6. INTEGRATED SKILLS

Set reading


6.1. Definition

The integration of skills can be defined as the combination of two or more skills within a communicative task.

6.2. Justification

By integrating skills we make classroom work closer to real life, where more often than not we integrate more than one skill. In addition, some concrete reasons are given by Read (1985):

- Continuity
- Realism
- Appropriateness
- Variety
- Recycling
- Confidence.

6.3. "Input" before "output"

Most of the combinations of skills exemplify the usefulness of presenting a receptive-interpretative skill before asking students to produce something, that is to say, providing "comprehensible input" before asking students for any "output". In this sense, it is advisable for listening to precede speaking or reading to precede writing.

6.4. Practical suggestions

Throughout the term we have suggested some useful combinations of two skills, which we summarise here:

- Listening and speaking
- Listening and reading
- Reading and writing
- Speaking and writing
- Listening and writing.

If we want to combine more than two skills, some useful sequences are the following (cf. Read 1985:73):

- Speaking → Reading → Writing → Speaking (→ Writing)
- Listening → Writing → Speaking → Writing
- Reading → Writing → Listening → Speaking (→ Writing)
- Listening → Speaking → Reading → Writing

We can notice that more often than not we begin with a receptive-interpretative skill to continue with a productive one. Likewise, writing seems to be always a recommendable "rounding-off".
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