

Academy of Language Studies  
UiTM Cawangan Pulau Pinang

# e-Lingua

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*Connecting Cultures  
One Word at a Time*

你好

Apa Khabar?

Bonjour

Hello

مرحبًا

Hallo

こんにちは



# 4Ts (Train, Tell, Teach, Test): A Cooperative Learning Approach

LEOW MIN HUI

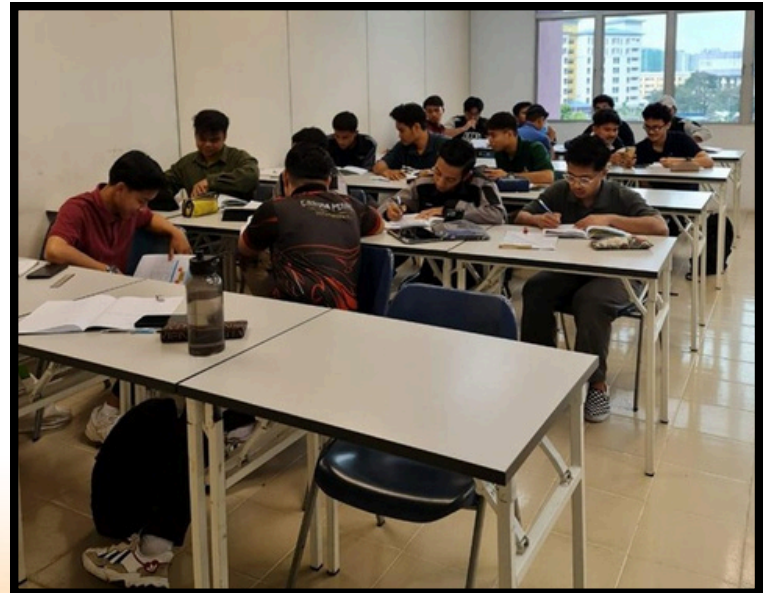
ACADEMY OF LANGUAGE STUDIES, UITM CAWANGAN PULAU PINANG

Cooperative learning involves students collaborating in small groups, with peer support, to achieve shared learning objectives. Among the widely used cooperative strategies is the Jigsaw method. In this approach, students are initially grouped to discuss a specific section of the material with peers who studied the same content. They then regroup into diverse teams, where each member teaches their assigned segment, enabling the group to comprehend the entire material collectively.

Nevertheless, not all cooperative learning strategies are appropriate for use in different learning settings, including the Jigsaw method. Consequently, modifications are necessary to completely demonstrate the efficacy of a specific cooperative learning strategy applied in a specific learning setting. In the context of a foreign language classroom, extensive reading has been widely practised by learners to foster their confidence in reading and understanding the target language. However, learners are unable to engage with the text with the necessary linguistic

proficiency if they are approaching it inappropriately. It is the responsibility of educators to introduce learners to a practical reading method that will ensure effective comprehension of the text. Apparently, cooperative learning approaches have been proven to be applicable in foreign language learning. By integrating cooperative learning into the reading activity in the foreign language classroom, 4Ts (Train, Tell, Teach, Test), a new approach to cooperative learning, offers a series of ideas with a particular integration of teamwork and literacy, which is believed to have contributed to the development of foreign language literacy instruction.

4Ts has been proposed and implemented in a Chinese as a Foreign Language (CFL) classroom at Universiti Teknologi MARA (UiTM) Cawangan Pulau Pinang. It is a modified and enhanced version of the Jigsaw method. Essentially, the “Tell” and “Teach” components in the 4Ts are adapted from the traditional Jigsaw method, where each student becomes an expert on a specific segment of content,



*“Train” stage, where students engage with the reading material independently*

**discusses and then shares that knowledge with peers. Whereas the “Train” and “Test” components are new additions designed to enhance the traditional Jigsaw method by emphasising the importance of individual learning and self-reflection, which is particularly beneficial in the context of foreign language learning.**

*Students are moving to the assigned group for cooperative learning*



**Specifically, the “Train” stage is the initial phase where each student independently familiarises themselves with the entire material, laying the groundwork for effective segmentalised peer discussions later. The aim is to ensure that students acquire a comprehensive understanding of the entire text, rather than focusing solely on one segment. Understanding a language context is significant in reading or comprehending a text. This is important because essential or related information might be in other sections. If students only read a single part without considering the whole, they may overlook key details that could significantly deepen the comprehension of their designated segment.**

**The “Test” stage is the final phase of the 4Ts process, emphasising self-reflection for continuous learning and supporting teacher evaluation. In this stage, students work in their peer groups to complete test sheets, with the option to assist one another throughout the process. Even if students appear to have mastered the material after discussions with various peer experts responsible for different segments of the text, the teacher and students themselves may still wish to evaluate their level of understanding. Beyond merely evaluating their mastery level, this stage encourages reflective thinking and problem-solving, helping to reinforce knowledge and identify areas for improvement to ensure ongoing learning.**

**Overall, the 4Ts is designed as a progressive process that leads students from a superficial grasp to deeper comprehension. Unlike the traditional Jigsaw method, the shift from surface-level understanding to deep insight is less pronounced. The originality of the 4Ts idea was reviewed by the Intellectual Property Corporation of Malaysia (MyIPO), which subsequently issued a copyright certificate.**

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