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Titolo	Testing the untestable in foreign language education [[electronic resource] /] / edited by Amos Paran and Lies Sercu
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Altri autori (Persone)	ParanAmos SercuLies
Disciplina	418.0076
Soggetti	Language and languages - Study and teaching - Evaluation Intercultural communication - Evaluation Multicultural education - Evaluation Communicative competence - Evaluation
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Frontmatter -- Contents -- Contributors -- 1. More than Language: The Additional Faces of Testing and Assessment in Language Learning and Teaching -- Part 1: Intercultural Competence -- 2. Assessing Intercultural Competence: More Questions than Answers -- 3. Interculturally Savvy or Not? Developing and Assessing Intercultural Competence in the Context of Learning for Business -- 4. Eliciting the Intercultural in Foreign Language Education at School -- 5. Measuring Autonomy: Should We Put Our Ability to the Test? -- 6. Assessment of Autonomy or Assessment for Autonomy? Evaluating Learner Autonomy for Formative Purposes -- 7. Learners Reflecting on Learning: Evaluation versus Testing in Autonomous Language Learning -- 8. Between Scylla and Charybdis: The Dilemmas of Testing Language and Literature -- 9. Crossing the Bridge from Appreciative Reader to Reflective Writer: The Assessment of Creative Process -- 10. The Taming of the Immeasurable: An Empirical Assessment of Language Awareness -- 11. Assessing Language and Content: A Functional

Perspective -- 12. Teachers and Texts: Judging What English Language Learners Know From What They Say -- 13. Towards Systematic and Sustained Formative Assessment of Causal Explanations in Oral Interactions

**Sommario/riassunto**

The testing and assessment of language competence continues to be a much debated issue in foreign language teaching and research. This book is the first one to address the testing of four important dimensions of foreign language education which have been left largely unconsidered: learner autonomy, intercultural competence, literature and literary competence, and the integration of content and language learning. Each area is considered through a theoretical framework, followed by two empirical studies, raising questions of importance to all language teachers: How can one test literary competence? Can intercultural competence be measured? What about the integrated assessment of content-and-language in CLIL and teaching? Is progress in autonomous learning skill gaugeable? The book constitutes essential reading for anyone interested in the testing and assessment of seemingly largely untestable aspects of foreign language competence.

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**Autore**

Honig Bonnie

**Titolo**

Antigone, interrupted / / Bonnie Honig [[electronic resource]]

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**Descrizione fisica**

1 online resource (xviii, 321 pages) : digital, PDF file(s)

**Classificazione**

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**Disciplina**

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Monografia

Note generali	Title from publisher's bibliographic system (viewed on 05 Oct 2015).
Nota di contenuto	Machine generated contents note: Preface; Introduction; Part I. Interruption: Introduction to Part I; 1. Tragedy, maternalism, ethics: toward an agonistic humanism; 2. 'Antigone versus Oedipus,' I: feminist theory and the turn to Antigone; 3. 'Antigone versus Oedipus,' II: the directors' Agon in Germany in Autumn; Part II. Conspiracy: Introduction to Part II; 4. Mourning, membership and the politics of exception: plotting Creon's conspiracy with democracy; 5. From lamentation to logos: Antigone's conspiracy with language; 6. Sacrifice, sorority, integrity: Antigone's conspiracy with Ismene; Conclusion.
Sommario/riassunto	Sophocles' Antigone is a touchstone in democratic, feminist and legal theory, and possibly the most commented upon play in the history of philosophy and political theory. Bonnie Honig's rereading of it therefore involves intervening in a host of literatures and unsettling many of their governing assumptions. Exploring the power of Antigone in a variety of political, cultural, and theoretical settings, Honig identifies the 'Antigone-effect' - which moves those who enlist Antigone for their politics from activism into lamentation. She argues that Antigone's own lamentations can be seen not just as signs of dissidence but rather as markers of a rival world view with its own sovereignty and vitality. Honig argues that the play does not offer simply a model for resistance politics or 'equal dignity in death', but a more positive politics of counter-sovereignty and solidarity which emphasizes equality in life.