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## INTEGRATING COGNITION AND GENRE IN THE TEACHING OF READING IN AN ESP CONTEXT

### Abstract

The overall aim of this article is to propose a brief reflection upon the implications of cognitive and discursive theories for the teaching of reading. At the outset of the paper, we present a discussion on how the teaching of reading in EFL has developed over the past decades, particularly in the context of English for Specific Purposes (ESP) in Brazil. We argue that the introduction of novel proposals in this scenario, influenced by recent theoretical insights, does not have necessarily to imply a rupture from previous approaches. On the contrary, an informed articulation between such proposals can be theoretically consistent, having positive effects upon pedagogical practices, regarding the teaching of reading. We firstly focus on psycholinguistic and cognitive-based models of the reading process – and their emphasis on reading strategies – and then on genre-oriented and socio-interactive trends within the same field. It is argued that to privilege one line over the other, on account of a particular current fashion or theoretical purity, prevents one from exploring pedagogically the multidimensional nature of meaning construction, which involves both cognitive and socio-discursive elements. An integrated approach articulating the cognitive and the socio-discursive dimensions of reading within a genre-oriented framework is defended.

### Key words

English for Specific Purposes, reading, genre, cognition, strategies.

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