



**Angela Scarino**

**Associate Professor of Applied Linguistics**

**Director, Research Centre for Languages & Cultures**

**School of Communication, International Studies and Languages**

**University of South Australia**

***Academic Qualifications:***

PhD (near completion), University of Melbourne, current

Diploma in Education, University of Adelaide, 1977

BA Honours, University of Adelaide, 1976

***Employment History:***

*Current Appointment/s -*

Associate Professor of Applied Linguistics/Director, Research Centre for Languages & Cultures , Magill Campus - University of South Australia

*Previous Appointment/s -*

Associate Professor and Head, School of International Studies, University of South Australia, 1996–2003

Acting Pro Vice Chancellor, Equity and Development, Chancellery, University of South Australia April–May 2001

Associate Professor and Head, School of International Studies, University of South Australia, 1996–2003

Senior Lecturer, University of South Australia, 1993–95

Research Fellow and Co-ordinator, Target Oriented Curriculum (TOC) Project, Institute for Language in Education, Hong Kong, 1991–92

Project Director, Australian Language Levels (ALL) Project, 1986–90

National Project Officer, Australian Language Levels (ALL) Project, 1985

Research Officer, Education Department of South Australia, 1983–84

Consultant (Languages), Education Department of South Australia, 1982–83

Sessional Lecturer, Diploma in Education, University of Adelaide, 1981–90

Head of languages at Enfield High School, Education Department of South Australia (now DECS), 1980–84

Teacher of languages at Enfield High School (French, German, Italian), Education Department of South Australia, 1977–79

Adult Italian, French and ESL, TAFE, 1975–79

***Academic leadership***

Recognised for leadership in languages education by professional bodies (see 'Professional Awards and Distinctions', 'Advice to advisory, government, or regulatory bodies', and below)

- 1981–86 Committee Member and Vice President, South Australian Association of Teachers of Italian.
- 1981–88 Committee Member and President, South Australian French Teachers' Association.
- 1991–96 Member of the Executive of the Australian Federation of Modern Language Teachers Associations.
- 1994–95 Member and Executive Secretary, National Education Forum.
- 1996–2003 Head, School of International Studies, University of South Australia.
- 1997–2002 President, Australian Federation of Modern Language Teachers Associations. (2003, Immediate Past President.)
- 2004–07 Board Member, Australasian Council for International Education.
- 1997– present Inaugural Director, Research Centre for Languages & Cultures Education.
- Leader of major curriculum development and research programs at a national level in Australia, in various states, and in Hong Kong and Singapore.
- Leader of numerous university-wide and national teaching and learning projects in the area of internationalisation.

### ***Professional awards and distinctions***

2006 — Medal of the Fédération Internationale de Professeurs de Langues Vivantes (FIPLV) in recognition of an outstanding contribution to languages education.

2006 — Recognition of Excellence Award from the South Australian Minister for Education & Children's Services on World Teachers' Day in recognition of an outstanding contribution to education.

2005 — Medal of the Australian Federation of Modern Language Teachers Associations in recognition of a significant contribution to the profession.

2004 — Life membership of the Modern Language Teachers Association of South Australia

2003 — Chancellor's Award for Community Service: UniSA Preparation Program for Adult Learners (UniSA-PAL).

2001 — Chancellor's Award for Community Service: Developing the South Australian Curriculum, Standards and Accountability (SACSA) Framework.

1980 — French Government Scholarship – Assistante in Beauvais, France.

1979 — French Government Scholarship – Stage de Montpellier

1978 — French scholarship – Stage de Nouméa

1976 — J C Cornell Prize for Final Honours French, University of Adelaide

### ***Education Experience***

#### *Advice to Advisory, Government, or Regulatory bodies*

Invited to advise the National Languages Working Party of MCEETYA on 'Options in the development of national assessment processes for language learning in Australian schools', 2007.

Critical friend, 'Assessing multi-domain tasks', Victorian Essential Learnings Project, Ministry of Education, Victoria, 2006.

Critical friend, 'Taskforce for developing a National Languages Statement and Plan', MCEETYA Taskforce on Student Learning, 2003–04.

Member of the Languages Studies Committee of the Academy of the Humanities, 1999–2002.

Member of the National Steering Committee DEETYA Projects for Language Australia: A longitudinal and comparative study of the attainment of language proficiency and description and evaluation of program types in indigenous and community languages, 1998.

Member of the National Taskforce for Languages (with the Curriculum Development Centre), 1985–89.

Member of the Management Committee (1987–90) and National Reference Group (1985–90) for the Development of the National Assessment Framework for Languages at Senior Secondary Level (NAFLSSL), Australian Education Council

Member of the National Reference Groups and consultant to the National Japanese Language Curriculum Project, National Indonesian Curriculum Project, National Chinese Curriculum Project, National Thai Curriculum Project, National Korean Curriculum Project, National Distance Education in Languages Project, 1985–89.

Australian Language Levels Project:

Executive Officer, National Reference Group, 1985–90.

Executive Officer, National Management Group, 1984–90.

### **Conference organisation**

Convenor of numerous state and national conferences in languages education.

Convenor of the National Conference of Applied Linguistics Association of Australia, July 2004.

### **Editorial responsibilities**

1991–96 — Editor of *Babel*.

Reviewer for *Australian Review of Applied Linguistics*, *Australian Review of Educational Research*, *Language Teaching* (Canterbury University Press), *TESOL Quarterly*, and *Unicorn*.

### **Research experience**

1985–90 — National Director and Principal Researcher, Australian Language Levels (ALL) Project — the first, major, national, collaborative research and development program in the languages area in Australia.

1991–92 — Coordinator and Principal Researcher, Target Oriented Curriculum Project. This project involved researching, conceptualising, and developing a blueprint for redeveloping the primary and secondary curriculum for Hong Kong schools, Institute of Language in Education (now Hong Kong Institute of Education).

Chief investigator in the following recent projects focusing on language and culture in teaching and learning:

<b>Years</b>	<b>Title</b>	<b>Funding body</b>	<b>Funding \$</b>
2009-2010	A project to examine student achievement in Asian languages education	Department of Education, Employment and Workplace Relations	820,248
2007-09	Guide to the teaching, learning and assessing of languages in the 21st century	Department of Education, Science and Training	252,000
2007-08	Professional standards project	Australian Federation of Modern Language Teachers Associations	476,000
2006-09	Assessing the intercultural in language learning (ARC Partner)	SA School of Languages	13,636
2006-09	Assessing the intercultural in language learning (ARC Partner)	Department of Education and Children's Services SA	40,900
2006-09	Assessing the intercultural in language learning	ARC Linkage	160,000
2006-09	Assessing student learning in language cultures education	Catholic Education Office	50,000
2006-08	Intercultural language teaching and learning project (ILTLP)	Department of Education, Science and Training	2,300,000
2006-07	SAFE Futures	Marden Senior College	5,000
2006-07	Investigation into the state and nature of languages education in Australian schools	Department of Education, Science and Training	80,000
2005-06	Developing a coherent approach to the NCLT's language and intercultural services	National Centre for Languages Training	25,200
2005	Teaching standards project	Australian Federation of Modern Language Teachers Associations	30,000
2004-05	Assessing and evaluating intercultural teaching and learning: A focus on sites of intercultural interaction	UniSA Teaching and Learning Grant	40,000

2004–05	A framework for quality assurance in the development and delivery of offshore programs in languages other than English	Australian Vice-Chancellors' Committee	69,885
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## **Publications**

### **Books, Theses, Book Chapters, Book Reviews**

- Liddicoat, J.A. & Scarino, a. (in press). Eliciting the intercultural in foreign language education. In Sercu, L. & Paran, A. (Eds). *Testing the untestable in foreign language education*. Multilingual Matters.
- Scarino, A., & Liddicoat, A.J. 2009. *Teaching and Learning Languages. A Guide*. Melbourne Curriculum Corporation of Australia.
- Scarino, A. 2005. 'Introspection and retrospection as windows on teacher knowledge, values and ethical dispositions'. In D. Tedick (Ed.) *Second Language Teacher Education: International Perspectives*. Lawrence Erlbaum Associates. pp. 33–52.
- Mercurio, A. & Scarino, A. 2004. *We left (E partimmo). Narratives of the sangiorgesi in Australia 1927–2003*. San Giorgio Community Centre.
- Scarino, A. & Mercurio, A., 2004 'E partimmo'. In D. O'Connor (Ed.) *Memories and Identities*. Adelaide. Australian Humanities Press. pp. 143–66.
- Scarino, A. & Papademetre, L. 2001. 'Ideologies, Languages, Policies: Australia's ambivalent relationship with learning to communicate in 'other' languages'. In J. Lo Bianco & R. Wickert (Eds.) 2001. *Australian Policy Activism*, Melbourne: Language Australia. pp. 305–323.
- Papademetre, L. & Scarino, A. 2000. *Integrating culture learning in the languages classroom: A multi-perspective conceptual journey for teachers*. Melbourne: Language Australia.
- Clark, J., Scarino, A. & Brownell, J. 1994. *Improving the Quality of Learning. A Framework for Target-oriented Curriculum Renewal in Hong Kong*, Institute of Language in Education.
- Scarino, A. 1994. Towards Target-related Assessment. In Boyle, J. & Falvey, P. (Eds.) *English Language Testing in Hong Kong*. Hong Kong: Chinese University Press. pp. 145–72.
- Scarino, A. 1994. Content and Language in Targets and Target-Related Assessment (TTRA). In N. Bird (Ed.) *Language and Content*, Hong Kong Education Department.
- Scarino, A. & McKay, P. 1991. *ALL Handbook for Curriculum Developers*. Curriculum Corporation of Australia. Melbourne.
- Scarino, A. & McKay, P. 1991. *The ESL Framework of Stages: An Approach to ESL Learning in Schools, K–12*. Curriculum Corporation of Australia. Melbourne.
- Scarino, A., Vale, D. & McKay, P. 1991. *Developing Syllabuses and Programs: A K-12 Series of Exemplars — Italian*. Curriculum Corporation of Australia. Melbourne.
- Scarino, A., Vale, D., McKay, P. & Wichmann, K. 1991. *ALL Inservice Facilitators' Handbook: A Professional Development Course for Language Teachers*. Curriculum Corporation of Australia. Melbourne.
- Vale, D., Scarino, A. & McKay, P. 1991. *Pocket ALL: A User's Guide to the Teaching of Languages and ESL*. Curriculum Corporation of Australia. Melbourne.
- Scarino, A., Vale, D., McKay, P. & Clark, J. 1988. *Australian Language Levels (ALL) Guidelines*, comprising 4 titles: Language Learning in Australia; Syllabus Development and

### **Refereed Journal Articles**

- Scarino, A. (in press 2009). Assessing intercultural capability in learning languages: a renewed understanding of language, culture, learning and the nature of assessment. Contribution to Perspectives in *The Modern Language Journal*.
- Scarino, A. 2009. Reflecting on the use of the Professional Standards for Accomplished Teaching of Languages and Cultures. *Babel*. 44, 1, 5-8.
- Scarino, A. & Papademetre, L. (in press 2009). Beyond criteria and standards. Teacher judgment of student writing performance in second language learning. *Language Assessment Quarterly*.
- Scarino, A. 2009. Assessing intercultural competence in language learning: some issues and considerations. *Language Teaching*. Cambridge University Press. 42:1, 67-80
- Crichton, J. & Scarino, A. 2008. Developing the international dimension of internationalisation. In *Making a Difference: Challenges for Applied Linguistics*. Newcastle, UK. Cambridge Scholar Press.
- Scarino, A. & Crichton, J. 2008. Why the intercultural matters to languages teaching and learning. An orientation to the ILTLP programme. *Babel*. 43, 1, 4-6.
- Scarino, A. 2008. Reconceptualising learning programs for intercultural language learning. *Babel*. 43, 1, 7-9, 35.
- Scarino, A. 2008. Assessing intercultural language learning. *Babel*. 43, 1, 20-22
- Scarino, A. 2008. Implementing curriculum and assessment frameworks in languages education: the issue of interpretation. *Babel*. 43, 1,
- Scarino, A. 2008. The role of assessment in policy-making for languages education in Australian schools: a struggle for legitimacy and diversity. *Current Issues in Language Planning*. vol.9, 3, 344-362.
- Scarino, A. 2008. Community and culture in intercultural language learning. *Australian Review of Applied Linguistics*. 31, 1, 4.1-4.15.
- Scarino, A., Crichton, J.A. & Woods, M. 2007. The role of language and culture in open learning in international collaborative projects. *Open Learning*. 22, 3, 219-233.
- Crichton, J.A. & Scarino, A. 2007. How do we understand the intercultural dimensions? An examination of the intercultural dimension of internationalisation in the context of higher education in Australia. *Australian Review of Applied Linguistics* Vol. 30, No. 1, pp. 4.1–4.21.
- Scarino, A. 2007. Words, slogans, meanings and the role of teachers in languages education. *Babel*, Vol. 42, No. 1, pp. 4–11, 38.
- Scarino A. 2005. Teacher judgments: going beyond criteria for judging performance. *Babel*. Vol. 39, No. 3, pp. 8–16, 30.
- Scarino A. & Mercurio, A. 2005. Heritage Languages at upper secondary level in South Australia: a struggle for legitimacy. *International Journal of Bilingual Education and Bilingualism* Vol. 8, 2 & 3, pp. 145–59. (Invited contribution/special issue: Heritage/Community languages education: US and Australian perspectives, guest editor: Nancy Hornberger).
- Scarino, A. & Papademetre, L. 2004. Developing professional standards for teachers of languages and cultures: who prescribes and who ascribes in the profession? *Australian Language and Literacy Matters*, Vol. 1, 2, pp. 11–15, 30.
- Scarino, A. 2003. Transition and continuity in learning languages in the school setting: an issue

- of context, culture and communication. *Babel*, Vol. 38, No. 1, pp.4–8, 38.
- Scarino, A, 2001. The concept of standards. *Babel*, Vol. 36, No. 1, pp. 10–15.
- Reid, A. & Scarino, A. 2001. The SACSA Framework: The Vision and the Context, in the *SACSA Framework*, Department of Education, Training and Employment, SA, pp. 5-8.
- Reid, A. & Scarino, A. 2001. SACSA. The rationale in the *SACSA Framework*. Department of Education, Training and Employment. S.A. pp.9-21.
- Reid, A. & Scarino, A. 2001. Using the SACSA Framework in the *SACSA Framework*. Department of Education, Training and Employment. S.A. pp.23-38.
- Scarino, A. 2000. Complexities in describing and using standards in languages education in the school setting: whose conceptions and values are at work? *Australian Review of Applied Linguistics*, Vol. 23, No. 2, pp.7–20.
- Scarino, A. 1999. The neglected goals in learning languages. *Babel*, Vol. 34, No. 3, pp. 4–11.
- Scarino, A. 1997. Beyond ALL: emphasising the cognitive dimension of language learning. *Babel*, Vol. 32, No.3, pp. 4–11.
- Scarino, A. 1997. Language scales and language tests: developments in languages, *Melbourne Papers in Language Testing*, Vol. 4, No. 2, pp. 30–42.
- Scarino, A. & Vale, D. (Eds.) 1996. A supported school-based professional development program for teachers of languages other than English. *Babel*, Occasional Papers No. 2.
- Scarino, A, 1995. Issues in planning, describing and monitoring long-term progress in language learning, *Babel*, Vol.30, No. 3, pp. 4–13.
- Scarino, A. 1994. ALL and the National Statements and Profiles. *Babel*, Vol. 29, No. 1.
- Scarino, A. 1988. The ALL Project: Latest Developments, *Babel*, Vol. 23.
- Scarino, A. 1988. The ALL Project: A Response to Curriculum Needs in Australia, *Australian Review of Applied Linguistics*, Vol. 11.

### ***Refereed Conference Proceedings (selected)***

- Scarino, A. 1997. Analysing the language of frameworks of outcomes for foreign language learning. In P. Voss (Ed.) *Joining Voices*. Conference Proceedings of the AFMLTA Eleventh National Languages Conference, AFMLTA. pp. 241–58.
- Scarino, A, 1996. Making connections in languages education. *Proceedings of Linguapax V*, UNESCO.
- Scarino, A, 1996. Issues in planning, describing and monitoring long-term progress in language learning. In Scarino, A. (Ed.) *Equity in Languages other than English*. Australian Federation of Modern Language Teachers Associations.
- Scarino, A. 1995. Assessment issues in the primary setting. In *Proceedings of the National Primary LOTE Conference*. Melbourne, MLTAV pp.101–20.

### ***Research Reports***

- Liddicoat, A., Curnow, T. & Scarino, A. 2008. An investigation into the State and Nature of languages education in Australian Schooling. Report to DEEWR.

- Scarino, A. & Curtis, D. 2007. Capabilities. A way forward. Report to the future SACE Office of South Australia.
- Scarino, A. 2007. The development of assessment processes to determine the quality of student learning: possible options. Paper commissioned by the MCEETYA Languages Education Working Party.
- Scarino, A. 2006. Moving forward with the SACSA strategy. An independent analysis. Report to the South Australian Department of Education and Children's Services.
- Liddicoat, A.J., Scrimgeour, A., Kohler, M., Crichton, J.A. & Scarino, A. 2006. Developing a coherent approach to the National Centre for Language Training's language and international services. Report to the NCLT.
- Liddicoat, A.J., Tognini, R., Fischmann, V., Harbon, L., Kohler, M., McLaughlin, M., Scarino, A. & Dellit, J. 2005. Report of the development of standards for teachers of Indonesian Project. Report to the Australian Government Department for Education, Science and Training.
- Scarino, A. 2005. *Learning Languages in the New Zealand Curriculum*. Report commissioned by the New Zealand Ministry of Education.
- Scarino, A., J. Crichton, L. Papademetre. 2005. *A framework for quality assurance in the development and delivery of offshore programs in languages other than English*. Report to the Australian Vice-Chancellors Committee; modified version available from the Observatory on Borderless Higher Education. <http://www.obhe.ac.uk/products/reports/>
- Hill, K., McNamara, T., Scarino, A., Iwashita, N., & Scrimgeour, A. 2004. *Report on assessing and reporting student outcomes in Asian languages*. Report submitted to the Australian Government Department of Education, Science and Training.
- Papademetre, L., Dellit, J. & Scarino, A. 2004. *Standards in Teaching Languages and Cultures*. Report to DECS.
- Liddicoat, A., Papademetre, L., Scarino, A. & Kohler, M. 2003. *Report on intercultural language learning*. Report to the Australian Government Department for Education Science and Training.
- Scarino, A. 2003. Languages Focus Schools Report. Department of Education and Children's Services.
- Scarino, A. *South Australian Curriculum Standards and Accountability (SACSA) Framework*. Co-director with A. Reid. Project of the South Australian Department of Education, Training and Employment.
- Scarino, A. & Scrimgeour, A. 1999. *Benchmarking of frameworks for languages available nationally and internationally*. Report for the Board of Studies of Victoria.
- Scarino, A. 1999. *Principles, concepts and procedures for developing Curriculum Standards Frameworks in languages*. Report for the Board of Studies of Victoria.
- Scarino, A. 1999. *Curriculum Standards Framework – LOTE*. Board of Studies of Victoria.

Scarino, A., Scrimgeour, A., Elder, C. & Brown, A. 1998. *Development of Language-specific Student Proficiency Descriptors: Chinese, Indonesian and Korean*. Report for the Australian Government Department for Education Science and Training.

Scarino, A., Jenkins, M., Allen, J. & Taguchi, K. 1997. *Development of Generic Student Proficiency Outcomes and Language-specific descriptors for Japanese*. National Asian Languages and Studies in Australian Schools (NALSAS) Taskforce.

### **Internal University Reports**

Crichton, J., Paige, R.M., Papademetre, L. & Scarino, A. 2004. *Integrated resources for intercultural teaching and learning in the context of the internationalisation of higher education* Report to Teaching and Learning Committee. University of South Australia.

Crichton, J., Scarino, A., Papademetre, L. Barker, S., Lushington, K. & Woods, M. 2006. *Assessing and evaluating intercultural teaching and learning. A focus on sites of intercultural interaction*. Report to Teaching and Learning Committee. University of South Australia.

### **Presentations and Seminars (selected)**

#### **International**

Scarino, A. & Crichton, J. 2009. Acquisition, participation and interpretation in learning languages. Paper presented at the ALANZ/ALAA 1<sup>st</sup> Combined Conference of the Applied Linguistics Associations of New Zealand and Australia. Auckland, 2-4 December.

Scarino, A. & Papademetre, L. 2009. A national, collaborative project in language teacher education in Australia: reciprocal effects of collaboration among communities of languages educators. Paper presented at the Preparing Language Teachers for the 21<sup>st</sup> Century: Sixth International Second Language Teacher Educator Conference. The George Washington University – Washington, DC. 28-30 May.

Scarino, A. & Papademetre, L. 2008. Investigating cultural variability in the intercultural context of teaching, learning, and assessment of an Australian ESL syllabus in Malaysia: a case study. First International Language Conference, International Islamic University Malaysia. Kuala Lumpur. 3-5 March.

Scarino, A. & Mercurio, A. 2008. Intensive short course: *Curriculum and Assessment: Future trends*. Singapore Examination and Assessment Board.

Scarino, A. 2007. Intensive short course on curriculum and assessment for staff of the Singapore Examinations & Assessment Board and Ministry of Education of Singapore. 11-15 June.

Scarino, A. & Papademetre, L. 2006. A framework for quality assurance in the development and delivery of offshore programs in languages other than English. Invited panel presentation: Innovations in quality assurance for transnational education. Annual Conference of NAFSA, Association of International Educators. Montreal. 21–26 May.

Scarino, A. & Papademetre, L. 2006. Beyond criteria and standards: teacher judgment of student performance in second language learning. American Association for Applied Linguistics (AAAL) and the Association Canadienne de Linguistique Appliquée/Canadian Association of Applied Linguistics (ACLA/CAAL) Joint AAAL and ACLA/CAAL Conference, Montreal. 17–20 June.

- Scarino, A., Moore, H. & Arkoudis, S. 2006. The development and implementation of scale-based assessment frameworks in Australian schools. Invited workshop presented at the International Language Testing Research Colloquium. University of Melbourne. 28 June.
- Scarino, A. 2006. Implementing curriculum and assessment frameworks in languages education: the issue of interpretation. Invited presentation at the New Zealand Association of Language Teachers Conference (NZALT) Conference, Auckland. 2–5 July.
- Scarino, A. 2003. From professional standards to the integrative knowledge and work of teachers: understanding and creating cultures of learning. Paper presented at the World Congress of Second Language Teacher Education. University of Minnesota.
- Scarino, A. 2002. Professional standards for teachers of languages and cultures. Paper presented at AILA, 13th World Congress of Applied Linguistics. Singapore. 15–21 December.
- Scarino, A. 2002. Teacher judgment as a window on classroom language learning and assessment. In the symposium: Assessment research and school-based learning: the neglected interface. AILA, 13th World Congress of Applied Linguistics. Singapore. 15–21 December.
- Scarino, A. 2001. *Introspection and retrospection as windows on teacher knowledge, values and ethical dispositions. Second international conference on language teacher education. Minneapolis, University of Minnesota. 17–19 May.*
- Scarino, A. 2000. Languages policy in Australia: interpretation, re-interpretation, ignoring, resisting. Paper presented as part of a panel session in Change, Ideology and Language Policy at the World Congress of the Fédération Internationale de Professeurs de Langues Vivantes. Paris. July.
- Scarino, A. 2000. The impact of language standards. Paper presented as part of a panel session on: Are some standards more effective than others? at the World Congress of the Fédération Internationale de Professeurs de Langues Vivantes. Paris. July.
- Scarino, A, 1999. Frameworks of standards for assessing school language learning: an analysis of the outcomes orientation and research approaches. Paper presented at the 12th World Congress of Applied Linguistics (AILA). Tokyo. 1–7 August.
- Scarino, A. & Jenkins, M. 1996. A focus on learning within descriptors of language proficiency outcomes. Paper presented at the International Language in Education Conference. Hong Kong.
- Scarino, A, 1992. Designing an integrated curriculum system for the teaching and learning of English. Invited paper presented at the Tenth Anniversary Master of Arts (English Language) Conference, National University of Singapore.
- Scarino, A, 1992. Development of Bands of Performance within the TOC Framework. Paper presented at the Eighth International Conference of the Institute of Language in Education. Hong Kong. 15-18 December.
- Scarino, A, 1989. The Application of the ALL Guidelines to the Teaching and Learning of Indonesian in Australia: Developments and Challenges. Invited keynote address presented at the International Conference of the Indonesian Cultural and Education Institute.
- Scarino, A, 1989. National Curriculum Renewal in Language Teaching — An Australian Experience. Paper presented to the Fifth International Conference of the Institute of Language in Education, Hong Kong, 13–15 December.

## **National**

- Scarino, A. 2009. Assessing intercultural capability: teacher and researcher perspectives. Paper presented at the 17<sup>th</sup> AFMLTA Biennial National Languages Conference. Sydney, 9-12 July.
- Scarino, A. 2009. Considerations in developing a national curriculum for languages education in Australia. Keynote address to the Victorian Association of Teachers of Italian, Melbourne, 1 May.
- Scarino, A. 2008. Using the professional standards for learning. Victorian Indonesian Language Teachers Association, State Conference, Melbourne, 22 February.
- Scarino, A. 2008. Using the Professional Standards. MLTAV Conference- Celebrating the International Year of Languages. 9 May.
- Crichton, J. Scarino, A. & Kohler, M. 2008. How languages teachers construe language and culture for the purposes of assessment. Sydney. 5-7 July.
- Scarino, A. 2007. Assessing the intercultural in language learning. Invited presentation at the annual conference of the Victorian Association of Teachers of Italian. 4 May.
- Scarino, A. 2007. Assessing intercultural competence in language learning: some issues and considerations. Invited presentation in guest presenter series, TESOL Research group, University of Sydney. 31 May.
- Crichton, J. Scarino, A., Papademetre, L. 2007. Developing the intercultural dimension: interlinguistic considerations in international education Annual Congress of the Applied Linguistics Association of Australia (ALAA) University of Wollongong. 1 July.
- Scarino, A. 2007. An educational rationale for learning languages: an intercultural orientation. Invited presentation at the Association of Australian International Baccalaureate Schools Conference. Canberra. 7 July.
- Scarino, A. 2007. An educational rationale for learning languages: an intercultural orientation. Invited presentation at the Association of Australian International Baccalaureate Schools Conference. Canberra. 7-9 July.
- Crichton, J., Scarino, A. & Papademetre, L. 2007. The intercultural dimension of internationalisation. Paper presented at the annual conference of the Applied Linguistics Association of Australia.
- Scarino, A. & Crichton, J. 2007. Assessing 'international perspectives' as a graduate quality. Conference of the Education Research Group of Adelaide (ERGA). 19 September.
- Crichton, J. & Scarino, A. 2007. International education: Reflections on practices of educational change. Discourses and cultural practices conference. Sydney. 29 November – 1 December.
- Scarino, A., Crichton, J. & Liddicoat, A. 2006. Internationalisation of the curriculum: an intercultural perspective. Australian Association of International Education Conference. Perth. 10-13 October.
- Scarino, A. 2005. The internationalisation of the curriculum, teaching and learning as an intercultural process. Invited paper presented at the Internationalisation of the Curriculum conference of the International Education Association of Australia (IEAA). Adelaide. 28 November.
- Scarino, A. 2005. Words, slogans, meanings and the role of teachers in languages education. Keith Horwood Memorial Lecture, 15th Biennial Conference of the Australian Federation of Modern Language Teachers Associations (AFMLTA). Melbourne. 6-9 July.
- Scarino, A. & Kohler, M. 2005. Developing a long-term perspective on teaching, learning and assessment. 15th Biennial Conference of the Australian Federation of Modern Language Teachers Associations (AFMLTA). Melbourne. 6-9 July.

- Scarino, A. 2004. Criteria for judging performance. School of Languages, Adelaide. 12 March.
- Scarino, A. & Crichton, J. 2004. How do we construct internationalisation? An analysis of the dominant discourses in the internationalisation of teaching and learning in higher education in Australia. Paper presented at the national conference of the Applied Linguistics Association of Australia. Adelaide. 15–17 July.
- Scarino, A. 2004. The relationship between criteria and standards. School of Languages. Adelaide. 6 August.
- Scarino, A. 2004. Understanding language as a social practice. Presentation for the Language Support Services. DECS. 1 September.
- Scarino, A. 2004. Keynote address: Internationalising the curriculum, interculturality and languages education. Annual Languages Conference. Language Support Services, DECS. 18 September.
- Scarino, A. 2003. E Partimmo. We left. Paper presented at the second conference on the impact of Italians in Australia.
- Scarino, A. & Mercurio, A. 2003. Can we assess validity for multiple purposes? Paper presented at the Australian Curriculum Studies Association (ACSA) Conference. 27–30 September.
- Scarino, A., Harbon, L., Liddicoat, A., Orton, J. & Papademetre, L. 2003. The education of teachers of languages-and-cultures: issues for the profession. Panel convenor and presentation. Applied Linguistics Association of Australia (ALAA) National Congress. Griffith University. 12–14 July.
- Scarino, A. 2003. Teacher judgments. Going beyond criteria for judging performance. Australian Federation of Modern Language Teachers Association (AFMLTA) National Conference. 10–12 July.
- Scarino, A. 2002. Criteria for judging performance. Seminar for teachers at the School of Languages. Adelaide.  
7 June.
- Scarino, A. 2002. Collaboration in languages in higher education. Invited Presentation. Focus seminar on Languages in Higher Education, hosted by the Deans of Arts, Social Sciences, and the Humanities. Brisbane. 14–16 June.
- Scarino, A. 2002. Moderation processes in judging student performance. School of Languages. Adelaide. 21 June.
- Scarino, A. & Papademetre, L. 2002. Intracultural engagement as an inclusive space for intercultural communication. Seminar and Workshop for Teachers of Languages-and-cultures, Central Queensland University, Faculty of Education and Creative Arts, Rockhampton. 12–13 July.
- Scarino, A. 2002. Assessing language and culture learning. Presentation. The International Colloquium on Research Trends in Second Language Acquisition in Institutional Contexts. Flinders University, Adelaide. 13–16 Feb.
- Scarino, A. 2002. A new rationale for languages learning. Conference of the Association of Independent Schools. Adelaide. 5 June.
- Scarino, A. 2002. Pedagogies for diversity. Languages and the New Millennium National Conference. Sydney.  
5–7 July.
- Scarino, A. 2002. Assessing for learning. Languages and the New Millennium National Conference. Sydney.

5–7 July.

- Scarino, A. 2002. The role of teachers as mediators of languages and cultures in education. Invited plenary paper presented at the National Conference of the Australian Federation of Modern Language Teachers Associations.
- Scarino, A. & Mercurio, A. 2001. *Heritage languages at senior secondary level in South Australia: a struggle for legitimacy*. Paper for the Australian Heritage/Community Language Research Conference. Melbourne. 18–19 July.
- Scarino, A. 2001. *Issues in researching languages and cultures*. Invited Seminar. Edith Cowan University. 19 September
- Scarino, A. 2001. *Current issues and future directions in languages and cultures education*. MLTAWA and Unilingual Associations. 20 September.
- Scarino, A. 2001. *Eliciting and judging student performance*, MLTA – WA Workshop. Perth. 22 September.
- Scarino, A. 2001. *Teaching for Learning*. Cross Language: Magill Campus. 27 October.
- Scarino, A. 2001. The changing role of teachers in languages education. Invited paper for Teaching German: New Paradigms. National Conference for LOTE Education. Melbourne, 3–4 August.
- Scarino, A. 2000. Issues of validity in framework-based assessment of student learning. Paper presented as part of a symposium on the development of the SACSA Framework at the Australian Association for Research in Education (AARE) Conference. Sydney. December.
- Scarino, A. 1999. The concept of standards. Plenary panel session: Measuring outcomes and setting standards in languages education. Paper presented at the Joint National Conference (AATE, AFMLTA, ALEA) Global Citizenship: Languages and Literacies. 7–9 July.
- Scarino, A. 1998. Differentiation in language learning. Invited keynote address presented at the Indonesian Teachers Conference. Adelaide.
- Scarino, A. 1998. Language proficiency outcomes and VET. Invited paper at the Conference of the MLTASA. Adelaide.
- Scarino, A. 1998. Languages policy in Australia: where are we? Invited keynote address presented at the MLTAV Congress. Melbourne.
- Scarino, A. 1997. Issues in assessment and reporting. Invited paper presented at the Conference of the Modern Language Teachers Association of Victoria.
- Scarino, A. 1997. Languages policy at a national level. Invited paper presented at the Language Policy Forum: Planning the next ten years. Melbourne.
- Scarino, A. 1995. Trends in Language Learning and Teaching. Invited paper presented at the International Baccalaureate Asia Pacific Regional Conference: Towards 2000 Directions and Challenges in International Education. Canberra.
- Scarino, A. 1995. Current trends in language learning and teaching. Invited keynote paper presented at the Conference of the Language Teachers Association of the Northern Territory.
- Scarino, A. 1995. Language scales and language tests: co-operation or competition — developments in languages other than English. Invited panel presentation at the annual conference of the Applied Linguistics Association of Australia.
- Scarino, A. 1995. Assessment and reporting. Invited presentation for the Ethnic Schools Association of South Australia.