Professor Len Unsworth

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Work history

Position	Organisation	Years
Professor in Education	Institute for Learning Sciences & Teacher Education (formerly Learning Sciences Institute Australia) Australian Catholic University (ACU)	2014-
Professor in Education	Griffith University	2012-2013
Deputy Director	Griffith Institute for Education Research	2012-2013
Adjunct Professor	University of New England	2011-2012
Professor and Head of the School of Education	University of New England	2004-2008
Director of CREME	University of New England	2004-2008
Associate Professor and Head, School of Development and Learning	University of Sydney	2001-2004

Education

Qualifications	Organisation	Completed
Bachelor of Arts	The University of Queensland	10/05/1975
Bachelor of Education	The University of Queensland	19/09/1979
Graduate Diploma	Kelvin Grove College of Advanced Education	07/07/1976
Graduate Diploma	Mt Gravatt College of Advanced Education	09/12/1980
Doctorate (PhD)	University of Sydney	03/06/1996
Master of Education	University of Sydney	03/02/1986

Theses

- Unsworth, L. (1986). *The Effect of Unknown Words and the Semantic Structure of Texts on Reading Comprehension.* (M.Ed. (Hons)), University of Sydney, Sydney.
- Unsworth, L. (1995). *How and why: recontextualizing science explanations in school science books.* (PhD), University of Sydney, Sydney. Retrieved from Sydney eScholarship Repository open access. It can be viewed at: http://hdl.handle.net/2123/9054

Fields of educational expertise
- Literacy education from pre-school to matriculation
- Children's and adolescent's literature and literacy development
- E-literature for children and adolescents
- Information and communication technology and literacies
- Multiliteracies
- Language and literacy in curriculum areas
- Systemic functional linguistics in literary and literacy research and education
- Functional grammar in school curriculum
- Genre theory
- The semiosis of explanation in education

Expertise in qualitative, quantitative and mixed research design methodologies
- Qualitative Research
- Multimodal discourse analysis

Research supervision fields
- 130204 - English and Literacy Curriculum and Pedagogy (excl. LOTE, ESL and TESOL)
- 200401 - Applied Linguistics and Educational Linguistics

Funded research

Competitive grants

Year	Grants	Funding
2019-2021	Australian Research Council, Discovery Grant: Unsworth, L., Mills, K., Falloon, G., Burn, A. *Coding animated narratives as contemporary multimodal authorship in schools.*	$442,609
2016-2019	Australian Research Council, Linkage Grant: Unsworth, L., Tytler, R., O'Halloran, K., Humphrey, S., Love, K., Lynzaat, A., Moss-Holland, S., Oakley, E., & Dullard, R. *Multiliteracies for addressing disadvantage in senior school science.*	$500,000
2015-2018	Australian Research Council, Linkage Grant: Mills, K., Unsworth, L., Williamson, M., Clay, R., Ferguson, A., Trembath, M. & Maksud, T. *Developing low socioeconomic status primary students' multimodal language of emotions.*	$191,772
2013-2015	Australian Research Council, Discovery Grant: Maton, K. Martin, J. R. Unsworth, L. & Howard, S. Pedagogies for knowledge-building: *Investigating subject-appropriate, cumulative teaching for twenty-first century school classrooms.*	$360,241
2011-2013	Australian Research Council, Discovery Grant: Macken-Horarik, M. Unsworth, L. & Love, K. Grammar and praxis: *Investigating a grammatics for the twenty first century school English.*	$449,951
2009-2012	Australian Research Council, Linkage Grant: Bittman, M, Unsworth, L. & Rutherford, L. *Digital Natives: Growing up with new and old media in Australia.*	$139,321
2008-2011	Australian Research Council, Linkage Grant: Unsworth, L., Thomas, A. & Maggs, P. *Teaching effective 3D authoring in the middle school years: Multimedia grammatical design and multimedia authoring pedagogy.*	$195,000
2008	Independent Schools Western Australia: Unsworth, L. & Macken-Horarik, M. *New Dimensions of group literacy tests for schools: Multimodal reading comprehension in conventional and computer formats.*	$60,000
2006-2008	Australian Research Council, Linkage Grant: Unsworth, L., & NSW Department of Education and Training, *New Dimensions of Group Literacy Tests for Schools: Multimodal reading comprehension in conventional and computer-based formats*	$192,764

Year	Grants	Funding
2005-2007	Australian Research Council, Discovery Grant: Unsworth, L. Martin, J.R., & Painter. C., *Image/text relations in narrative and information texts for children in print and electronic media: Multimodal text description for multiliteracies education.*	$180,000

Publications

Edited Books

Unsworth, L., & Thomas, A. (2014). *English teaching and new literacies pedagogy: Interpreting and authoring digital multimedia narratives.* New York, NY: Peter Lang Publishing.

Unsworth, L. (2008). *Multimodal semiotics. Functional Analysis in contexts of Education.* London, UK: Continuum.

Unsworth, L. (2009). *New literacies and the English curriculum: Multimodal perspectives.* London, UK: Continuum.

Unsworth, L. (2006). *Researching language in schools and communities* (2nd ed.). London, UK: Cassell

Unsworth, L. (2000). *Researching language in schools and communities.* London, UK: Continuum.

Unsworth, L. (1993). *Literacy, learning and teaching: Language as social practice in the primary school.* Melbourne, VIC: Macmillan

Nicoll, V., & Unsworth, L. (1990). *Dimensions Teachers' Book II.* Melbourne, VIC: Nelson.

Nicoll, V., & Unsworth, L. (1989). *Dimensions Teachers' Book I.* Melbourne, VIC: Nelson.

Unsworth, L. (1985). *Reading: An Australian perspective.* Melbourne, VIC: Nelson

Books

Macken-Horarik, M., Love, K., Unsworth, L. & Sandiford, C. (2017). *Functional Grammatics: Re-conceptualizing knowledge about language and image for school English.* London: Routledge.

Painter, C., Martin, J. R., & Unsworth, L. (2013). *Reading visual narratives: Image analysis of children's picture books.* London, UK: Equinox.

Unsworth, L. (2006). *E-literature for children: Enhancing digital literacy learning.* London, UK: Routledge.

Unsworth, L., Thomas., A. Simpson, A., & Asha, J. (2005). *Children's Literature and Computer Based Teaching* London, UK: Mc-Graw-Hill/Open University Press.

Astorga, C., Kaul, S., & Unsworth, L. (2003). *Developing second language writing in English: Teaching the narrative of personal experience a genre-based approach.* Rio Cuarto, Argentina: University of Rio Cuarto Press.

Unsworth, L. (2001). *Teaching multiliteracies across the curriculum: Changing contexts of text and image in classroom practice.* Buckingham, UK: Open University Press.

Book chapters

Mills, K. A., Unsworth, L., & Barton, G. (2019). The digital mediation of emotions in late modernity. In R. Putulny, A. Bellocchi, R. Olson, S. Khorana, J. McKenzie, & M. Peterie (Eds.), *Emotions in late modernity* (pp.190-208). Routledge Studies in the Sociology of Emotions. London, UK: Routledge/ CRC Press. [LP150100030, 2015–18]

Ge, Y., Unsworth, L. & Wang, K., Chang, H. (2018). Image design for enhancing science learning: Helping students build taxonomic meanings with salient tree structure images. In K. Tang & K. Danielsson (Eds.), *Global Developments in Literacy Research for Science Education* (pp. 237-258). Switzerland: Springer.

Mills, K. A., Unsworth, L., & Exley, B. (2018). Sensory literacies, the body and digital media. In K. Mills, A. Stornaiuolo, A. Smith, & J. Pandya (Eds.), *Handbook of writing, literacies, and education in digital cultures* (pp. 26-36). London, UK: Routledge.

Unsworth, L. (2017). Image-language interaction in text comprehension: Reading reality and national reading tests. In Cl. Ng & B. Bartlett (Eds). *Improving Reading and Reading Engagement in the 21st Century: International Research and Innovation* (pp. 99-118). Singapore: Springer.

Mills, K, A., & Unsworth, L. (2017). Multimodal Literacy. In G. Noblit (Ed.), *Oxford research encyclopedia of education* (online pp. 1-32). New York: Oxford University Press. doi:10.1093/acrefore/9780190264093.013.232

Zhao, S., & Unsworth, L. (2017). Touch design and Narrative Interpretation: a social semiotic approach to Picture book Apps. In N. Kucirkova & G. Falloon (Eds.), *Apps, Technology and Younger Learners: International evidence for teaching* (pp. 89-102). London and New York: Routledge.

Mills, K, A., & Unsworth, L. (2016). The literacy curriculum: A critical review. In D. Wyse, L. Hayward, & J. Pandya (Eds.), *The Sage handbook literacy, pedagogy and assessment* (pp. 621-637). Thousand Oaks, California: SAGE.

Unsworth, L. (2015). Curriculum literacies: Accessing disciplinary discourses. In J. Turbill, G. Barton & C. Brock (Eds.), *Teaching writing in today's classrooms: Looking back to look forward* (pp. 262-280). Adelaide: Australian Literacy Educators' Association Ltd.

Unsworth, L. (2014). The image/language interface in picture books as animated films: A focus for new narrative interpretation and composition pedagogies. In L. Unsworth, & A. Thomas (Eds.), *English teaching and new literacies pedagogy: Interpreting and authoring digital multimedia narratives* (pp. 105-122). New York, NY: Peter Lang.

Unsworth, L. (2014). Towards a metalanguage for multimedia narrative interpretation and authoring pedagogy: A national curriculum perspective from Australia. In L. Unsworth, & A. Thomas (Ed.), *English teaching and new literacies pedagogy: Interpreting and authoring digital multimedia narratives* (pp. 1-22). New York, NY: Peter Lang.

Unsworth, L., & Bain, J. (2014). Empowering older adolescents as authors: Multiliteracies, metalanguage and multimodal versions of literary narratives. In L. Unsworth & A. Thomas (Eds.), *English teaching and new literacies pedagogy: Interpreting and authoring digital multimedia narratives* (pp. 191-212). New York, NY: Peter Lang.

Unsworth, L. (2014). Interfacing visual and verbal narrative art in paper and digital media: Recontextualising literature and literacies. In G. Barton (Ed.), *Literacy in the Arts: Retheorising Learning and Teaching* (pp. 55-76). New York, NY: Springer.

Unsworth, L. (2013). Point of view in picture books and animated film adaptions: Informing critical multimodal comprehension and composition pedagogy. In E. Djonov, & S. Zhao (Eds.), *Critical multimodal studies of popular culture* (pp. 202-216). London, UK: Routledge.

Unsworth, L. (2013). Interfacing comprehension of image-language interaction in state-wide reading texts and semiotic accounts of image-language relations. In C. Gouveia, & M. Alexandre (Eds.), *Languages, Metalanguages, modalities, cultures: functional and socio-discoursive perspectives* (pp. 177-198). Lisbon: Instituto de Linguistica Teorica e Computacional (ILTEC).

Ngo, T., & Unsworth, L. (2011). Vietnamese person reference system as an appraisal resource. In T. Le, & Q. Le (Eds.), *Linguistic diversity and cultural identity: A global perspective* (pp. 169-188). Hauppauge, NY: Nova Science Publishers.

Painter, C., Martin, J. R., & Unsworth, L. (2011). Organizing visual meaning: Framing and balance in picture-book images. In S. Dreyfus, S. Hood, & M. Steglin (Eds.), *Semiotic margins: Meaning in multimodalities* (pp. 125-143). London/ New York: Continuum.

Unsworth, L. (2010). Resourcing multimodal literacy pedagogy: Towards a description of the meaning-making resources of language-image interaction. In T. Locke (Ed.), *Beyond the grammar wars: A resource for teachers and students on developing language knowledge in English/ literacy classroom* (pp. 276-293). London, UK: Routledge/Taylor & Francis.

Unsworth, L., & Bush, R. (2010). Introducing multimodal literacy to young children learning English as a second language. In D. Cole, & D. Pullen (Eds.), *Multiliteracies in motion: Current theory and practice* (pp. 59-84). London/New York: Routledge.

Unsworth, L., & Cleirigh, C. (2009). Multimodality and reading: The construction of meaning through image–text interaction. In C. Jewitt (Ed.), *The Routledge handbook of multimodal analysis* (pp. 151-163). London, UK: Routledge.

Unsworth, L. (2008). Negotiating new literacies in English teaching. In L. Unsworth (Ed.), *New literacies and the English curriculum* (pp. 3-20). London/New York: Continuum.

Unsworth, L. (2008). Comparing and composing digital re-presentations of literature: Multimedia authoring and meta-communicative knowledge. In L. Unsworth (Ed.), *New literacies and the English curriculum* (pp. 186-212). London/New York: Continuum.

Unsworth, L. (2008). Explicating inter-modal meaning-making in media and literary texts: Towards a metalanguage of image/language relations. In A. Burn, & C. Durrant (Eds.), *Media teaching: Language, audience, production* (pp. 48-80). Kent Town, SA: Wakefield Press/AATE-NATE.

Unsworth, L. (2008). Multiliteracies and metalanguage: Describing image/text relations as a resource for negotiating multimodal texts. In D. Leu, J. Corio, M. Knobel, & M. Lankshear, C (Eds.), *Handbook of research on new literacies* (pp. 377-405). New Jersey, NJ: Erlbaum.

Unsworth, L. (2007). Multiliteracies and multimodal text analysis in classroom work with children's literature. In T. Royce, & W. Bowcher (Eds.), *New Direction in the the analysis of multimodal discourse* (pp. 331-360). New Jersey: Erlbaum.

Christie, F., & Unsworth, L. (2005). Developing dimensions of an educational linguistics. In J. Webster, C. Matthiessen, & R. Hasan (Eds.), *Continuing discourse on language: A functional perspective* (pp.217 - 250). London, UK: Equinox.

Unsworth, L. (2000). Investigating subject-specific literacies in school learning. In L. Unsworth (Ed.), *Researching language in schools and communities* (pp. 245-274). London, UK: Continuum.

Unsworth, L., & Christie, F. (2000). Developing socially responsible language research. In L, Unsworth (Ed.), *Researching language in schools and communities* (pp. 1-27). London, UK: Continuum.

Unsworth, L. (1999). Teaching about explanations: Talking out the grammar of written language. In A. Watson, & L Giorcelli (Eds.), *Accepting the literacy challenge*. Sydney NSW: Scholastic.

Unsworth, L. (1992). Evaluating reading materials. In B. Derewianka (Ed.), *Language assessment in primary classrooms*. Sydney, NSW: Harcourt.

Unsworth, L. (1991). *Towards a socially responsible reading pedagogy*. In F. Christie (Ed.), *Teaching critical social literacy: A project of national significance on the preservice preparation of teachers teaching English literacy*. Canberra, ACU: Department of Employment Education and Training.

Unsworth, L., Parker, R., Mason, J., & Nicoll, V. (1989). Macarthur reading team contributions. In K. Watson, W. Sawyer, & A. Adams (Eds.), *English teaching from a to z*. Milton Keynes: Open University Press.

Unsworth, L. (1986). Grouping for personalized learning and leaning centers and literacy development. In W. McVitty (Ed.), *Getting it together: Organising the reading/writing classroom*. Sydney, NSW: Primary English Teaching Association.

Unsworth, L. (1985). Personalising the teaching of reading: the significance of teacher made materials. In D, Burness. H. French, & F. Moore (Eds.), *Literacy: strategies and perspectives*. Adelaide, SA: Australian Reading Association.

Parker, R. L., & Unsworth, L. (1985). Critical reading instruction. In T. Husen, & T. N. Postlethwaite (Eds.), *The international encyclopedia of education*. Oxford, UK: Pergamon.

Unsworth, L. (1985). Close procedure applications to the assessment of silent reading. In L. Unsworth (Ed.), *Reading: an Australian perspective*. Melbourne, VIC: Nelson.

Unsworth, L. (1985). Muddling, modelling and meddling. In L. Unsworth (Ed.), *Reading: An Australian perspective*. Melbourne, VIC: Nelson.

Unsworth, L. (1982). The resource teacher role. In E. Funiss, & M. Holliday (Eds.), *This works for me*. Sydney, NSW: Primary English Teaching Association.

Articles

Unsworth, L., & Mills, K. A. (2020). English language teaching of attitude and emotion in digital multimodal composition. *Journal of Second Language Writing, 47*, 100712. doi: 10.1016/j.jslw.2020.100712

Unsworth, L., Cope, J., & Nicholls, L. (2019). Multimodal literacy and large-scale literacy tests: Curriculum relevance and responsibility, *Australian Journal of Language and Literacy, 42*(2),128-139.

Mills, K.A. & Unsworth, L. (2018). iPad animations: Powerful multimodal practices for adolescent literacy and emotional language. *Journal of Adolescent and Adult Literacy,* 61(6), 609-62.

Mills, K.A. & Unsworth, L. (2018). The multimodal construction of race: a review of critical race theory research. *Language and Education,* 32(4), 313-332.

Ge, Y., Unsworth, L. & Wang, K., Chang, H. (2018). What images reveal: a Comparative study of science images between Australian and Taiwanese junior high school textbooks. *Research in Science Education,* 48,1409-1431.

Ge, Y., Unsworth, L. & Wang, K. (2017). The effects of explicit visual cues in reading biological diagrams. *International Journal of Science Education*, 39(5), 605-626.

Cheng,F.-W., Unsworth, L. (2016). Stance-taking as negotiating academic conflict in applied linguistics research article discussion sections. *Journal of English for Academic Purposes,* 24, 43-57.

Ngo, T., & Unsworth, L. (2015). Reworking the appraisal framework in ESL research: Refining attitude resources. *Functional Linguistics,* 2(1), 1-24.

Unsworth, L. (2015). Persuasive narratives: Evaluative images in picture books and animated movies. *Visual Communication,* 14(1), 73-96.

Unsworth, L., & Ngo, T. (2015). The role of images in Vietnamese textbooks for the teaching of English as a foreign language. *Language and Life,* 231(1), 93-100.

Unsworth, L., & Macken-Horarik, M. (2015). Interpretive responses to images in picture books by primary and secondary school students: Exploring curriculum expectations of a 'visual grammatics'. *English in Education*, 49(1), 56-79.

Macken-Horarik, M., Sandiford, C., Love, K., & Unsworth, L. (2015). New ways of working 'with grammar in mind' in school English: Insights from systemic functional grammatics. *Linguistics and Education,* 31, 145-158.

Macken-Horarik, M., & Unsworth, L. (2014). New challenges for literature study in primary school English: Building teacher knowledge and know-how through systemic functional theory. Onomazein: Revista de linguistica, filologia y traduccion,(Special issue), 30(2), 230-251.

Unsworth, L., Meneses, A., Ow, M., & Castillo, G. (2014). Analysing the semiotic potential of typographic resources in picture books in English and in translation. *International Research in Children's Literature,* 7(2), 117-135.

Love, K., Sandiford, C., Macken-Horarik, M., & Unsworth, L. (2014). From 'bored witless' to 'rhetorical nous': Teacher orientation to knowledge about language and strengthening student persuasive writing. *English in Australia*, 49(3), 43-56.

Mills, K., Unsworth, L., Bellocchi, A., Park, J., & Ritchie, S. (2014). Children's emotions and multimodal appraisal of places: Walking with the camera. *Australian Journal of Language and Literacy*, 37(2), 171-181.

Unsworth, L. (2014). The persuasive narratives: Evaluative images in picture books and animated movies. *Visual Communications,* 14(1) 73-96.

Klein, P., & Unsworth, L. (2014). The logogenesis of writing to learn: A systemic functional perspective. *Linguistics and Education*, 26(1), 1-17.

Unsworth, L. (2014). Multimodal reading comprehension: Curriculum expectations and large-scale literacy testing practices. *Pedagogies: An International Journal,* 9*(1)*, 26-44.

Barton, G., & Unsworth, L. (2014). Music, multiliteracies and multimodality: Exploring the book and movie versions of Shaun Tan's The Lost Thing. *Australian Journal of Language and Literacy,* 37(1), 3-20.

Unsworth, L. (2013). Re-configuring image-language relations and interpretive possibilities in picture books as animated movies: A site for developing multi-modal literacy pedagogy. *Ilha do Desterro: a journal of English language, literatures in English, and cultural studies,* (64), 15-47.

Unsworth, L. (2013). Point of view in picture books and animated movie adaptations. *Scan*, 32(1), 28-37.

Bittman, M., Rutherford, L., Brown, J., & Unsworth, L. (2012). 'Digital natives?': New and old media and children's language acquisition. *Family Matters*. 91, 18-26.

Ngo, T., Unsworth, L., & Feez, S. (2012). Enhancing expressions of attitudes: achieving equity for international students in everyday communication. *Tesol in Context: Tesol as a Global trade, Ethics, Equity and Ecology, Online* (http://www.tesol.org.au/Publications/Special-Editions).

Chandler, P., Unsworth, L., & Obrien, A. (2012). Evaluation of students' digital animated multimodal narratives and identification of high performing classrooms. *Journal of Literacy and Technology,* 13(3), 80-128.

Rutherford, L., Bittman, M., Brown, J., & Unsworth, L. (2011). 'Digital Natives'?: New and old media and children's outcomes. *Australian Journal of Education,* 55(2), 161-175.

Chan, E., & Unsworth, L. (2011). Image-language interaction in online reading environments: Challenges for students' reading comprehension. *Australian Educational Researcher, 38*(2), 181-202.

Daly, A., & Unsworth, L. (2011). Analysis and comprehension of multimodal texts. *Australian Journal of Language and Literacy, 34*(1), 61-80.

Macken-Horarik, M., Love, K., & Unsworth, L. (2011). A grammatics 'good enough' for school English: in the 21st century: Four challenges in realizing the potential. *Australian Journal of Language and Literacy, 34*(1) 9-23.

Chandler, P., O'Brien, A., & Unsworth, L. (2010). Towards a 3D digital multimodal curriculum for the upper primary school. *Australian Educational Computing, 25*(1), 34-40.

Unsworth, L., & Chan, E. (2009). Bridging multimodal literacies and national assessment programs in literacy. *Australian Journal of Language and Literacy, 32*(2), 245-257.

Unsworth, L., & Chan, E. (2008). Assessing integrative reading of images and text in group reading comprehension tests. *Curriculum Perspectives*, *28*(3), 71-76.

Unsworth, L. (2008). Multiliteracies, e-Literature and English Teaching. *Language and Education, 22*(1), 62-75.

Unsworth, L., & Ortgias, I. (2008). Exploring the Narrative Art of David Wiesner: Using a Grammar Visual Design and Learning Experiences on the World Wide Web. *L1 Educational Studies in Language & Literature, 8*(3), 1-21.

Noad, B., & Unsworth, L. (2007). Semiosis in the Film Soundtrack: Aural Perspective and Social Distance in "The Queen" Film Trailer. *Literacy Learning: The Middle Years, 15*(2), 8-19.

Unsworth, L. (2006). Towards a metalanguage for multiliteracies education: Describing the meaning-making resources of language-image interaction. *English Teaching: Practice and Critique, 5*(1), 55-76.

Unsworth, L. (2006). Multiliteracies and a metalanguage of image/text relations: Implications for teaching English as a first or an additional language in the 21st century. In K. Cadman & K. O'Regan (ed), *Tales out of school: Identity and English language teaching. Special edition of TESOL in Context, S*(1), 147-162.

Unsworth, L., Thomas, A., & Bush, R. (2004). The role of images and image-text relations in group 'basic skills tests' of literacy for children in the primary school years. *Australian Journal of Language and Literacy, 27*(1), 46-65.

Unsworth, L. (2004). Comparing school science explanations in books and computer-based formats: The role of images, image/text relations and hyperlinks. *International Journal of Instructional Media, 31*(3), 283-301.

Unsworth, L. (2003). Re-framing research and literacy pedagogy relating to CD narratives: Addressing 'radical change' in digital age literature for children. *Issues and Educational Research, 13*(2), 55-70.

Unsworth, L. (2003). Rethinking research and literacy relating to CD-ROM narratives in classroom literacy and learning: articulating conventional and computer-based literacies. *Interpretations, 36*(1), 23-28.

Unsworth, L., Astorga, C., & Kaul, S. (2002). Exploring the development of a narrative of personal experience in adult second language writing: a systemic functional linguistic perspective. *TESOL in Context, 12*(2), 20-27.

Unsworth, L. (2002). Reading grammatically: Exploring the constructedness of literacy texts. *L1 Educational Studies of Language and Literature, 2*(2), 121-140.

Unsworth, L., & Wheeler, J. (2002). Re-valuing the role of images in reviewing picture books. *Reading: Language and Literacy, 36*(2), 68-74.

Unsworth, L. (2002). Changing dimensions of school literacies. *Australian Journal of Language and Literacy, 25*(1), 62-77.

Unsworth, L. (2001). Evaluating the language of different types of explanations in junior high school science texts. *International Journal of Science Education, 23*(6), 585-609.

Unsworth, L. (1999). Explaining school science in book and CD-ROM formats: Using semiotic analyses to compare the textual construction of knowledge. *International Journal of Instructional Media, 26*(2), 159-179.

Unsworth, L. (1999). Developing critical understanding of the specialised language of school science and history texts – A functional grammatical perspective. *Journal of Adolescent and Adult Literacy, 42*(7), 508-527.

Unsworth, L. (1997). "Sound" explanations in school science: A functional linguistics perspective on effective apprenticing texts. *Linguistics and Education, 9*(2), 199-226.

Unsworth, L. (1997). Scaffolding reading of science explanations: Accessing the grammatical and visual forms of specialised knowledge. *Reading, 31*(3), 30-42.

Unsworth, L. (1997). Some practicalities of a language-based theory of learning. *Australia Journal of Language and Literacy, 20*(1), 36-52.

Unsworth, L. (1997). Explaining explanations: Enhancing science learning and literacy development. *Australian Science Teachers Journal, 43*(1), 34-49.

Callow, J., & Unsworth, L. (1997). Equity in the videosphere: The importance of visual literacy. *Southern Review, 30*(3), 268-286.

Unsworth, L., & Lockhart, A. (1994). Literacy and learning in science: What's happening in the junior primary school? *Australian Journal of Language and Literacy, 17*(1), 212-226.

Unsworth, L. (1993). Multiple semiotic sources as scaffolding for young children's emergent reading of picture-story books. *Australian Review of Applied Linguistics, 16*(2), 1-14.

Unsworth, L. (1991). Linguistic form and the construction of knowledge in factual texts for primary school children. *Educational Review, 43(2)*, 201-212.

Unsworth, L., & Williams, G. (1990). Big books or big basals? The significance of text form in constructing contexts for early literacy development through shared reading. *Australian Journal of Reading, 13,* 100-111.

Unsworth, L. (1988). Whole language or procedural display? The social context of popular whole language activities. *Australian Journal of Reading, 11,* 127-137.

Unsworth, L. (1984). Meeting individual needs through flexible within-class grouping of pupils. *The Reading Teacher, 38,* 298-304.

Unsworth, L.C. (1982). Muddling, modelling and meddling – reading in the content areas. *Australian Journal of Reading, 5,* 6-18.

Scholarly contributions

Editorial roles

Role	Publication	Dates
Editor	Unsworth, L. (Ed.). (forthcoming). *Learning from Viewing and Creating Animations in School Science: Innovative Developments in Semiotic and Educational Research*. Cham, Switzerland: Springer.	2020

Editorial board memberships

- Journal of Adolescent and Adult Literacy
- Australian Journal of Language and Literacy

Invited reviewer

Assessor of Research Grant Applications:
- The Australian Research Council
- The Singapore Ministry of Education: National Research Foundation
- The National University of Singapore
- The Social Sciences and Humanities Research Council of Canada
- Invited Reviewer for Excellence in Research for Australia (ERA) 2018

Other

- 2019 appointed as consultant to the Singapore Ministry of Education core project: Integrating Multiliteracies into the English Language Classroom: Developing an Instructional Approach to Teach Multimodal Literacy (Critical Viewing and Effective Representing of Multimodal Texts) led by Dr Victor Lim, Nanyang Technological University of Singapore.
- 2017 appointed as consultant to a large research project at Nanyang Technological University in Singapore: 'Toward effective multimodal meaning-making with multimodal data in Geography through productive classroom talk'.
- 2016 (March) appointed as Visiting Research Fellow to the Singapore Ministry of Education on subject-specific literacy in school curriculum areas.
- 2016 appointed for a three-year term as consultant to the Academic Advisory Board of the English Language Institute at Kanda University of International Studies, Japan.
- 2008 invited "Distinguished National Scholar" as plenary presenter at the Australian Government Summer School for Teachers conducted in Sydney and in Perth.

Awards

- 2006 National Award by the Australian Government Minister for Education, Science and training for 'Outstanding Contribution to Improving Literacy.
- 2004 'Citation of Merit Award' Australian Literary Educators' Association.
- 2017 appointed Principal Fellow of the Australian Literacy Educators Association in recognition of significant contribution to the association and to the literacy community.