

Contents

Contributors	vii
1 More than Language: The Additional Faces of Testing and Assessment in Language Learning and Teaching <i>Amos Paran</i>	1
Part 1: Intercultural Competence	
2 Assessing Intercultural Competence: More Questions than Answers <i>Lies Sercu</i>	17
3 Interculturally Savvy or Not? Developing and Assessing Intercultural Competence in the Context of Learning for Business <i>Kaisu Korhonen</i>	35
4 Eliciting the Intercultural in Foreign Language Education at School <i>Anthony J. Liddicoat and Angela Scarino</i>	52
Part 2: Autonomy	
5 Measuring Autonomy: Should We Put Our Ability to the Test? <i>Phil Benson</i>	77
6 Assessment of Autonomy or Assessment for Autonomy? Evaluating Learner Autonomy for Formative Purposes <i>Terry Lamb</i>	98
7 Learners Reflecting on Learning: Evaluation versus Testing in Autonomous Language Learning <i>Leni Dam and Lienhard Legenhausen</i>	120
Part 3: Literature	
8 Between Scylla and Charybdis: The Dilemmas of Testing Language and Literature <i>Amos Paran</i>	143

9	Crossing the Bridge from Appreciative Reader to Reflective Writer: The Assessment of Creative Process <i>Jane Spiro</i>	165
10	The Taming of the Immeasurable: An Empirical Assessment of Language Awareness <i>Hui-wei Lin</i>	191
Part 4: Language and Content		
11	Assessing Language and Content: A Functional Perspective <i>Bernard Mohan, Constant Leung and Tammy Slater</i>	217
12	Teachers and Texts: Judging What English Language Learners Know From What They Say <i>Marilyn Low</i>	241
13	Towards Systematic and Sustained Formative Assessment of Causal Explanations in Oral Interactions <i>Tammy Slater and Bernard Mohan</i>	256