Communicative language testing is intended to provide the teacher with information about the learners' ability to perform in the target language in certain context-specific tasks. It is commonly agreed that, "By the mid-80s, the language-testing field had begun to focus on designing communicative language-testing tasks" . However, there is an overt and manifested mismatch between teaching practices and testing activities. In this very specific context, Inbar-Lourie (2008) notes that The move from an atomized view of language knowledge to what is known as communicative competence, and to communicative and task-based approaches to language teaching has accentuated the incongruity of existing assessment measures. Calls for matching language learning and evaluation have been repeatedly made since Morrow (1979) urged language testers over three decades ago, to bridge the gap between communicatively focused teaching goals and the testing procedures used to gauge them.