may be asked to produce a piece of speech describing their best friend or write a paragraph, composition, or an essay on a memorable event in their lives. Such prompts should reflect real-life situations.

Looking at the purpose of testing, tests may take the form of achievement or proficiency tests. Achievement, also known as attainment tests, is meant to verify how successful students were throughout a given period. Achievement tests bring about the evidence on behavior accumulated during or at the end of a given process to make inferences about whether pre-established learning objectives have been attained or not (McNamara, 2010). Achievement tests may take two sub-categories, final achievement tests (also called summative tests), usually held at the end of a process, and progress achievement or formative tests, intended to weigh up the progress learners are making (Hughes, 1997).

Along with Hughes, Heaton (1988: 171) puts forward that "results obtained from the progress test enable the teacher to become more familiar with the work of each student and with the progress of the class in general." This test catalyzes language learners to do more work, especially for poor performers, as it discloses what language learners have mastered.

Differently from achievement tests, which measure what one has grasped throughout a given period as a result of teaching, proficiency tests look at one's ability in terms of the language used for a particular purpose without necessarily having to do with the process of teaching (Hughes, 1997; McNamara, 2010). In other words, such tests are devised to check whether or not one has good language commands or not in order to satisfy particular requirements or purposes.

Besides the tests above, Hughes (1997) brings two more types of tests, namely the diagnostic and placement tests. Diagnostic tests are meant to uncover students' strengths and weaknesses. They are intended to find out what aspects may require further teaching. Placement tests are mainly set to generate information on a learner's ability in order to determine their appropriate positioning in terms of language level.

2.5. Characteristics of a Good Test

As far as good feedback on language teaching is concerned, good testing practices are paramount. Good or bad tests are highly dependent on several factors: validity, Reliability, backwash or washback, and Practicality.

2.5.1. validity

Hughes (1997) regards test validity as the extent to which a test accurately measures what it intends to measure. Heaton (1988: 159) goes further, stating that "the test must aim to provide a true measure of the particular skill which it is intended to measure: to the extent that it measures external knowledge and other skills at the same time, it will not be a valid test."

Validity entails several aspects or approaches that are worth taking into consideration. Hughes (1997) enumerates four aspects: content validity, criterion-related validity, construct validity, and face validity.

Content validity has to do with representativeness regarding language skills and structures (Hughes, 1997). To judge whether a test has content validity, it must have a specification of the skills and structures it is meant to cover. To attain this, the relationship between test items and the course objectives must be apparent in that contents to figure in the test must not be deviated from the course objectives.

The criterion-related validity is also referred to as empirical or statistical validity. It involves checking how far the results of a test go with those provided by some independent assessment (the criterion measure). Heaton (1989) ascertains that this validity emerges from a comparison of the results of the test with those of some criterion measures that fall under two subtypes of criterion-based validity, and these can be:

1. Concurrent validity: An existing test taken as valid and given at the same time or teacher's ratings or any other form of assessment given at the same time;

2. Predictive validity: subsequent testees' performance on future tasks measured based on a valid test, teacher's ratings, or any other form of assessment administered later.

Construct validity is another type of validity. It lies in the postulation that a test is valid if it can be demonstrated that it only measures the ability and sub-abilities it is supposed to measure (Hughes, 1997). This type of validity is believed to go hand-in-hand with the approach to language testing. If language teaching is based on the psychometric-structuralist

approach and a test comprises communicative activities, it lacks construct validity (Heaton, 1988).

Face validity is present in a test when it looks to measure what it intends. It is often hardly a scientific concept (Hughes, 1997). However, not accomplishing it "may jeopardize the public credibility of the test (and indeed the curriculum on which the test may be based and the notion of test appeal" to McNamara (2010: 106).

In a nutshell, for a test to be considered valid, several aspects should be taken into account by test-makers, as it could be seen. Validity is not the only conditional characteristic of a good test. Reliability is another essential aspect to consider closely related to validity.

2.5.2. Reliability

For a test to be considered valid, it must be a reliable measuring instrument. Reliability has to do with the consistency of results. Under the same circumstances, a test administered to a particular group of students on different occasions (without any language practice held between the two) should generate similar results (Heaton, 1988). This kind of Reliability is called test/ re-test reliability. It differs from the mark/ re-mark Reliability that has to do with the consistency of results when tests are marked by different examiners or the same examiner at distinct moments.

Validity and Reliability are considered two chief features of a good test, even though there is often a conflict between them. The ideal situation should be that tests are valid and reliable, but this is not as simple. The more excellent Reliability a test exhibits, the lesser its validity is.

2.5.3. Backwash or Washback

Testing, if properly handled, is regarded as being rather beneficial, not only to teachers but also to students. According to what Roediger et al. (2011: 2) point out, students seem to study and learn more when assigned tasks and tests, although it is not the only way to boost their learning process.

Backwash or washback is another essential feature of a language test. The backwash is regarded as "the effect of testing on teaching and learning," as McNamara (2010: 73) and Hughes (1997: 1) point out.

Backwash can be beneficial or harmful. The washback is beneficial when testing stimulates good teaching practice (Taylor, 2005). Otherwise, the backwash is considered harmful when there is a mismatch between test content and testing techniques with the course objectives (Hughes, 1997).

2.5.4. Practicality

Practicality is considered one of the properties of a good test. Apart from the previously mentioned, a test should be easy to construct, administer, score, and interpret. It is of consensus that a test should favor saving costs and time (Hughes, 1997; Heaton, 1988).

1. Critical Analysis of the Testing System in the Upper Secondary Education in Mozambique

3.1. Curricular Reforms in the Secondary Education: A Close Look at Language Teaching Approach and Testing Practices

In 2008, Mozambique introduced profound curricular reforms in Secondary Education. Such reforms have had noteworthy changes in views on language teaching. One of the most innovative aspects of the alluded reforms was the shift to the Communicative Language Teaching (CLT) or simply Communicative Approach. As a result, the teaching programs have been filled with various topics and functions meant to create different real-life situations.

The cross-cutting approach in the treatment of contents with thematic integration to equip learners with the necessary tools for their social integration has been well stressed in the program (MINED, 2007). From this standpoint, not neglecting the role of grammar and vocabulary, there is much primacy given to tasks that trigger student interaction during classes.

One of its primary strategies advocated has been strengthening foreign languages, which is regarded as one of the tools for the students' insertion into the global market (MINED, 2007). In order to achieve this goal, language learners must have a satisfactory domain of the four primary language skills, namely listening, speaking, reading, and writing.

Communicative Language Teaching (CLT), referred to as the Communicative Approach (CA), is markedly described as giving primacy to developing learners' communicative competence. In other words, it emphasizes the development of learners' ability to use language effectively in communication (Tomlinson, 1998). Based on the inter-relationship between language teaching and testing, it is expected that practices concerning teaching are reflected in testing practices, as said earlier.

Contrarywise this, it happened that, in 2008, the Mozambican educational authorities unexpectedly shifted from the traditional exam format to that solely based on multiple-choice questions (MCQs). The traditional one mainly consisted of four sections: reading comprehension, vocabulary, grammar and language use, and writing).

Though not in the desired format, oral tests were an integrating part of the language testing process. Oral tests were considered supplementary. Their administration was highly dependent on test-takers results in the written exam. Only a group of test takers required them to pass the mark. This applied to students who could score marks that ranged from ranging

from 7.5 to just under 11.5 out of 20 marks. Those who scored from 11.5 onwards were usually exempted from the oral exam, whereas those who scored below 7.5 would have failed the exam.

Conversely, one of the negative aspects of the current testing structure is the complete elimination of oral exams and the composition writing section, which seems to conflict with the demands of the approach to teaching that is being implemented (See the summary grid below for more details)

Previous vs. Current Test Layout Grid

N°	Language Skills/ Items	Descriptions	
		Previous Test Format	Current Test Format
1	Reading Comprehension	This section consisted of a reading text and questionnaire consisting of 4 to 5 open-ended questions, which would be on vocabulary, analogy, identifying main ideas, topic sentences, among others.	In the current format, the 'Reading Comprehension' part comprises between 2 to 3 reading texts and 10 and 15 multiple-choice questions, in which testees are expected to select only one answer out of 4 provided options.
2	Vocabulary and Grammar	The vocabulary and grammar section consisted of 10 multiple-choice questions with 4 options (A, B, C or D).	Not much can be said in terms of differences between this format and the previous as the structure prevails. The only this section now comprises more questions (varying from 30 to 40).
3	Cloze-Testing	This consisted of a text with 10-deleted and numbered words/expressions that resulted in 10 multiple-choice questions with 4 options each and testees were supposed to select one by just indicating the word number and the answer.	No noteworthy differences concerning this section.
4	Composition Writing	Within 200 – 250 words, testees were supposed to write a composition on a given topic with some prompts to better guide them went through their writing.	Not applicable
5	Oral Tests	In this format, oral tests were considered supplementary and only meant for all testees who would score marks ranging from 7.5 up to just under 11.5 marks out of 20 marks.	Not applicable

From what can be seen, both oral tests and writing are not present in the current test format. These two aspects of language learning are crucially important in testing students' abilities. Because of this, they should not be neglected. According to Heaton (1988: 170), regarding the backwash effects oral tests have on teaching before the test is concerned, such tests should be continued as much as possible in certain language learning situations.

The situation tends to be worsened by the fact that even progress tests in schools are based on multiple-choice questions, distorting the nature of the approach being followed. In light of this, Heaton (1988: 161) observes that "if a communicative approach to language teaching and learning has been adopted throughout the course, a test comprising chiefly multiple-choice items will lack construct validity."

This can be evidenced in cases where one is submitted to a driver's license test utilizing an oral exam throughout the training stage, and all were based on driving practice. Undoubtedly, it would be tough to ascertain whether the future driver has acquired the necessary skills for safe driving.

Oral tests and composition writing are paramount as language learners can demonstrate their mastery of communicative abilities through them. They are part of performance tests, as said earlier. However, by resorting solely to MCQ tests, it is almost impossible to come to a firm conclusion about students' behavior resulting from the teaching process.

Because of the above-stated, there is a need to rethink the testing modality to accurately measure students' language mastery.

3.2. Final Grade 12-Achievement Test Proposal

This sub-section aims to bring a tentative structure for grade 12 final achievement tests. Such structure will be based on various scholarly insights on testing presented in Chapter 2, considering that the current test format is inadequate.

Looking at the demands not only of the approach to teaching adopted for secondary education but also of the labor market in terms of proficient personnel in the English language, there is a need to make sure that aspects such as validity combined with other elements that make up a good test such as Reliability and backwash are highly maximized. For this purpose, the test's formatting would result from a combination of paper-and-pencil and performance tests.

3.2.1. The Rationale

The proposed final achievement test is founded on the perception that language teaching and learning should be regarded holistically, where there is a 'balanced diet' of language skills. This constitutes a springboard for learners' success in various domains and demands of society, such as the labor market, academic life, and tourism, among others.

This perception is well sustained by McNamara (2010: 4) when he ascertains that "language tests play a powerful role in many people's lives, acting as gateways at important transitional moments in education, employment, and moving from one country to another."

Hence, the primary aim of the proposed test format is to adjust teaching to testing approaches and, more importantly, to stimulate students' language learning in all skills, a springboard for their better insertion in the alluded domains.

3.2.2. The Proposed Test Structure

As said earlier, the proposed final achievement test combines the traditional paper-and-pencil and performance tests. Based on the idea that language teaching and learning should entail all the four macro-skills, namely listening, speaking, reading, and writing, the proposed final-achievement test will comprise two main parts, namely: Listening comprehension and Speaking (Part 1) and Reading Comprehension, Vocabulary, Grammar and Writing (Part 2).

The inclusion of listening comprehension can be regarded as an innovative aspect of this kind of achievement test. It is perceived that advanced listening capabilities, along with other skills and sub-skills, play a crucial role in the learner's future carrier. This idea is well framed by McNamara (2010: 27) when he puts forward that "in the development of a Test of English as a foreign language for international students, and a job analysis may reveal that listening to lectures is an important part of candidates' future role as students. So it makes sense to include listening to a lecture as part of the test".

Part 2 will involve the remaining skills or sub-skills (reading comprehension, vocabulary, grammar, and writing). Except for writing (composition), all other items will consist of multiple-choice questions (MCQs) and, overall, the test will last for 120 minutes).

1. Final Considerations

In sum, this essay attempted to reflect on the current testing process in Mozambique. From what could be noticed, with the introduction of curricular reforms, the country adopted the Communicative Approach (CA) as the new paradigm for language teaching. Consequently, the scope of language teaching was broadened, consisting not only of grasping grammatical rules by the students but also other integrating elements, which are very useful for students to function in real-life situations.

However, this shift was not reflected in the testing practices. The educational authorities strangely abolished oral tests (though they were still not in the desirable standards) and composition writing, contradicting the nature of the approach adopted. One of the CA's demands is that emphasis is given to the development of communicative competence, which presupposes that the learner is given opportunities to use language that reflects real-life situations.

Language tests are solely based on multiple-choice questions, not allowing students to demonstrate their mastery of speaking and writing. Testing through MCQs makes it difficult to make firm inferences on students' language abilities as such tests are usually inappropriate as far as the CA is concerned. A test has several aspects of being observed to be a good test: validity, Reliability, Practicality, and backwash.

Analysis of the current test reveals that it lacks the most crucial elements to be considered a good test. Therefore, the proposed test brings back the elements that have been removed, and it introduces listening comprehension, which is also essential in the process of teaching and learning. Although MCQs are sometimes considered practical, accurate, and economical, they fail to match the teaching and testing approaches and learning objectives.

References

- Alduais, A. (2012) "An Account of Approaches to Language Testing," International Journal of Academic Research in Progressive Education & Development 1 (4),1-6, retrieved from https://hrmars.com/papers_submitted/11962/an-account-of-approaches-to-language-testing.pdf
- Fulcher, G. & Davidson, F. (2007) Language Testing and Assessment: An Advance
- Hancock, C. (2006) "Language Teaching and Language Testing: A Way and Ways to Make Appropriate Connections," Acción Pedagógica, 15, retrieved from <https://dialnet.unirioja.es/descarga/articulo/2968827.pdf>
- Heaton, J. (1988) Writing English Language Tests. New York: Longman Inc.
- Hughes, A. (1997) Testing for Language Teachers. United Kingdom: CUP
- Littlewood, W. (2003). Communicative Language Teaching. New York: CUP
- McNamara, T. (2010) Language Testing, New York: OUP
- MINED (2007) Plano Curricular do Ensino Secundário Geral (PCESG) – Documento Orientador, Objectivos, Política, Estrutura, Plano de Estudos e Estratégias de Implementação, Maputo: Imprensa Universitária da UEM
- Norris, J. (2012) "Purposeful Language Assessment: Selecting the Right Alternative Test," English Teaching Forum (3), retrieved from <https://files.eric.ed.gov/fulltext/EJ997530.pdf>
- Richards, J. (2006). Communicative Language Teaching Today. New York: Cambridge University Press
- Roediger, H. et al. (2011) 'Ten Benefits of Testing and Their Applications to Educational Practice.' Psychology of Learning and Motivation. 55. Retrieved from <https://mrbartonmaths.com/resourcesnew/8.%20Research/Memory%20and%20Revision/10%20benefits%20to%20testing.pdf>
- Stern, H. (1983). Fundamental Concepts of Language Teaching. Oxford: Oxford University Press
- Taylor, L. (2005) "Washback and Impact," ELT Journal 52 (9), retrieved from <http://academic.oup.com/eltj/article/59/2/154/486775>
- Tomlinson, B. (1998) Materials Development in Language Teaching, New York: CUP

Weir, C. (1990) Communicative Language Testing. New York: Prentice Hall

[1] **Edson Manuel Senguaio** was awarded a Master's Degree in Education with Specialisation in TEFL from the Universidade Pedagógica (Maputo) and a BA Honours in TEFL from the former Universidade Pedagógica (Beira Branch). He works as an Assistant Lecturer at the Department of Languages and Translation at the Faculty of Arts, Social Sciences, and Humanities at the Universidade Púnguè, delivering the subjects of Phonetics & Phonology and Morphology. E-mail: senguaioe@outlook.com

[2] **André Chico Franque** holds a Master's Degree in TESOL from Saint Michael's College in the USA and a BA Honours in English Language Teaching as a Foreign Language from the former Universidade Pedagógica (Beira Branch). He is an Assistant Lecturer at the Department of Languages and Translation at the Faculty of Arts, Social Sciences, and Humanities at the Universidade Púnguè, where he delivers the subjects of Didactics of English and Teaching Practice 1. E-mail: afranque7419@gmail.com