

# A taxonomy of jigsaw activities for language teaching

## Input stage

### **Text source**

1. teacher selected (e.g. coursebook jigsaw)
2. learner selected (e.g. bring-a-story jigsaw)
3. learner researched (e.g. internet jigsaw)

### **Text type**

1. non-pedagogic—not designed for learners (e.g. from news website)
2. pedagogic—designed for learners (e.g. from coursebook)
3. metalinguistic (e.g. texts on related areas of grammar, or guidance on writing a CV)

### **Text medium**

1. written (e.g. reading jigsaw)
2. aural (e.g. listening jigsaw)
3. video (e.g. YouTube jigsaw)

### **Text difference**

1. multiple texts on same topic (e.g. case studies)
2. same text with internal differences (e.g. spot-the-difference texts)
3. fragmented text (e.g. story jigsaw)
4. different code (i.e. language)
5. different texts within the same genre (e.g. formal letters)

## Time gap between stages

1. none (as in a typical reading jigsaw)
2. stage 1 completed before class (e.g. flipped jigsaw)
3. stages 1 and 2 completed in different lesson (e.g. recall jigsaw)

## Communication stage

### **Group size**

1. pairs (2-text jigsaw)
2. groups (3-4 text jigsaw)
3. whole class (whole class jigsaw)

### **Interaction dynamic**

1. seated together in pairs or groups
2. mingle (e.g. whole class jigsaw)
3. IT-mediated (e.g. Skype jigsaw)

### **Communication type**

1. retell (e.g. retelling a story or joke for pleasure)
2. structured (e.g. to answer comprehension questions)
3. synthesis (e.g. to order text fragments)
4. task (e.g. to solve a problem)
5. pedagogic activity (e.g. improve a CV, complete a fill-the-gaps activity)
6. preparation (e.g. to prepare for a presentation or assessment activity)

