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# Fryer Model on Vocabulary Learning

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***Abstract*—This study examined the impact of utilizing the Fryer model technique to enhance vocabulary acquisition among new students at Jordan's Othman bin Affan Secondary School as a component of reading proficiency. The sample for this research consisted of 128 male students in the ninth grade during the 2023–2024 academic year. The sample was evenly allocated into two groups: the control group and the experimental group. The experimental group participated in an educational program utilizing the Fryer model, compared to the control group, which adhered to the more conventional curriculum. The data were acquired and structured using a quantitative approach. The pre- and post-assessments were intended to evaluate how the pupils performed before and after the training program. The analysis' findings revealed a notable improvement in the results of the experimental group compared to the control sample. The inadequate results of the control group were due to the group's insufficient understanding of the Fryer model since they were not taught using this method.**

***Index Terms*—Fryer model strategy, vocabulary learning, reading skill, ninth grade, action pack English curriculum**

## I. Introduction

In today's world of rapid development and worldwide connectivity, where English is the lingua franca, learning English vocabulary has become crucial for everyone. After all, learning a large vocabulary opens up a world of opportunities for both career and personal growth. It plays a crucial role in acquiring a foreign language and improving reading, writing, and communication skills. Vocabulary helps students understand minor cultural differences between words, enhancing their enjoyment and comprehension of the target language (Ambu-Saeedi & Al-Bloushi, 2011; Fandy & Ghedan, 2011; Harmon et al., 2009; Linse & Nunan, 2005; Nunan, 1991). According to Nunan (1991), it is difficult to understand communication without a broad, adequate vocabulary. Thus, developing our communication skills enhances our cognitive abilities and helps us better comprehend and navigate the complexities of the world.

Vocabulary has recently gained prominence as an important component of language development. Scholars such as Nation (2001) and Gass (1999) have focused their research on investigating its importance, emphasizing its critical role in attaining fluency in a foreign language. According to scholars such as Wilkins (1972) and Lauffer and Sim (1985), grammar is merely necessary for information transmission, while vocabulary is crucial for conveying meaning. Vocabulary also allows students to notice subtle cultural variances in their language (Berne & Blachowicz, 2008).

Vocabulary refers to the language terms that enable us to "communicate effectively" (Neuman & Dwyer, 2009, p. 385). As a component of language, vocabulary has a considerable influence on students' language learning (Cameron, 2001). Indeed, learning vocabulary is an important part of their linguistic development (Harmon et al., 2009; Linse, 2005). To thrive in an "English-medium educational environment" (Min, 2013, p. 31), English as a foreign language students must expand their vocabulary. Vocabulary deficiency is a challenge across various domains (Min, 2013).

Experts strongly encourage teachers to employ a variety of different methods when teaching vocabulary (Beck et al., 1983), ensuring that pupils acquire a thorough comprehension of terminology and its correct application (Diamond & Gutlohn, 2006). Furthermore, using effective modes of instruction helps students better remember the new vocabulary they have learned (Al-Maamari & Al-Mundhiriyah, 2018). It enhances the overall instructional quality and motivates students to collaborate more effectively with their instructors while they are in class (WETA, 2012). Moreover, research has hypothesized that most English language learners utilize more effective learning strategies compared to less effective ones (Rubin, 1975).

Modern education focuses on teaching vocabulary based on learners' needs, goals, and evaluation systems. Tailoring instruction to these needs ensures students acquire language skills relevant to their future endeavors. The Fryer model, an active learning strategy based on constructivism, helps teachers present important concepts to students, confirming and supporting the information provided during explanations as a summary of the unit or topic (Fryer et al., 1969). Thus, models such as Fryer's might help organize mental experiences and knowledge (Al-Jourani, 2009).

The Fryer model is the result of a large project for learning and measuring concepts, as it includes three stages: the stage of concept analysis, the stage of learning the concept, and the stage of measuring concept mastery (Fandy & Ghedan, 2016). Fryer performed it at the University of Wisconsin in the U.S. in collaboration with a group of psychologists (Zayer & Dakhel, 2016).

During the concept analysis phase, Fryer provided the name of the concept, its definition, and examples of concepts that align with it and those that do not. Measuring conceptual mastery is part of the concept-learning measurement stage. To make the model easier to apply, Fryer et al. (1969) used a rectangle shape with a circle in the canter and four squares. In the core circle, the model explicitly states the concept, while the remaining four squares contain the definition, examples of the concepts, instances that are not examples, and information on the word or concept (Abd-Al-Bari, 2011).

Following the explanation of a new idea, the student discusses and counts the concept's properties as they have learned or grasped them. The student assesses their knowledge by distinguishing relevant from irrelevant instances throughout the session. They then analyze the concept's facts and the attributes they have learned (Al-A'azawy, 2012).

Learning vocabulary in English is essential for language learning for two reasons: first, students struggle to express their thoughts and ideas effectively, and second, because they lack sufficient vocabulary, they also struggle to apply the words they know (Nation, 1990).

### *A. Objectives of the Study*

This research investigates the effects of the Fryer model on English language vocabulary learning. In particular, it aims to examine how the Fryer model impacted the vocabulary acquisition of ninth graders at Othman bin Affan Secondary School in Jordan.

### *B. Research Question*

To reach the aforementioned objectives of the study, the researchers posed the following question:

Are there statistically significant differences at \alpha = 0.05 in the vocabulary post-test scores of ninth-grade pupils that are attributable to the Fryer model versus the conventional approach?

## II. Literature Review

Nahampun (2014) investigated whether using the Fryer model would help children become more proficient in language. This work used an experimental approach. The study population included 60 students from Sekolah Menengah Atas (SMA) Parulian 1 Medan (Parulian Senior High School), who were randomly selected and divided into two groups—an experimental group and a control group. The Fryer model was used to teach the experimental group, while standard techniques were used to teach the control group. Using 40 items, the data collection instrument was an objective test of multiple-choice questions. The study concluded in favour of applying the Fryer model.

Marty (2015) evaluated the Fryer lexicon intervention for English language learners in grades 1 to 3. Data were collected before and after the test in this experiment. The research used a sample of 10 Stage 2 and 3 English language learners in grades 1 to 3. They were randomly allocated to treatment or control groups. The text conversation series instructed both student groups in classroom vocabulary. The treatment group underwent a 10-minute Fryer model lexical intervention for four weeks. The Mann-Whitney U test and the signed-rank test by Wilcoxon were employed to assess progress prior to and during the intervention. This study revealed that the treatment group experienced greater gains, despite both groups showing statistically significant increases.

Aryanti (2017) conducted observations with pupils in the eighth grade at SMP Kristen Immanuel II Kubu Raya. This classroom action research investigated the efficacy of the Fryer model in facilitating students' conceptual understanding of descriptive texts. There were three cycles of study, each cycle containing four phases: preparation, execution, observation, and reflection. Students' field observations and observation checklists, along with their answers to the individually assessed exam that evaluated their understanding of the material, were used to compile the data. Research indicated that students' comprehension of new concepts in descriptive texts, along with their proficiency in using antonyms and synonyms, improved from the first to the third cycle of the Fryer model. Thus, students in the eighth grade at SMPK Immanuel II Kubu Raya in the 2016–2017 academic school year could better understand descriptive texts after using the Fryer model.

Rahmadani (2018) examined the impact of the Fryer model, the traditional strategy, and the two together on the vocabulary mastery of eighth graders at SMP IT Al Ihya Tanjung Gading. The research population included 87 eighth graders from SMP IT Al Ihya Tanjung Gading, categorized into two distinct groups: the control group (VIII C) and the experimental group (VIII B). Each group consisted of 26 pupils. The researcher implemented multiple-choice questions to collect data and administered pre- and post-tests. Additionally, the researcher employed the t-test to analyze the data. The empirical class's pre-assessment mean was 70.15, whereas the control group's was 35.85, according to the researcher. The post-assessment mean for the control class was 64.46; in contrast, the experimental class achieved a post-assessment mean of 87.88. At \alpha = 0.05, it had a t-table value of 2.009, while the t-observation calculated was 7.169 with 50 degrees of freedom. Ha was accepted while Ho was rejected because the t-statistic was superior to the t-table (7.169 > 2.009). This result implies that the Fryer model enhanced students' language comprehension.

Husna (2019) used the Fryer model to teach students new words and improve their vocabulary skills. The study employed classroom action research. A total of 23 students from the 2018–2019 academic school year in the Seventh Grade Plus Class at SMPN 1 Kualuh Hilir were the subjects of the research. Qualitative data came from documentation, interviews, and observation sheets. Each cycle's testing produced qualitative data. Students received assessments both before and after the lesson during the first cycle and only after it during the second cycle. Student performance improved

between the first and last meetings of cycles I and II, according to the data analysis. There was an uptick in the pupils' vocabulary scores. The students' enthusiasm seemed to have increased, according to observations.

Meylina (2020) conducted a study to determine whether the Fryer model graphical organizer could assist students in increasing their technical vocabulary in their third term at STMIK Jayanusa Padang. This study employed applied research in the educational setting. Data were gathered via field notes, interviews, and assessments. The current research findings demonstrated that students' proficiency in technical terminology improved from session 1 to session 2, as evaluated by the pre-test. The pre-test exhibited a remarkably low average rating of 0.4. Subsequently, session 1 showed a gradual enhancement to 0.83, reflecting an increment of 0.43 points. The average rating from the first cycle improved in session 2, reaching 1.43, indicating a 0.6-point improvement from session 1 to session 2. In summary, the Fryer model influenced the expansion of students' vocabulary for technical subjects.

Panjaitan and Sihotang (2020) aimed to determine the pre-taught knowledge of students prior to the implementation of the Fryer modeling and concept maps methodology, highlighting the significant differences between these two teaching modalities as well as their post-teaching reactions. This quantitative, comparative research focuses on the vocabulary learning assessment of children. This study utilized pre- and post-tests. Eleventh graders from SMAN 1 Parongpong participated in this investigation. According to the findings of this research, respondents who were female and male (30.50) and CMS (33.40) had similar starting scores. Studies show that students using the Fryer model and those using the concept mapping method learn vocabulary significantly differently, with average disparities of $0.000 < 0.05$. The results of the survey, which showed that FM classes scored 55% and CMS classes scored 80% rated "good," further support the use of the two instructional modalities for teaching the two types of voice construction. It suggests that the Fryer model and the concept mapping approach help students' vocabulary grow.

Lubis (2021) examined the impact of the Fryer model on eighth-grade students' vocabulary proficiency prior to and following instruction and assessed whether the Fryer model exerts a meaningful influence. This study includes 85 eighth graders from SMP Negeri 1 Lembah Sorik Marapi. A purposeful sample of 28 pupils was taken. The researcher employed experimental methods, including an observation sheet and a multiple-choice test, to obtain data. The Fryer model application averaged 3.21, rated "very good." The students' pre-Fryer model vocabulary score was 55.39, indicating a decrease. The Inner Model Division children had "good" vocabulary mastery at 73.64. Data analysis indicated a t-test of 11.74, accepting the hypothesis. In the end, the Fryer model significantly affected the language mastery of eighth graders at SMP Negeri 1 Lembah Sorik.

Marapi. Wati and Alimin (2022) conducted a study to determine how the Fryer model affected the vocabulary achievement of pupils in the 10th grade at SMA Negeri 3 Pasarwajo. This investigation employed a preliminary empirical methodology, and 84 pupils in the 10th grade from SMA Negeri 3 Pasarwajo made up the sample in the second semester of the 2018–2019 academic school year. Purposive sampling was used to pick 21 students from X MIA (Mathematics and Natural Sciences) I for the sample. The study consisted of 20 multiple-choice questions taken from a vocabulary exam. The researchers used SPSS 16.0 for data analysis. The study, which used SPSS version 16.0, discovered that the post-assessment average was higher than the pre-test average. The t-test result ($17.16 > 2.093$) was higher than the t-table result. Using Cohen's criteria, the researchers assessed the Fryer model's effect size, and 2.37 was the effect size, indicating that the effect was significant. The rejection of H0 and acceptance of H1 suggests that the Fryer model significantly influenced the vocabulary growth of SMA Negeri 3 Pasarwajo pupils in the 10th grade.

Rohani (2023) studied eighth-grade students at SMP Negeri 2 Pagaralam who were instructed using the Fryer model and found they exhibited superior writing skills compared to their peers who were not subjected to this method. This investigation followed a quantitative design. The study questions revealed that the critical value of the t-table in two-tailed testing with $df = 58$ was 2.045, and the t-obtained value was 7.395 at the statistical significance level of .000. Since it surpassed the critical value indicated in the table, Ha was accepted and H0 was rejected. The experimental class's pre- and post-test outcomes differed significantly. Most pre-test pupils fared poorly, but most post-test students did well. The results demonstrated that the eighth graders at SMP Negeri 2 Pagaralam, who received instruction using the Fryer model, outperformed on the descriptive writing task, indicating that the method improved students' writing, especially when articulating their perspectives.

Atienzo (2024) investigated whether the Fryer model could be a useful tool for increasing the vocabulary of fifth-grade pupils using a quantitative approach. The researcher developed pre- and post-test surveys to gather data from fifth-grade pupils at Taytayan Combined School. Thirty students were chosen, with 15 from the group participating in the experimental group and 15 participating in the control group, all of whom completed the surveys throughout the 2021–2022 academic school year. Moreover, the results of both tests exhibited substantial differences comparing the two participating groups, in that the prior test yielded a t-value of 1.014 and a probability value of 0.319, whereas the second test produced a t-value of 4.751 and a probability value of 0.000. Consequently, the general results implied that the application of the Fryer model resulted in higher scores for the experimental group. The Fryer method, then, can be claimed to help fifth-grade children expand their vocabulary.

Wardarita and Surastina (2024) examined the efficacy of the Fryer model for instructing English vocabulary through a study that was nearly experimental. The study population comprised 165 students across five fields. The collection of data was obtained using the cluster randomized selection method. The population being studied consisted of two groups, representing the population's structure of five distinct groups. These two groups were the experimental and control groups,

respectively. The experimental group used the Fryer model, whereas the control group used the conventional method of learning. The main technique of data gathering involved the utilization of multiple-choice questions. Based on the results of the investigation, the authors concluded that the Fryer model influenced vocabulary learning among 10th graders from SMKN PP (Pertanian Pembangunan) in Lampung Selatan.

## III. Methodology

### *A. Participants*

The researchers selected 128 ninth graders from Othman Bin Affaan Secondary School and randomly assigned them to four groups of four intact sections in the second semester of the 2023–2024 academic school year. This school was chosen purposefully because the school's administration provided facilities for the researchers. Additionally, the study required certain resources and tools. The researchers worked closely with the school administration to ensure the smooth implementation of the program and access to the necessary resources.

Two of these four groups served as controls, while the other two were used for experiments. The Fryer model guided the participants in the experimental group through the vocabulary learning exercises found in Action Pack 9. This study compared the two teaching methods in the designated groups, instructing the experimental groups utilizing the Fryer model and the control groups utilizing the guidelines from the Teacher's Book. The researchers closely monitored and assessed the progress of both groups throughout the study to mark the effects of each method on vocabulary learning.

### *B. Data-Collecting Tools*

An analysis of relevant prior material informed the researchers' development of a vocabulary acquisition pre- and post-test. The pre- and post-test was developed to evaluate all four lexical vocabulary abilities, specifically the capacity to understand unfamiliar terms. The process involved utilizing context to deduce what is meant by unknown terms, seeking confirmation from a dictionary, pinpointing the meanings, and distinguishing between synonyms and antonyms. The study's authors assessed each skill using multiple-choice questions and reading texts from ninth-grade modules used in Jordanian public schools. The instructional materials in the teacher's guide informed the creation of the test. The assessment aimed to evaluate the students' performance at both individual and group levels before and following the deployment of the Fryer model, which was utilized in both the experimental and control groups to evaluate the effect of this teaching method.

## IV. Data Analysis

Upon concluding the analysis and processing the data, the subsequent results were generated. To address the study's inquiry, the researchers computed the means and standard deviations for the vocabulary subskills pre- and post-test scores of the ninth-grade students, which are associated with the instructional methods (Fryer model versus conventional technique). Table 1 displays the mean scores, variations from the mean, and sample sizes for both the control and experimental groups.

Table 1
Average and Normal Deviations of the Ninth-Grade Pupils' Vocabulary Pre- and Post-Test Scores That Are Attributed to the Instructional Method: Fryer Model vs. Conventional Method

| Subskill | Group | N | Pertest | | Post-test | |
|---|---|---|---|---|---|---|
| | | | Average | Deviation Std. | Mean | Deviation Std. |
| Utilising context to deduce what is meant by unknown terms* | Experimental | 65 | 0.94 | 1.31 | 2.58 | 0.92 |
| | Control | 63 | 1.35 | 1.62 | 1.49 | 1.47 |
| Distinguishing the difference between antonyms and synonyms** | Experimental | 65 | 1.31 | 2.45 | 5.38 | 1.66 |
| | Control | 63 | 1.65 | 2.66 | 2.52 | 2.67 |
| Using a dictionary and glossary to find the meanings of words*** | Experimental | 65 | 1.02 | 1.53 | 3.94 | 0.35 |
| | Control | 63 | 1.48 | 1.86 | 2.38 | 1.93 |
| Identifying the meaning of new words | Experimental | 65 | 0.91 | 1.20 | 5.52 | 0.66 |
| | Control | 63 | 0.89 | 1.11 | 2.29 | 2.40 |

According to Table 1, students taught using the Fryer model improved the most in the vocabulary post-test subskills (experimental group: 2.58, 5.38, 3.94, and 5.52, respectively). Table 2, below, shows that the control group's mean was the lowest (1.49, 2.52, 2.38, and 2.29, respectively). Moreover, the authors of the paper utilised MANCOVA to address the initial query, and Table 3, also below, displays the results accordingly.

TABLE 2
THE MANCOVA FINDINGS FROM NINTH-GRADE PUPILS' VOCABULARY PRE- AND POST-TEST EVALUATIONS, COMPARING THE FRYER MODEL INSTRUCTIONAL TECHNIQUE TO THE TRADITIONAL APPROACH

| Source | Dependent Variable | Sum Of Squares | df | Mean Square | f | SIG | ETA Squared |
|---|---|---|---|---|---|---|---|
| Utilising context to deduce what is meant by unknown terms | Utilising context to deduce what is meant by unknown terms | 5.947 | 1 | 5.947 | 4.208 | 0.042 | 0.033 |
| | Distinguishing between antonyms and synonyms | 0.473 | 1 | 0.473 | 0.150 | 0.699 | 0.001 |
| | Using dictionary and glossary to check and find the word's meaning | 9.768 | 1 | 9.768 | 6.652 | 0.011 | 0.052 |
| | Identifying the meaning of new words | 12.737 | 1 | 12.737 | 4.405 | 0.038 | 0.035 |
| Distinguishing antonyms and synonyms | Utilising context to deduce what is meant by unknown terms | 0.169 | 1 | 0.169 | 0.120 | 0.730 | 0.001 |
| | Distinguishing between antonyms and synonyms | 191.145 | 1 | 191.145 | 60.737 | 0.000 | 0.332 |
| | Using dictionary and glossary to check and find the word's meaning | 0.041 | 1 | 0.041 | 0.028 | 0.867 | 0.000 |
| | Identifying the meaning of new words | 7.529 | 1 | 7.529 | 2.604 | 0.109 | 0.021 |
| Using dictionary and glossary to check and find the meaning of the new words | Utilising context to deduce what is meant by unknown terms | 7.844 | 1 | 7.844 | 5.551 | 0.020 | 0.044 |
| | Distinguishing between antonyms and synonyms | 18.318 | 1 | 18.318 | 5.821 | 0.017 | 0.046 |
| | Using dictionary and glossary to check and find the word's meaning | 43.716 | 1 | 43.716 | 29.771 | 0.000 | 0.196 |
| | Identifying the meaning of new words | 11.362 | 1 | 11.362 | 3.930 | 0.050 | 0.031 |
| Identifying the meaning of new words | Utilising context to deduce what is meant by unknown terms | 0.517 | 1 | 0.517 | 0.366 | 0.546 | 0.003 |
| | Distinguishing between antonyms and synonyms | 4.937 | 1 | 4.937 | 1.569 | 0.213 | 0.013 |
| | Using dictionary and glossary to check and find the word's meaning | 2.329 | 1 | 2.329 | 1.586 | 0.210 | 0.013 |
| | Identifying the meaning of new words | 3.296 | 1 | 3.296 | 1.140 | 0.288 | 0.009 |
| Group | Utilising context to deduce what is meant by unknown terms | 35.72 | 1 | 35.720 | 25.279 | 0.000 | 0.172 |
| | Distinguishing between antonyms and synonyms | 264.296 | 1 | 264.296 | 83.981 | 0.000 | 0.408 |
| | Using dictionary and glossary to check and find the word's meaning | 81.529 | 1 | 81.529 | 55.521 | 0.000 | 0.313 |
| | Identifying the meaning of new words | 291.942 | 1 | 291.942 | 100.965 | 0.000 | 0.453 |
| Error | Utilising context to deduce what is meant by unknown terms | 172.387 | 122 | 1.413 | | | |
| | Distinguishing between antonyms and synonyms | 383.947 | 122 | 3.147 | | | |
| | Using dictionary and glossary to check and find the word's meaning | 179.15 | 122 | 1.468 | | | |
| | Identifying the meaning of new words | 352.764 | 122 | 2.892 | | | |
| Corrected total | Utilising context to deduce what is meant by unknown terms | 225.719 | 127 | | | | |
| | Distinguishing between antonyms and synonyms | 878.93 | 127 | | | | |
| | Using dictionary and glossary to check and find the word's meaning | 316.219 | 127 | | | | |
| | Identifying the meaning of new words | 720.367 | 127 | | | | |

Table 2 demonstrates that (f) corresponds to 25.279 for estimating the interpretation of unfamiliar terms derived from their contextual usage; 83.981 for differentiating between antonyms and synonyms; 55.521 for using a dictionary and glossary to check and find the meaning of the new words; and 100.965 for identifying the meaning of new words. This

value is associated with a level of significance of (= 0.000) at (= (0, 0.05)), indicating an important difference in the vocabulary test results of ninth-grade pupils. The results are displayed in Table 2.

TABLE 3
MEANS AND STANDARD ERRORS FOR THE PERFORMANCE OF THE STUDY SAMPLE MEMBERS ON THE VOCABULARY SUBSKILLS TEST

| Dependent Variable | Group | Mean | Std. Error |
|---|---|---|---|
| Utilising context to deduce what is meant by unknown terms | Experimental | 2.58 | 0.15 |
| | Control | 1.50 | 0.15 |
| Distinguishing between antonyms and synonyms | Experimental | 5.43 | 0.22 |
| | Control | 2.48 | 0.23 |
| Using a dictionary and glossary to check and find the meaning of new words | Experimental | 3.98 | 0.15 |
| | Control | 2.34 | 0.16 |
| Identifying the meaning of new words | Experimental | 5.45 | 0.21 |
| | Control | 2.36 | 0.22 |

Table 3 demonstrates that the empirical group's mean differences compared to the control group on the vocabulary subskills post-test were positive. This result indicates that the Fryer model had an impact on ninth-grade Jordanian students' acquisition of English vocabulary.

## V. DISCUSSION

In terms of the results obtained, the authors find that the application of the Fryer model led to considerably higher test results in vocabulary learning for pupils in the experimental group relative to the control group. Consequently, one may conclude that the pupils in the group participating in the experiment surpassed individuals in the control group on the total vocabulary post-assessment. The better outcome of the empirical group in the post-assessment is attributed to the Fryer model; providing students with worksheets as take-home assignments at the end of each class session could have played a crucial role in contributing to the substantial improvement observed in vocabulary learning within the experimental group. The meticulously crafted worksheets encompassed a wide range of highly effective vocabulary learning activities, encompassing all four vocabulary skills. An additional element that could have contributed to the students' enhanced vocabulary learning is the collaborative environment fostered by the implementation of the Fryer Model instructional program. It promoted students' cooperation in completing group tasks. This program was specifically designed to engage students by offering activities suitable for both individual and group work. Students were motivated to diligently participate in vocabulary learning activities in order to earn points or rewards, which in turn fuelled competition among classmates or student groups. The interactive nature of the Fryer Model instructional program facilitated a more engaged learning experience for students, as opposed to passively receiving information from the teacher.

## VI. CONCLUSION AND SUGGESTIONS

The research findings indicate that educators should develop ways to impart English, particularly vocabulary, to enhance students' vocabulary proficiency. Educators should convey the subject in an engaging, comfortable, and comprehensible manner for the pupils. Following the completion of the investigation, it is advisable for instructors of English as a Foreign Language to utilize the existing Fryer Model-influenced educational curriculum, as well as other comparable approaches, in order to enhance students' abilities in vocabulary acquisition and reading comprehension sessions and to aid students in surmounting difficulties and hindrances. Moreover, scholars are urged to conduct diverse research studies to investigate the impacts of implementing the Fryer Model-based instructional program on different grade levels and other language proficiencies, such as listening and speaking, in addition to students' perceptions of the Fryer Model. In order to foster positive attitudes and facilitate inclusion, it is crucial to elevate awareness regarding the efficacy of the Fryer Model in language acquisition.

## APPENDIX. THE PRE- AND POST-TEST FOR VOCABULARY LEARNING

Action Packed Student's Book (p. 50)

Question 1. Utilise the aforementioned context to infer the definitions of subsequent terms. (4m.)

1. miser:
2. coffin:

Question 2. Distinguish synonyms and antonyms among the next words and choose the correct answers. (8m.)

| | |
|---|---|
| 1. Greedy, Eager | synonyms / antonyms |
| 2. Love, Hate | synonyms / antonyms |
| 3. Large, Small | synonyms / antonyms |
| 4. Generous, Kind | synonyms / antonyms |

Question 3. Use your own dictionary to check and determine the meanings of the following words: (4m.)

1. Thrift
2. Charitable

Question 4. Complete the following sentences using the words from the box below: (6m.)

| bank note | bank account | leads a life | penny | ceremony | cheque |
|---|---|---|---|---|---|

1. Isn't it amazing that one _____ can be worth more than lots of coins?
2. This toy is so cheap. It only costs one _____.
3. Will you take a _____? I don't have any money on me.
4. A _____ is a good way to party something significant.
5. My _____ became empty after I spent all that money.
6. Ali _____ simple _____. He doesn't like to show off.

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