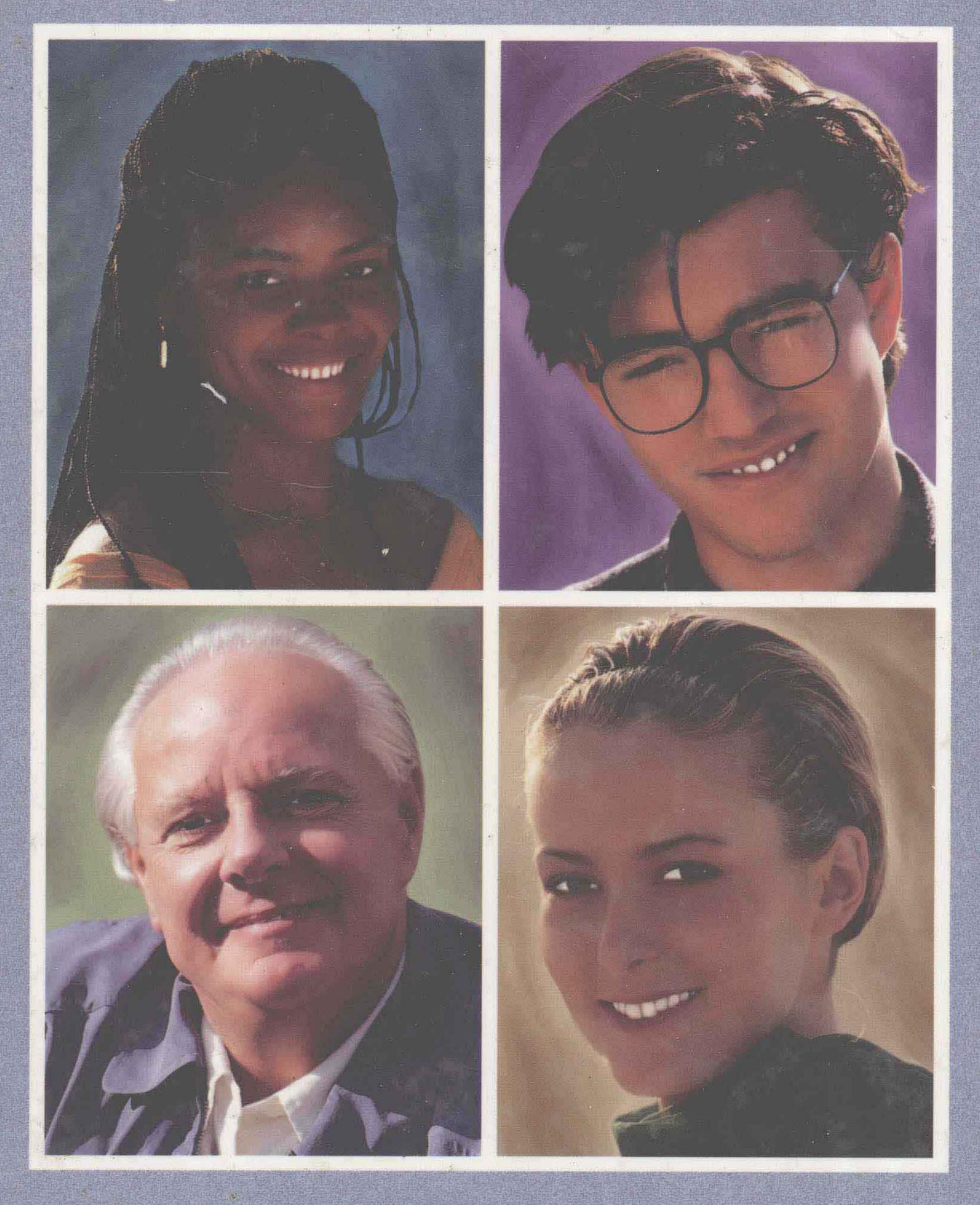
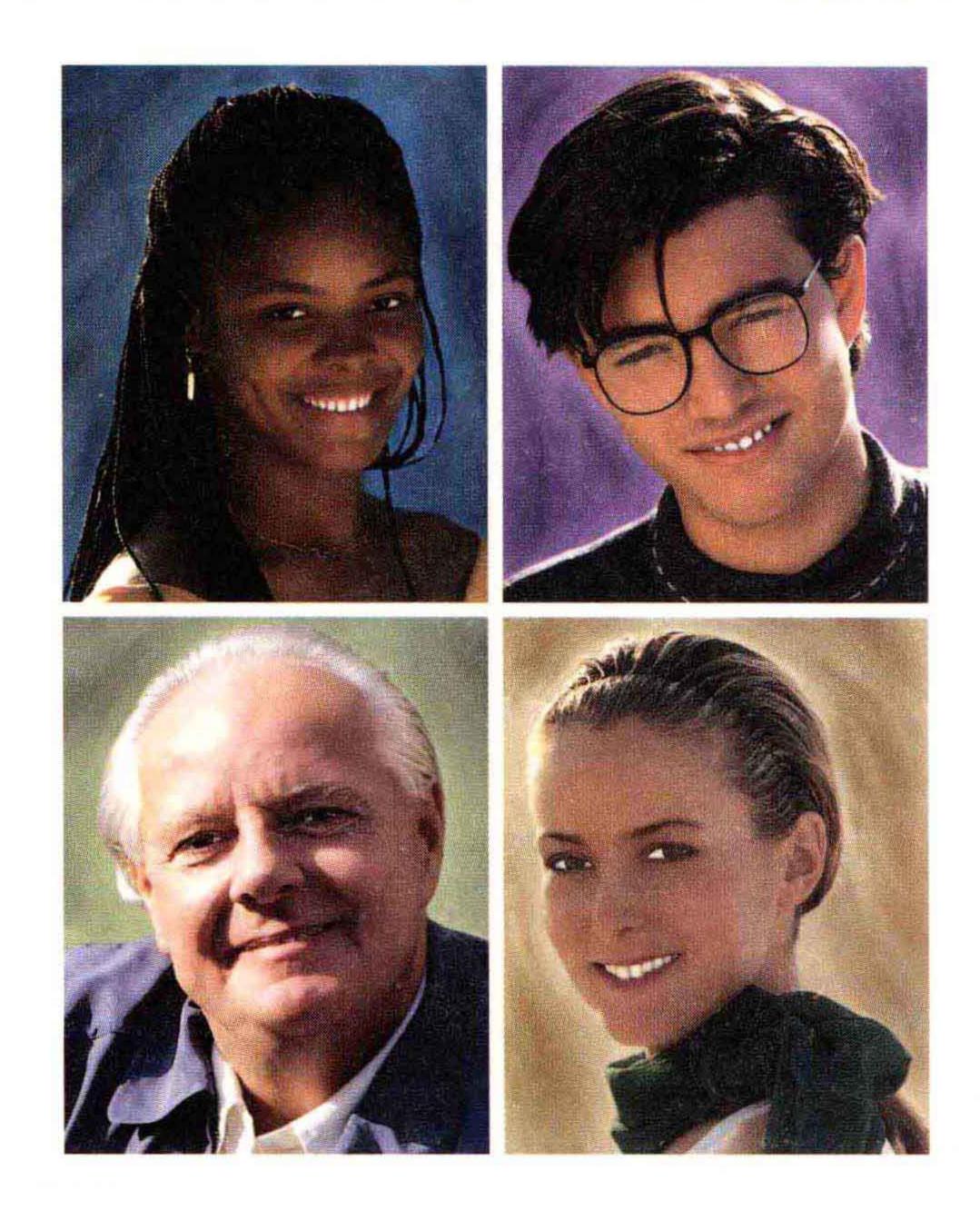
wendy w. allen • nicole fouletier-smith



Daralle les communication et culture

parallèles

communication et culture



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Overview

Parallèles is an introductory French program that offers an exciting and innovative approach to language and culture. Its primary objective is to help students develop the ability to learn French as they obtain and exchange information on a wide variety of topics.

Parallèles provides mutually reinforcing linguistic and cultural tools that enable students to negotiate the subtleties of their native, as well as the target, language and cultures. As its title indicates, **Parallèles** encourages students to explore a series of interrelationships central to becoming proficient in language and culture: the parallel between learning a language and learning about cultures, the similarities and contrasts between the English and French languages; the parallels and divergences among cultures.

Highlights

The *Parallèles* program is a comprehensive teaching and learning package that includes video and CD-ROM, and that offers the following features:

- Integration of language and culture. Parallèles develops students' linguistic skills in tandem with their conceptual and cultural knowledge. Complete integration of language and culture gives students the in-depth understanding they need to become effective speakers of the language. Throughout each dossier, cultural topics are linked to language, and linguistic material is presented within an informative cultural framework. The development of students' cultural and conceptual schema gives them a framework for using language as a tool to learn new information and prepares them for increasingly sophisticated linguistic production.
- Method for teaching culture and development of skills of cultural observation and analysis. Parallèles provides a method for developing cultural proficiency. Learning about culture is more than acquiring facts. It is a process of discovery that builds upon what students already know and on their own cultural schemas. The process of learning about culture and acquiring cultural proficiency begins at the opening of each dossier with a phase of observation in which questions about students' own culture prompt them to focus on relevant cultural features and activate their background knowledge. This process is expanded in the Parallèles? section of each dossier, which provides students with the basic tools for observing and analyzing cultural behaviors, attitudes, and values in their own and other cultures. Students

move from the phase of asking questions and gathering

information to a phase of reflection and analysis by drawing comparisons and making contrasts. At the close of each *dossier*, a simple discussion/writing activity focusing on cultural issues (*Lu et entendu*) guides students into the final phase of synthesizing information. In this way, the cultural apparatus of *Parallèles* develops skills that enable students to think critically about their own culture and to reflect on the meaning of cultural similarities and differences.

- Contextualized presentation and practice of vocabulary.
 Vocabulary presentations (Contextes sections), structured around engaging, culturally authentic visual and linguistic contexts, provide an enriched environment for learning and practicing new vocabulary and for recycling previously taught language.
 Additionally, the Contextes sections facilitate language learning by providing a framework for new linguistic information. Every Contextes section begins with a broad view of the topic in question and relates each aspect of the vocabulary presentation to larger cultural themes. Culturally authentic material—photos, realia, and artwork—serves as a visual reference that helps students retain the new information.
- Streamlined, functional grammatical syllabus. The scope and sequence of grammatical topics in **Parallèles** is dictated by the communicative needs of beginning students and by the cultural topics presented. This streamlined, functional grammatical syllabus facilitates an enhanced classroom emphasis on communication and content.
- Abundant activities for practice and personalized expression. The **Parallèles** program provides an abundance of activities in lively visual, communicative formats. Practice materials in the opening vocabulary sections (Contextes) give students ample opportunity to use newly acquired (as well as previously learned) words and expressions in a variety of contexts. Exercises in the grammar section (Outils) develop students' ability to use linguistic structures for direct communicative purposes and provide an additional mechanism for recycling new dossier vocabulary.
- Focused attention on skill development. The Découvertes section at the close of each dossier brings together cultural themes and language functions. Here students develop broader communicative and cultural skills as they work through a varied repertoire of activity types, including true-false; matching; autograph; ranking, ordering and classifying; completing grids and matrices; predicting and hypothesizing; describing and narrating; planning. For example, in Dossier 3, which presents the geography of French-speaking countries, students learn to "read" maps, graphics, and other visuals; they learn to organize and present information to a particular audience, and they develop the ability to describe key characteristics for their own country to a visitor from another country.

Preface

• In-text audio component. The En direct sections are a series of carefully sequenced audio materials that provide regular opportunities for students to hear native speakers of French in an authentic environment. They include a varied repertoire of aural text types, including brief exchanges and longer conversations between two or more speakers; public announcements; weather forecasts and radio broadcasts; speeches and other monologues. The two En direct activities at the end of the Contextes section recycle newly learned vocabulary in an aural format and focus on global content. The two En direct activities in the Découvertes section at the end of each dossier guide students in listening for important details as well as for global content.

• Attention to issues of diversity in France and the Francophone world. The ethnic, racial, and cultural diversity within France and the Francophone world are integrated throughout **Parallèles**. Students begin learning about basic geographical, historical, and cultural features of the Francophone world in *Dossier 2*, and they expand their knowledge and understanding of Francophone peoples throughout the **Parallèles** program. Following **Dossier 14**, the **Bilan:** D'un parallèle à l'autre presents a stimulating display of factsheets, maps, and photos of the many Francophone areas. The information-gathering activities in the **Bilan** (and in the D'un parallèle à l'autre sections at the end of every dossier) enable student to explore and think critically about the Francophone world while practicing the basic functions taught throughout the text: asking and answering questions, describing, narrating, expressing feelings and opinions.

Dossier organization

The *Parallèles* program consists of 14 *dossiers* and the *Bilan*. Each *dossier* is organized as follows:

Objectives

Each dossier opens with a clear statement of realistic cultural, functional, and structural goals for students.

D'une culture à l'autre

Two or three concise questions prompt students to think about a particular aspect of their own culture. This advance organizer focuses students' attention on relevant cultural schema, which serve as a foundation for building their knowledge and understanding of the target cultures. Beginning with *Dossier 3*, the questions in *D'une culture à l'autre* are in French.

Contextes

This section provides a richly contextualized, cultural framework for learning and practicing the *dossier* vocabulary. New material is

presented within two to four thematic groupings, which make lavish use of photographs, line illustrations, and authentic documents. Brief dialogues and narratives, captions, and other discourse samples complement the visual presentations with linguistic contexts similar to those a new speaker of French would encounter in a variety of everyday settings. Within each grouping, À votre tour vocabulary activities provide abundant practice of a new lexical material in varied, lively contexts. While these activities focus on practicing new linguistic material, they also develop students' emerging awareness of cultural features relative to the *dossier* themes.

Following the thematic presentations, two *En direct* listening activities recycle vocabulary in an authentic conversational framework and give students the opportunity to practice global listening skills.

Parallèles?

This section is designed to help students develop the skills they need to observe, analyze, reflect on, and understand both their own and Francophone cultures. An array of authentic visual and linguistic texts provide the foundation for students' initiation into the process of cultural analysis. In the first phase (*Observer*), students develop and sharpen their basic skills of observation by examining the texts in question, The second phase (*Réfléchir*) guides them in thinking about and discussing cultural divergences and parallels. No other introductory French program currently available offers a feature so uniquely designed to develop students' cultural awareness and analytical skills within a linguistic framework.

Outils

The *Outils* section presents and practices the structural tools students need to communicate effectively and accurately. Four or five *outils* (basic grammatical structures) are included in every dossier, each one followed by several brief exercises (À *votre tour*) that give students immediate practice of each new point within a carefully focused, contextualized framework. The final *outil* in *Dossiers 1–7* treats a key aspect of French pronunciation or intonation.

Découvertes

In this section students extend and refine their knowledge and understanding of the cultural theme through a series of special culture-based listening, speaking, reading, and writing activities that reflect real-world language use. (Skill development in the *Découvertes* section is entirely driven by the cultural and functional topics of the *dossier* and does not necessarily follow the sequence outlined below.)

- Listening. The En direct activities in this section further develop students' global listening skill while sharpening their ability to glean specific information from a variety of authentic aural texts.
- Speaking. Open-ended speaking activities based on naturally occurring discourse situations or authentic written texts provide opportunities for students to express and discuss their own needs, interests, and ideas. Gradually students acquire the ability to discuss common social and cultural issues in a larger context.

Preface

 Reading. Students develop their ability to read a rich variety of high-interest, authentic French texts, from simple documents such as schedules, invitations, and advertisements to the extended discourse of brochures and guidebooks, newspaper and magazine articles, letters, diaries, poems, and literary narratives.
 Reading activities guide students to focus on the important features of each text and to develop strategies for identifying its general meaning and for extracting specific information from it.
 Students also learn to appreciate the power and beauty of language.

 Writing. In every dossier a series of step-by-step activities guides students to communicate in written French. Following a processoriented approach, students learn to define their purpose and their audience as they compose messages and memos, postcards and letters, journals and diaries, simple expository paragraphs and brief essays, and a variety of other texts designed to meet specific communicative purposes.

The *Découvertes* sections provide abundant opportunities for skill-chaining and whole language use. For example, reading tests may lead to writing, but also to discussion. Listening frequently provides a springboard for conversation, but may also serve as a natural occasion for note-taking. Speaking almost always involves periods of listening, but there are situations in which writing serves to prepare spoken discourse. These varied linguistic skills are always driven by a cultural and communicative purpose. For example, in *Dossier 3*, having studied the geography of France, students learn to describe their own country to a visitor from a Francophone country.

In addition, every *Découvertes* section provides a series of materials that help students to synthesize what they have learned. These include:

- ➤ D'un parallèle à l'autre is an information-gathering activity that refer students to the fact sheets on Francophone regions in the Bilan (after Dossier 14). This activity gives students the opportunity to practice the linguistic functions taught in the dossier and to explore its theme as it applies to the larger Francophone world.
- ➤ Découvertes du passé. This boxed cultural feature, consisting of a brief text accompanied by a visual (photo, historical document, or reproduction of an illustration or painting), relates the cultural theme to its historical context. Through this feature, students learn that a country's past shapes and defines its present.
- ➤ Lu et entendu. At the close of each Découvertes section, this simple activity prompts students to review and synthesize the key cultural concepts studied in the dossier. The activity lends itself either to discussion or written preparation.
- Le mot juste. Every dossier concludes with Le mot juste, a semantically organized listing of new active words and expressions in the dossier, grouped (for ease of reference) to correspond to the Contextes sections of the dossier.

Components of the Parallèles program

Student Text or Student Text/Cassette Package

Parallèles is available for purchase with or without two sixty-minute cassettes that contain recordings of the in-text *En direct* sections. The *En direct* sections are also recorded for departmental language labs free of charge. Please use the correct ISBN when ordering through your campus bookstore.

Student Text: 0-13-249889-8 Text/Cassettes: 0-13-337593-5

Annotated Instructor's Edition

Marginal annotations in the *Annotated Instructor's Edition* include extensive presentational strategies and activities for the *Contextes* and *Parallèles?* sections, expansion exercises and a printed tapescript for certain *En direct* sections. Additional tips and hints suggest effective classroom techniques.

Customized components

Each of the following print components can be custom published to your individual specifications. *The Prentice Hall Customized Components Program* assists departments by adding course syllabi, readings and activities, and other printed materials to existing *Parallèles* components.

Cahier d'activités

The organization of the *Cahier d'activités* (containing listening comprehension, reading, writing, and video activities) parallels that of the main text. This innovative multimedia manual contains additional audio recordings that practice material introduced in the *Contextes* and *Outils* sections of each dossier of the classroom text. In addition, each *dossier* in the *Cahier* includes a variety of exercises and task-based activities and is completely integrated with the classroom text.

Video

Prentice Hall and SIIS Agence Interimage in Arcueil, France, have collaborated to provide timely, comprehensive, and authentic video materials to enhance your presentation of language and culture. Optional pre-viewing, while-viewing, and post-viewing activities appear in the third section of the *Cahier d'activités*. The sixty-minute video is available free of charge to departments that adopt *Parallèles*.

CD-ROM

Parallèles is the first college French program to offer fully integrated CD-ROM materials. Developed for both the IBM and Macintosh platforms, **Multimedia Parallèles** contains over forty authentic television clips and enables students to slow speech, repeat phrases with the help of a native-speaking voice tutor, look up unknown words and phrases, record and listen to their own voices, and view translations of recorded material—all with the click of their mouse!

Testing Programs

Parallèles offers two complete testing formats: a discrete-point testing program with a focus on grammatical accuracy, and a more communicatively driven testing program. Every test is organized by skill and employs a variety of techniques and activity formats to complement the text. Instructors are encouraged to mix and match, add and delete, and to experiment with the innovative testing materials made available with **Parallèles**.

Instructor's Resource Manual

The *Instructor's Resource Manual* includes course syllabi, suggestions for lesson plans, a full *Tapescript* for the *Lab Cassettes*, tips for using video successfully in and out of the foreign language classroom, and a bibliography of sources for additional cultural information. Coordinators are encouraged to take advantage of the *Prentice Hall Customized Components Program* and add to the instructional materials made available with *Parallèles*.

Transparencies

Fifty beautiful transparencies with maps, illustrations, photographs, and realia provide visual support materials for the program. The transparency set will be expanded periodically as additional transparencies are requested and developed. A list of specific images available on transparency can be provided by your local service representative.

The Prentice Hall Library for Graduate Teaching Assistants

In recognition of the rising costs of books, shrinking departmental budgets, and continuous requests by supervisors to photocopy our publications, Prentice Hall offers complimentary copies of selected methods and applied linguistics titles to departments adopting *Parallèles*. Please review our Foreign Language Catalog for a listing of titles available.

The publication of *Parallèles* culminates years of planning and fine-tuning—interacting with instructors and students to invent a new mix of pedagogical techniques and activities that will ensure an inspiring and successful language-in-culture learning experience. The program is the result of the efforts and collaboration of numerous friends and colleagues, many of whom took time from other commitments to assist us with suggestions during the development of the manuscript.

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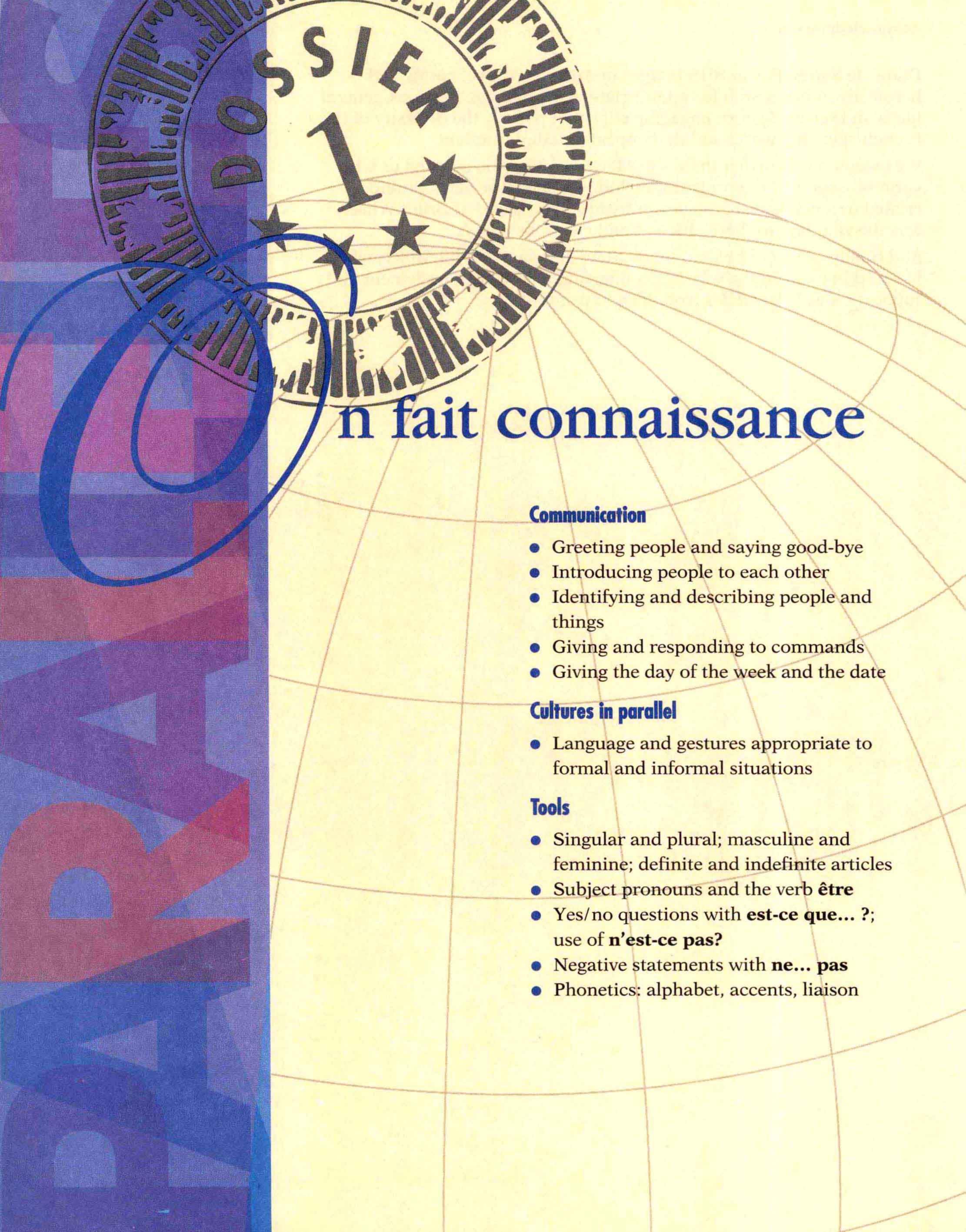
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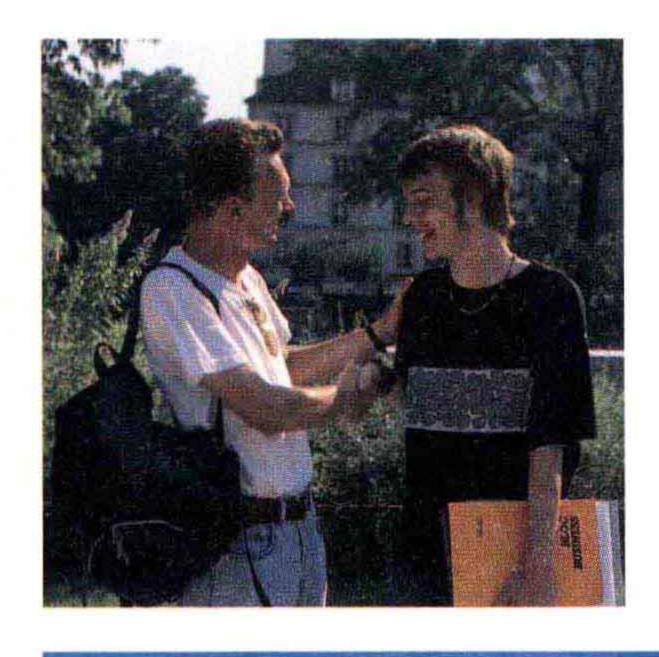
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Contextes



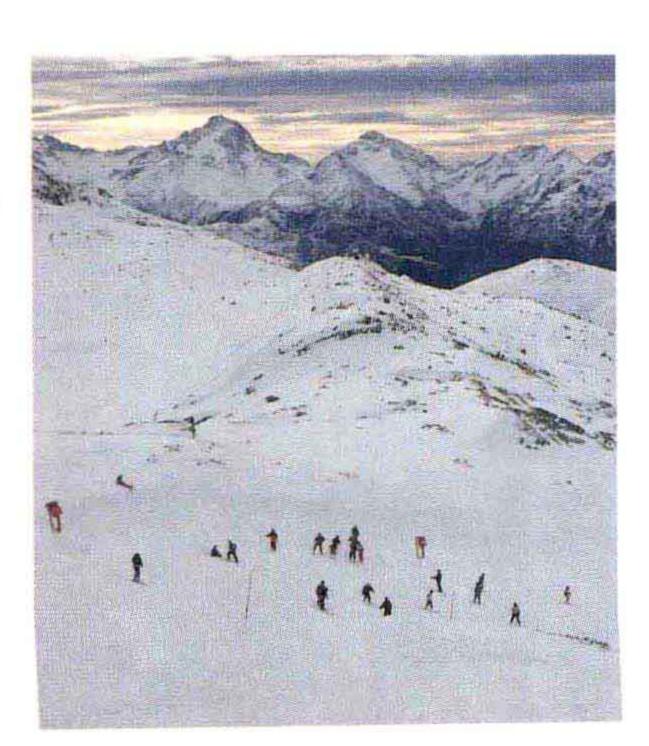
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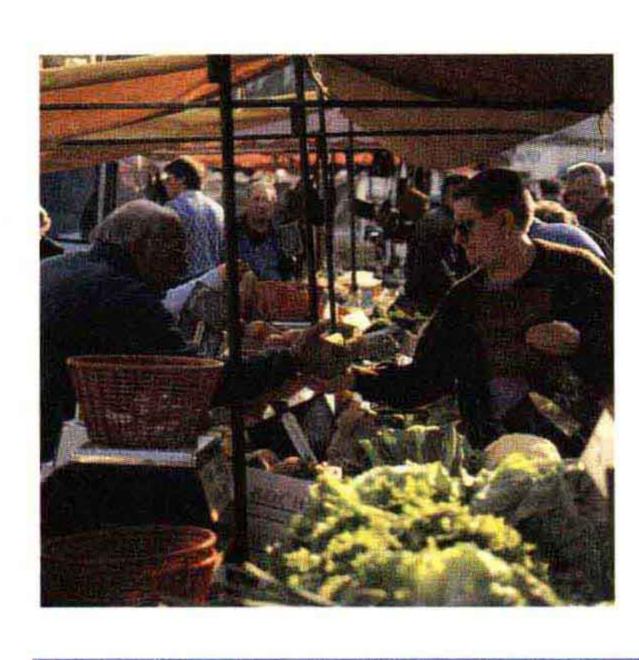
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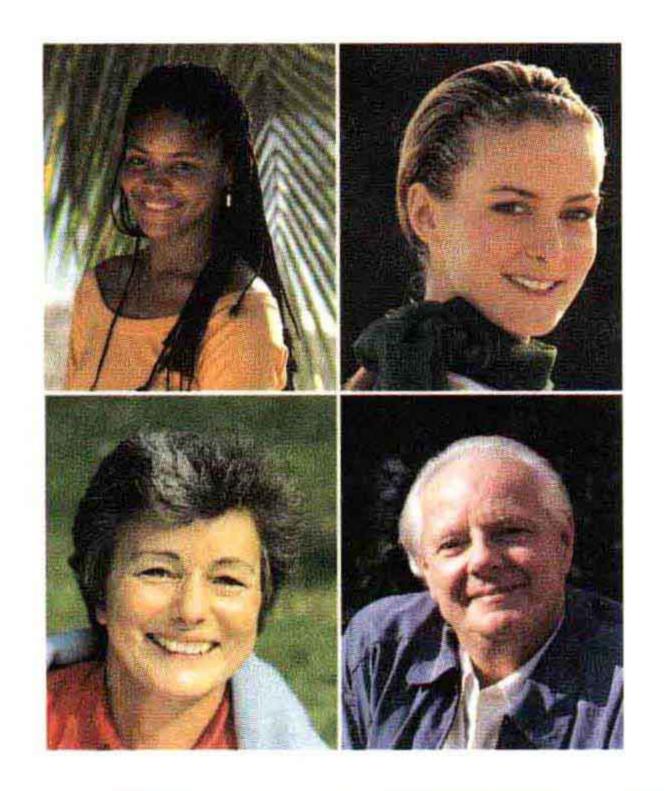
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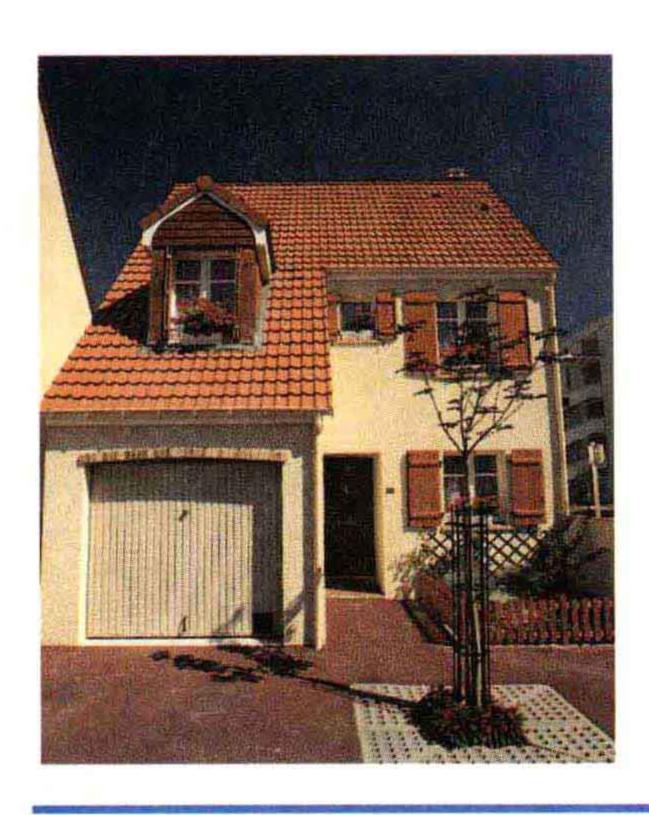


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