

AVIS DE RECHERCHE

Dr Karen Leah Whalen of the Department of French Studies, York University, Ontario is one of our panel of readers and advisers, in which capacity she sent me an outline of her interests, and a challenging article from *Language Learning* 45:3 (September 1995): 381-418, « L1 and L2 Writers' strategic and Linguistic Knowledge: A Model of Multiple-level Discourse Processing ». Her intention was to acquaint me better with her range of interests and so guide me in my distribution to referees of articles submitted for publication in *Cahiers*. But the paragraph in her letter, « In addition to the areas of Written Discourse Analysis and L2 Acquisition, I am currently doing work in Classroom Observation, Collaborative Learning, and Teacher Action Research », seemed worth wider dissemination. As for the article, you may judge, I think, from: « This view of L2 writing competency suggests the need for individual diagnosis and intervention in developing L2 writing competency. Second language writing instruction should base all intervention on an initial diagnosis of each student's strengths and weaknesses, both linguistic and strategic » (411). Karen has also compiled a bibliography on Classroom Centered Research for distribution, extension, and dissemination among interested colleagues, who are invited to contact her at Department of French Studies, York University, 4700 Keele Street, North York, Ontario, Canada M3J 1P3.