



## This Issue

This issue pays special attention to questions related to the teaching of reading in a foreign and in the native language in three articles. Nunes's emphasizes the role of dialogue in the process of meaning construction and in establishing criteria for evaluation by discussing dialogues connected with reading tests specifically planned to encourage readers to interact with the text. The results of Retorta's study involving non-native students of English aiming at investigating the mental processes that examinees go through when facing a multiple choice and a cloze test, indicate that not only reading strategies, but also other kinds of strategies are developed in trying to reach correct answers. The third article by Enriquez and Llarenas, in the context of teaching Spanish as a first language, deals with the preparation and application of an instrument for the teaching of reading - the diagram of boxes - used for developing the capacity to comprehend, write and compose oral texts of different kinds. Khuwaileh discusses the importance of developing the writing capacity in the context of English for Academic Purposes and reports on the results of a study aiming at establishing the role of the learner in the development of the capacity to identify mistakes by means of a certain type of classroom interaction with Arab students in a Higher Education Institution. This article, as well as those of Nunes and of Enriquez and Larenas, may be of interest also for the discussion of questions relating to classroom interaction. Lastly, Gonzalez deals with the creation of terminology in specialized areas such as electronics and telecommunications and by means of a representative corpus analyses the special discourse of these disciplines.

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