

**PROFESSOR LEN UNSWORTH**

# Contact information

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# Work history

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| --- | --- | --- |
| 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. Head, School of Development and Learning | University of Sydney | 2001-2004 |

**Education, fields of expertise and research supervision**

## E duc atio n

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| --- | --- | --- |
| Qualifications | Organisation | Year |
| 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 |
| Masters of Education | University of Sydney | 03/02/1986 |
| Doctorate (PhD) | University of Sydney | 03/06/1996 |

**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 semiotics in literary and literacy research and education

## Research s u pervision

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Candidate | Degree | Enrolled | Completed | Topic |
| McDonald, Lorraine | PhD | 1994 | 1999 | A case study of an apprentice in critical reading |
| Chan, Eveline | PhD | 1997 | 2005 | Semiotic mediation in the construction of abstract modes of meaning in children’s factual texts |
| Ngo, Thu | PhD | 2009 | 2014 | The Language of Evaluation in English and Vietnamese Spoken Discourse |
| French, Ruth | PhD | 2000 | 2013 | Teaching and Learning Functional Grammar in Junior Primary Classrooms |
| Hee Lee, Sook | PhD | 2000 | 2005 | Interpersonal features in the argumentative essays of EFL university students |
| Humphrey, Sally | PhD | 2004 | 2005 | Adolescent literacies for critical social and community engagement |
| Jones, Janet | Ed.D | 2000 | 2006 | Multiliteracies for academic purpose: Multimodality and Intersemiosis in University Science Texts |
| Alter, Frances | PhD | 2004 | 2008 | A cognitive perspective on the visual arts curriculum |
| Ann, Daly | PhD | 2006 | 2012 | Aboriginal and rural students’ comprehension and talk about image-language relations in reading tests |
| Adlington, Rachael | PhD | 2010 | 2017 | Young children’s online authoring: The techno-semiotic co-construction of blogs |
| Noad, Betty | PhD | 2006 | 2017 | Emotions in filmtrailers: A semiotic analysis of wordings, intonation and music. |
| O’Brien, Annemaree | PhD | 2008 | 2018 | Teaching primary students to design viewer perspective and interactive meaning in their animation stories |
| Watson, Lindall | PhD | 2006 | 2018 | Viewer engagement in children’s animated television shows: A systemic functional perspective |

**Funded research**

**Competitive g r a nts**

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

**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 book.

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.

## 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.

## Book chapters

Mills, K. A., Unsworth, L., & Barton, G. (in press, accepted 05.09.17). The multimodal communication of emotions in children’s film production. In R. Putulny, A. Bellocchi, S. Khorana, R. Olson, J. McKenzie, & M. Peterie (Eds.), Handbook of research on emotions. London, UK: Routledge.

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.

## Arti c les

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), 609-620.

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. (2017). What images reveal: a Comparative study of science images between Australian and Taiwanese junior high school textbooks. Research in Science Education, 1-23. doi: 10.1007/s11165-016- 9608-9.

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. 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](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., Borwn, 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. Noah, 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.

## Conferences

Unsworth, L. (2017) Interfacing systemic functional semiotics and alternative theoretical perspectives. Invited plenary presentation to the 13th ALSFAL, Latin American Systemic Functional Linguistics Association, National University of Cordoba, Argentina 15 – 17 November, 2017.

Unsworth, L. (2016) Touch technology in picture book i-pad apps: new forms of multimodal narrative art and literate practice. Invited plenary presentation Queensland University of Technology Literacies, Culture, and Digital Media Forum, Brisbane, 27th October, 2016.

Unsworth, L. (2016, September) Image-language interaction and the communication of evaluative stance: Towards critical multiliteracies in ELT. Invited plenary presentation to the XLI Annual FAAPI Conference for Teachers of English as a Foreign Language. National University of San Juan, Argentina.

Unsworth, L. (2015, September) Intersemiosis and interpretive possibilities in children’s literature and animated movie adaptations: A systemic functional semiotic perspective. Invited plenary address to the annual national conference of the Australian Systemic Functional Linguistics Association. The University of Queensland, Brisbane.

Unsworth, L. (2015, May) Comparing image-language relations in illustrated literary narratives and movie adaptations: Exploring different interpretive possibilities of ostensibly the same story. Invited plenary address to the The 2nd GDUFS-HKPU Multiliteracies Forum. Guangdong University of Foreign Studies, Guangzhou.

Unsworth, L. (2015, February) Multimodal Appraisal in Picture Books: Coupling and commitment in the deployment of typography, image and language. Invited plenary address to the annual Systemic Functional Linguistics Appraisal Symposium. University of New South Wales.

Unsworth, L. (2015, February). Inter-semiotic realization of Attitude in Picture Books: Exploring the evaluative resources of typography, image and language. Invited plenary address to the The 5th Polysystemic Language and Education Symposium. Hong Kong Polytechnic University.

Unsworth, L. (2014, June). Reconstructing viewer stance in animated movie adaptations of literacy picture books. ICOM International Conference on Multimodality, Hong Kong Polytechnic University.

Unsworth, L. (2014, April). Elevating empathy in animated movie adaptations of picture books: Exploring media-specific orientations to focalization, social distance and attitude. 41st International Systemic Functional Linguistics Congress, National University of Cuyo in Mendoza, Argentina.

Unsworth, L. (2013, October). Educational semiotics and Interpretive Response to Literature: Linguistics and visual semiotic perspectives on multimodal text interpretation and response pedagogy in the primary and secondary school. 9th International Congress of the Latin American Systemic Functional linguistics Association. Pontifcia Catholic University of Chile, Santiago.

Unsworth, L. (2012, September). Persuasive narrative: Point of view and evaluative stance in pictures books and animated movies. International Congress of the Latin American Systemic Functional Linguistics Association, Montevideo, Uruguay.

Unsworth, L. (2012, April). Visual/verbal complementarity and commitment in picture books and animated movies: informing multiliteracies pedagogy. Annual Regional English Language Centre Seminar, South East Asian Ministers of Education (SEAMOE), Singapore.

Unsworth, L. (2011, October). Describing image-language interaction as a resource for enhancing students’ comprehension and creation of multimodal narratives. International Congress of the Latin American Systemic Functional Linguistics Association, Santa Fe, Argentina.

Unsworth, L (2011, September). Exploring a ‘good enough’ description of image-language interaction for multimodal comprehension and composition pedagogy. National Conference of the Australian Systemic Functional Linguistics Association, University of New England, New South Wales, Australia.

Unsworth, L. (2011, July). Interfacing comprehension of image-language interaction in state wide reading texts and semiotic accounts of image-language relations. International systemic Functional Linguistics Association Conference. University of Lisbon, Portugal.

# Scholarly contributions and service

## Scholarly contributions

* 2017 - appointed Principal Fellow of the Australian Literacy Educators Association in recognition of significant contribution to the association and to the literacy community.
* 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.

* 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.