Part III
Applications to Pedagogy

Introduction

In Part III, four chapters examine text in different modalities and situations, but the main focus is on exploring appropriate analytical tools to achieve successful meaning-making strategies that enable texts to deliver context-specific information to particular target audiences.

In Chapter 10, Karagevrekis explores the multimodal nature of economics texts and how they present information. She examines each text for its meaning-making processes and the resources it makes use of, to reveal the distinction between genre and mini-genre. In Chapter 11, Starc focuses on the decoding of Slovene printed multimodal texts, by examining whether spontaneously gained reading strategies suffice to enable a person to become a competent and critical reader, one that can be aware of how different semiotic systems interact to produce a coherent text. In Chapter 12, Jones proposes a two-step procedure for reading published academic text. She draws on the textual (theme–rheme) and interpersonal (given/new) frameworks of SFL to unpack the thematic and information structures of two seminal academic articles in terms of their coherence for the student reader. In Chapter 13, Martin and Dreyfus explore classroom interaction enacted within the ‘Sydney School’ genre pedagogy. They demonstrate that continuous action research within the educational setting has led to an expansion of SFL as a theory of genre and to further insights into how effective it can be when applied within the education sector.