A Development of EFL Reading Lessons Based on Teenagers’ Problems in Thailand to Enhance Reading Proficiency of Undergraduate Students

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Abstract
The purposes of this research were 1) to develop and test the efficiency of EFL reading lessons based on teenagers’ problems in Thailand; 2) to compare the students’ English reading achievement before and after using the reading materials; and, 3) to survey the students’ satisfaction with this type of instruction.

The 60 undergraduate students at the Thai-Nichi Institute of Technology were taught with eight reading based on teenager’s problems in Thailand, an English reading achievement test, and a questionnaire to survey their satisfaction of the materials. The results were positive: 1) The reading lessons were highly effective, with the students scoring 87.50 on the formative tests and 85.55 on the post-test; 2) The students’ reading achievement after the lessons was significantly higher than before, with lessons constructed at 0.05 level; and, 3) The students were very satisfied with all of the reading lessons.

Keywords: EFL reading lessons, Teenagers’ problems in Thailand

Introduction
In the recent time, Instructional curriculum of foreign language is based on National Education Act of B.E.2542 section 22 as it stipulated that Education shall be based on the principle that all learners are capable of learning and self-development, and are regarded as being most important. The teaching-learning process shall aim at enabling the learners to develop themselves at their own pace and to the best of their potentiality. Moreover, section 23 as it stipulated that “Education through formal, non-formal, and informal approaches shall give emphases to knowledge, morality, learning process, and integration of the following, depending on the appropriateness of each level of education”. Therefore, the students should have knowledge about oneself and the relationship between oneself and society, namely: family, community, nation, and world community (Ministry of Education 1999: 14).

Thai-Nich Institute of Technology has been operated under the philosophy of “disseminating knowledge and building economic base”. One of the TNI objectives is to generate human resources who have abilities in technological advancement and industrial management. Moreover, TNI concept of program administration is to focus on the students’ language skills-the students will be able to communicate in Japanese and English. In order to achieve in the TNI objectives, TNI has provided English for Communication course which are divided into 3 core courses for students from all faculties as well as provided elective courses for students from each faculty to enroll (TNI Student Handbook: 2011: 24).

In the past decades, there has been sustained interest in promoting reading as a significant and viable means of language development for foreign language learners (Susser & Robb, 1990). Reading in English as a foreign language (EFL) has been greatly emphasized in traditional FL teaching, and until today EFL reading is the core of instruction in many countries (Susser & Robb, 1990). Today, this instruction focuses on teaching readers rather than teaching texts (Hass & Flower, 1988). To be more specific, we now teach reading skills and strategies to
understand some elements related to the process like content, textual features, rhetorical elements, and cultural background (Susser & Robb, 1990).

According to Aebersold and Field (1997), in L2 reading, practice is important; to be precise, the more frequently the word is seen, the faster the lexical access and the shorter the recognition time. For L2 learner, the acquisition of a large mental lexicon involves exposure to a great deal of written text. The interactive models of reading attempt to combine the crucial insights of bottom-up and top-down models. Such reading models operate in both a top-down and a bottom-up fashion simultaneously. They are bidirectional in nature (Rumelhart, 1977; Campbell & Malicky, 2002). Interactive models can be divided into two types. The first type is based on the interaction of componential cognitive processes of reading, while in the second the interaction focus is on the product of the interaction of readers’ background knowledge (schema) with the text information in the process of comprehension (Stanovich, 1995; Carrell, 1983; Grabe, 1991).

Some researchers classify reading strategies according to the time they are used – before, during, or after reading. Others categorize these strategies as either global or local according to the part of the text on which they focus (Young & Oxford, 1997). Aebersold and Field (1997) maintain that while reading, people’s minds constantly engage in different complex processes. They start by processing information at the sentence level by using bottom-up strategies. They focus on identification of a word’s meaning and grammatical category, on sentence structure, on text details, and so forth. During this process, readers constantly check their own schemata to see if the new information fits using top-down strategies such as background knowledge and prediction (Barnett, 1988; Carrell, 1989).

Teaching-learning English language of TNI students has problem in reading and they also lack of motivation in reading because instructional contents are not interesting. The contents are not suitable to apply in daily life of undergraduate students. Thus, instructional management must depend on learner’s interesting and ability that make motivation in reading of the learners.

In conclusion, the researcher created EFL reading lessons based on teenagers’ problems in Thailand which passed checking from experts for study improvement in reading of undergraduate TNI students in first semester, 2011 academic year and the results derived from research will be guideline in improvement and development instruction and instructional materials next occasions.

**Research Purposes:**
1) To develop and test efficiency of EFL reading lessons based on teenagers’ problems in Thailand for undergraduate students
2) To compare the students’ English reading achievement before and after using EFL reading lessons
3) To survey the students’ satisfaction towards the EFL reading lessons in 8 units.

**Research Design**
The data was gathered and analyzed as follows:

1. **Population and sampling**
   1.1 The population was undergraduate students at Thai-Nichi Institute of Technology, Bangkok, in first semester of 2011 academic year. There were 1,250 students from 3 faculties
which are Faculty of Business Administration, Faculty of Information Technology, and Faculty of Engineering.

1.2 The sample consisted of 60 students, and was derived from a stratified random sampling technique.

2. Contents used in experiment
The topics consisted of Teen Drug Addiction, Teen Pregnancy, Teen Robbery, Alcohol and Teenagers, Teen Violence, Motorcycle Gangsters in Bangkok, Fighting of Technical Students, and Games’ addiction of Teenagers which were chosen based on a survey of students’ needs questionnaire.

3. Duration in experiment
The experiment ran for 16 weeks (1 hour per week)

4. Variables
Variables in this study were as follows:
4.1 The English reading ability of undergraduate students before and after the class.
4.2 The satisfaction of undergraduate students with EFL reading lessons based on teenagers’ problems in Thailand.

5. Research Instruments
5.1 Eight lessons of EFL reading materials based on teenagers’ problems in Thailand.
5.2 A 1-hour English reading proficiency test (30 items: 30 scores).
5.3 A questionnaire constructed by the researcher assessing satisfaction with EFL reading lessons based on teenagers’ problems in Thailand.

6. Construction and Development of Research Instruments
The researcher constructed the EFL reading lessons based on teenagers’ problems in Thailand and the proficiency tests in the following way:

First, the researcher studied the objectives of EFL reading lessons based on teenagers’ problems in Thailand, and focused on English reading skills and strategies. Emphasis was placed on reading for main ideas, reading for topic sentences, reading for pronoun references, reading for facts and opinions, reading for sequencing events, reading for author’s purposes, and reading for inference.

Second, the researcher derived eight topics from the survey of needs questionnaire and interviewed the participants regarding topics required for undergraduate students. The topics were as follows:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Topic</th>
<th>Mean</th>
<th>S.D</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teen Drug Addiction</td>
<td>4.72</td>
<td>0.53</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>2</td>
<td>Teen Pregnancy</td>
<td>4.69</td>
<td>0.61</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>3</td>
<td>Teen Robbery</td>
<td>4.65</td>
<td>0.63</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>4</td>
<td>Alcohol and Teenagers</td>
<td>4.62</td>
<td>0.72</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>5</td>
<td>Teen Violence</td>
<td>4.58</td>
<td>0.67</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>6</td>
<td>Motorcycle Gangsters in Bangkok</td>
<td>4.55</td>
<td>0.70</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>7</td>
<td>Fighting of Technical Students</td>
<td>4.51</td>
<td>0.75</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>8</td>
<td>Games’ addiction of Teenagers</td>
<td>4.47</td>
<td>0.81</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Third, these eight topics were modified to suit undergraduate students by giving the students vocabulary guidelines and meanings, simplifying structures of language, finding pictures, and
applying the contents to English reading instruction. Then, the table of contents specification was designed by determining the objectives, contents, topics, desired reading skills, reading activities, and evaluation.

Last, the constructed table was examined for IOC by experts and lesson plans were written for all 8 lessons. Each lesson plan was composed of learning objectives, topics and contents, and reading activities consisting of a pre-reading activity, a while-reading activity and a post-reading activity.

The pre-reading activity included presenting pictures and answering the questions in order to lead the students to lessons and matching vocabulary with pictures. While-reading was categorized into 5 groups: True/False; Yes/No Question; Information gap; Matching; and Sequencing events. Post-reading activities were divided into several types: semantic maps, information tables, and concept mapping.

The lesson test consisted of a multiple choice test, sequencing events, information gap, and question answering.

**Proficiency test**
Students were given pre- and post-class proficiency tests. The tests had the same format and consisted of 30 items (30 scores). The duration of each test was 60 minutes. The researcher used the textbook, journal articles and related research as an outline to create the test. The researcher also, created a table of specifications including reading skills and goals for each lesson, and then created one set of proficiency tests following this table of test specifications. The researcher derived the difficulty and discrimination of the tests (P-R value) from standard criteria consisting of 30 items. Five experts examined, corrected and improved the accuracy, validity and reliability of the language and contents of the test. The test had a difficulty level between 0.20-0.80 and a rank of discrimination at 0.20 or over. The calculation of the test reliability was used K-R 20 by Kuder-Richardson (Cited Boonriang Khajonsil 2000: 165). Then, the proficiency test was used to sampling of the research.

**The Satisfaction Questionnaire**
The researcher created a questionnaire to investigate student satisfaction with this type of EFL reading lessons based on teenagers’ problems in Thailand. The questionnaire was constructed using both closed-end and opened-end questions based on Best (1981: 168-183). The answer to each question was separated into five rating scales as demonstrated by Likert. The rating scales in the questionnaire were

- 5 refers to strongly agree
- 4 refers to agree
- 3 refers to moderate
- 2 refers to disagree
- 1 refers to strongly disagree

There were four components of satisfaction which were content, instructional design, teaching-learning activities, instructor and evaluation. The data from the experts was applied with the following formula:
IOC = \sum \frac{R}{N}

IOC replaces Index of item-Objective Congruence
R replaces Experts’ opinions
N replaces Number of experts

Questions rated less than 0.5 by the experts were considered and improved. The data obtained from a small group experiment was analyzed to find reliability by using \( \alpha \)-Coefficient formula stated by Cronbach (1974: 161). Coefficient of reliability was 0.92.

**Data Collection**
The program was first tested on a single student, and then on a small group of students, before being used on an actual class. Therefore, there were three phases of data collection:

**Phase 1**
One undergraduate student who was not included in the test group went through the EFL reading lessons based on teenagers’ problems in Thailand, and took the 30-question pre- and post-tests. This enabled the researcher to investigate behaviour, listen to the student’s point of view, answer questions, and troubleshoot problems with the 8 units and the proficiency tests.

The student scored 62 out of 80 on the 8 lesson tests, or 77.5%. On the post-test, the student scored 23 out of 30, or 76.66%. The effectiveness of EFL reading lessons based on teenagers’ problems in Thailand was 77.5/76.66. The highest score was on lesson 2 *Teen Pregnancy* (80%), and the lowest on lesson 7, *Fighting of Technical Students* (70%).

**Phase 2**
A small group of 9 students then took the EFL reading lessons based on teenagers’ problems in Thailand, with tests after each lesson, and took the post-test. In this phase, the researcher recorded the problems and suggestions in order to improve the effectiveness of the lessons. The scores derived from each lesson and scores from the ability posttest were calculated as 79.02/76.29. These nine students scored 569 out of 720 (79.02 %) on the lesson tests. On the post-test, the students scored 206 out of 270, or 76.29%. Hence, the effectiveness of the English reading instruction was 79.02/76.29. The highest scores were from lesson 1 *Teen Drug Addiction* (90.00%), the lowest from lesson 7 *Games’ addiction of Teenagers* (75%).

**Phase 3**
Next, 60 students took the reading course and the post-test. The scores derived from each lesson and scores from the posttest were calculated at 87.50/85.55. Students scored 4,200 out of 4,800 (87.50 %) on the lesson tests. On the posttest, the students scored 1,540 out of 1,800, 85.55%, with an improvement of .75%. The highest scores were from lesson 3 *Teen Robbery* (90.16%), the lowest from lesson 1 *Teen Drug Addiction* (84.33 %).

**Statistic Used in Data Analysis**
1. The lesson effectiveness was determined by using E1/E2 formula followed 75/75 criteria.
2. The comparison between the pretest and posttest was done using t-test, which was calculated by computer program.
3. The data from the questionnaire were rated to find the mean and standard deviation and then translated based on criteria developed by Best (1981) as follows:
   
   \[ 1.00 \leq \bar{x} < 1.50 \text{ indicates the lowest satisfaction} \]
   \[ 1.50 \leq \bar{x} < 2.50 \text{ indicates low satisfaction} \]
   \[ 2.50 \leq \bar{x} < 3.50 \text{ indicates moderate satisfaction} \]
3.50 ≤ \( \bar{x} \) < 4.50 indicates high satisfaction  
4.50 ≤ \( \bar{x} \) ≤ 5.00 indicates the highest satisfaction

**Results of the data analysis**

**Phase 1:** Tests were given to all 60 students after each of the eight units. The statistics used in the data analysis consisted of mean (\( \bar{x} \)), standard deviation (S.D), percentage and rank order of scores in each unit. The lesson tests got a mean score over 75% for each unit. The highest scores came from lesson 3 Teen Robbery (90.16%), the lowest from lesson 1 Teen Drug Addiction (84.33%).

**Phase 2:** The comparison of the before and after tests for the 60 students were as follows:

<table>
<thead>
<tr>
<th>Test</th>
<th>Number of Sample</th>
<th>Total score</th>
<th>((\bar{x}))</th>
<th>S.D</th>
<th>(D)</th>
<th>S.D. (D)</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>60</td>
<td>30</td>
<td>11.62</td>
<td>2.52</td>
<td>14.04</td>
<td>1.58</td>
<td>42.044*</td>
<td>0.000</td>
</tr>
<tr>
<td>Posttest</td>
<td>60</td>
<td>30</td>
<td>25.66</td>
<td>4.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Statistical significance at 0.05 level

The post-test scores were higher than the pretest scores by 0.05 (\( \text{Sig} = 0.000 < 0.05 \)). The mean score of the posttest was 25.66, higher than the pretest (11.62 out of 30). The difference between the pre-test and post-test scores was 14.04, and for the t-test it was 42.044. Results indicated that students reading ability was improved by the course, affirming hypothesis 2.

**Phase 3:** The results of the student satisfaction questionnaire were as follows:

The mean score of all eight units was 4.62 (S.D. =0.51). The highest mean score was on unit 1 (\( \bar{x} = 4.71 \), S.D. =0.50 ). The second highest mean score was on unit 3 (\( \bar{x} = 4.67 \), S.D. =0.53 ). The lowest mean score was on unit 8 (\( \bar{x} = 4.41 \), S.D. =0.64). The overall mean score of eight units was 4.62 (S.D. = 0.51). The results indicate high student satisfaction with the EFL reading lessons based on teenagers’ problems in Thailand, affirming hypothesis 3.

**Conclusions**

According to the study and data analysis, the results of this study were as follows.

1. The efficiency of the EFL reading lessons based on teenagers’ problems in Thailand for undergraduate students in this experiment was 87.50/85.55 which was higher than determined criteria (75/75). It was demonstrated that the EFL reading lessons based on teenagers’ problems in Thailand for this group of L2 learners was very effective, confirming hypothesis 1.

2. Ability in English reading after learning by this method of instruction was improved at statistical significance at 0.05 level, confirming hypothesis 2.

3. These L2 learners indicated high satisfaction with the EFL reading lessons based on teenagers’ problems in Thailand, confirming hypothesis 3.

**Discussion**

The results of the study indicate:

1. The efficiency of the EFL reading lessons based on teenagers’ problems in Thailand was higher than the determined criteria. This may be on account of following:
1.1 The EFL reading lessons based on teenagers’ problems in Thailand used specific English contents which the TNI students were able to analyze critically, and students had the background knowledge to understand the contents. This is advocated by Carrell (1983) who stated that background knowledge has played an important role in reading comprehension development for a long time. The effectiveness of background knowledge in improving reading comprehension indicates the constructive nature of comprehension, and the critical role of the reader’s prior knowledge in that construction. In addition, the TNI students were already familiar with the contents of teenagers’ problems in Thailand because they had background knowledge about it which would make it easier to understand (Goodman, 1994; Koda, 2005; Sadoski, Paivio, and Goetz, 1991).

1.2 The teaching-learning activity in each unit was constructed according to an English reading theory developed by Williams (1994), and Freebody and Luke (1992). They started learners with easy activities, progressing to more difficult activities for pre-reading, and asking question in while-reading activities to check the students’ understanding. In the post-reading stage, the researcher created semantic maps and information charts to help the learners fill in information in the correct way. Furthermore, the learners used reading strategies to assist in reading comprehension (Young & Oxford, 1997; Aebersold and Field, 1997; Grabe, 2003; Carrell, 1989; Harris, Albert, and Sipay, 1979).

1.3 The course was designed in accordance with experts’ views on objective learning, pre-reading, while-reading, and post-reading activities. The contents fell in the category of specific English. The learners were able to use a reading strategy in learning because comprehending textual discourse structures is an important aspect of a reader’s overall reading abilities (Trabasso and Bouchard, 2002; Grabe, 2004).

2. The students’ reading ability improved at the 0.05 level. This may be accounted for by the learners’ satisfaction with, and interest in the required contents. The course integrated teaching English reading with strategies, semantic maps, and charts which were familiar to TNI students (Aebersold and Field, 1997; Barnett, 1988; Carrell, 1989; Grabe, 2004).

3. Survey results indicated students were highly satisfied with the course. This seemed to be because they understood and applied reading strategies. Results also confirmed statements of the educational theorist, Honsefeld (1977), who reported that skilled readers tend to keep the meaning of the passage in mind, read in broad phrases, skip words, and read with confidence. Moreover, positive thinking created more proficient readers to use a greater variety and often a greater number of reading strategies (Anderson, 2002; Green and Oxford, 1995; O’Malley & Chamot, 1990; Alderson, 1984; Krashen, 1987).

Recommendations
1. For classroom research, the content about teenagers’ problems in Thailand should be created in English reading instruction through CALL.
2. For further research, the researcher should study about comparison Computer Assisted Language Learning (CALL) and learning by instructor’s teaching.

References


non-successful second language learners. System, 5, 110-123.


APPENDIX

Example of English Reading Lessons

Lesson 2

Teen Pregnancy

Warm-up 🧡

Directions: Look at the picture and answer the questions. The picture below shows an event of a story.

1. What is happening in the picture?
   ________________________________________

2. What do you think of when you see this picture?
   ________________________________________

3. Who is this man?
   ________________________________________

Pre-reading

Directions: Look at the list of words and match each word with the definitions.

1. ______ extremely large
2. ______ the state of being pregnant
3. ______ help given, especially by the state or an organization, to people who need it, especially because they do not have enough money
4. ______ to give something, especially money, in order to provide or achieve something together with other people
5. ______ a situation in which a difficult choice has to be made between two different things you could do
6. ______ to direct your attention or your efforts towards a particular activity, subject or problem

1. enormous  2. pregnancy  3. welfare
4. contribute  5. dilemma  6. concentrated
Directions: Look at the list of words and match each word with the definitions.

_____ something which encourages a person to do something
_____ to officially accuse someone of committing a crime in a court of law, or (of a lawyer) to try to prove that a person accused of committing a crime is guilty of that crime
_____ not enough
_____ to make something stronger
_____ when someone talks or behaves in a way that gives you confidence to do something
_____ to use or treat someone or something wrongly or badly, especially in a way that is to your own advantage

While-Reading

Each year in the U.S. almost one million teenagers become pregnant—at enormous costs to themselves, their children, and society. While the facts are clear, the issues of teenage pregnancy are complicated by our conflicting attitudes and behaviors. Talk of sex fills the airwaves; younger and younger girls are portrayed as sex objects; and sex is used to sell everything from clothing to news. Yet we are shocked at the rising numbers of teens who are sexually active. If we are truly concerned about the welfare of babies, children and adolescents, we must move beyond the moral panic and denial that so often distort the discussion. Designing effective solutions will require the thoughtful separation of fact, assumption and wishful thinking and an honest acknowledgment that much is still not fully understood about the causes of teenage pregnancy.

Directions: Answer these questions by using True or False

1. _____: the issues of teenage pregnancy are complicated by our conflicting attitudes and behaviors.

2. _____: we are pressured at the rising numbers of teens who are sexually active.
3. _____: Designing effective solutions will require the thoughtful separation of fact.

**Cause or Effect?** The burdens of early childbearing on disadvantaged teens are undeniable. Trying to untangle the factors which **contribute** to teenage pregnancy from its effects, however, leads to a "which came first, the chicken or the egg?" dilemma. Educational failure, poverty, unemployment and low self-esteem are understood to be negative outcomes of early childbearing. These circumstances also contribute to the likelihood of teen pregnancy. For example, recent studies suggest that most adolescent mothers have already dropped out of school before they become pregnant. On the other hand, adolescents still enrolled in school when they give birth are as likely to graduate as their peers. It is not clear how well the adolescents with the most problems would have fared in the future even without early parenthood.

**Directions:** Answer these questions by using True or False

4. _____: Educational failure, poverty, unemployment and low self-esteem are understood to be negative outcomes of early childbearing.
5. _____: recent studies suggest that most adolescent mothers have already dropped out of school before they get married.
6. _____: adolescents still enrolled in school when they give birth are as likely to graduate as their peers.

**Trends in nonmarital childbearing.** It may surprise some to learn that the teen birth rate was 50% higher in 1957 than it is now. Today's widespread concern over teenage pregnancy may have less to do with actual numbers and more to do with the growing percentage of teen mothers who are unmarried. Teens who have babies outside of marriage fit within a broader nationwide trend--unmarried women of all ages are having babies in increasing numbers. Births to single teens actually account for a smaller percentage of all nonmarital births than twenty years ago.

**Directions:** Answer these questions by using True or False

7. _____: the teen birth rate was 150% higher in 1957 than it is now.
8. _____: Today's widespread concern over teenage pregnancy may have less to do with actual numbers and more to do with the growing percentage of teen mothers who are unmarried.
9. _____: Births to single teens actually account for a larger percentage of all nonmarital births than twenty years ago.

**Economic forces.** In the 1950s when men with little education could find well-paid jobs, young people married if a pregnancy occurred. The loss of those jobs makes marriage less attractive today--an effect that can be seen on teens of all races. In 1955, for example, only 6% of white teenage childbearing occurred outside of marriage; today it is 42%. Economics may also be responsible for the lower percentage of poor adolescents who terminate their pregnancies, since
Medicaid policies in most states do not pay for abortions, but do pay for services related to childbirth.

**Directions:** Answer these questions by using True or False

10. _____: The loss of those jobs makes marriage less attractive today—an effect that can be seen on teens of all races.

11. _____: Only 6% of white teenage childbearing occurred outside of marriage; today it is 72%.

12. _____: Economics may also be responsible for the lower percentage of rich adolescents.

**Motivation.** The Alan Guttmacher Institute states that "while sexual activity among teenagers of all income levels is now common, having a baby is not. Adolescent childbearing is heavily concentrated among poor and low-income teenagers, most of whom are unmarried." While low-income youths may not intend to have a baby, they may not be sufficiently motivated to avoid pregnancy. Without a prize beckoning from the future—a good job, financial independence and marriage—young people from low income backgrounds may have little incentive to delay childbearing.

**Directions:** Answer these questions by using True or False

13. _____: Adolescent childbearing is heavily concentrated among poor and low-income teenagers.

14. _____: They may be sufficiently motivated to avoid pregnancy.

15. _____: Young people from low income backgrounds may have little incentive to delay childbearing.

**Mixed Messages.** The American popular culture glorifies sex and ignores responsibility. Beginning in early childhood, young people are bombarded with sexual messages. At the same time, puritanical attitudes restrict the availability of resources and frank discussions about sex. Other Western nations with similar levels of adolescent sexual activity have much lower rates of adolescent pregnancy than the U.S. In countries with straightforward attitudes about sex, teens get more consistent messages, clearer information and greater access to contraception and abortion.

**Directions:** Answer these questions by using True or False

16. _____: The American popular culture glorifies sex and ignores responsibility.

18. _____: Other Western nations with similar levels of adolescent sexual activity have much lower rates of adolescent pregnancy than Asia and the U.S.

**Risk Factors.** Although it is not inevitable, some life circumstances place girls at higher risk of becoming teen mothers. These include poverty, poor
school performance, growing up in a single parent household, having a mother who was an adolescent mother, or having a sister who has become pregnant.

**Directions:** Answer these questions by using True or False

19. ______: Some life circumstances place girls at higher risk of becoming teen mothers.

20. ______: These include poverty, excellent school performance,

21. ______: A father has become pregnant.

**Sexual Abuse and Coercion.** A high percentage of girls who have sex before age 15 have been victims of incest or other sexual abuse. Further, half of the fathers of babies born to women aged 15-17 are 20 years of age or older; in one fifth of the cases, they are at least six years older. In the past this behavior would have carried severe social sanctions. Today, few men are prosecuted for having sexual relations with a minor, even though it is still against the law.

**Directions:** Answer these questions by using True or False

22. ______: A high percentage of girls who have sex before age 12 have been victims of incest or other sexual abuse.

23. ______: Further, half of the fathers of babies born to women aged 15-17 are 20 years of age or older.

24.______: Today, many men are prosecuted for having sexual relations with a minor.

All teenagers need encouragement to postpone sexual involvement and information on pregnancy prevention if they become sexually active. But these components are not enough by themselves to make a significant impact on the reduction of pregnant and parenting teens. The issues of adolescent pregnancy are too complex for simple solutions. The Children's Defense Fund emphasizes that young people need both "the motivation and the capacity to avoid too-early pregnancy and parenting." Further, young people are not a homogenous group, so solutions must be sensitive to individual and group differences.

**Directions:** Answer these questions by using True or False

25. _____: All teenagers need encouragement to postpone sexual involvement and information on pregnancy prevention.

26. ______: The issues of adolescent pregnancy are very easy for simple solutions.

27. ______: Solutions must be sensitive to individual and group differences.

The most successful programs are ongoing and comprehensive. They combine several strategies which focus on helping kids succeed. Boys and girls who do well in school, participate in nonacademic activities, and plan for their future are less likely to become pregnant or bear a child during their teenage
years. A wide range of interventions aimed at youth is also insufficient; however, if we do not address the larger overriding issues of poverty, racism and media messages that contribute to the complexity of the problem.

**Directions:** Answer these questions by using True or False

28. ______: The most successful programs are ongoing and comprehensive.

29.______: Boys and girls, who do well in school, participate in nonacademic activities.

30.______: A wide range of interventions aimed at youth is also sufficient.

**Multilevel approach.** While the sexual experiences of youth differ greatly, the fact remains that most will become sexually active during their adolescent years, and many will become pregnant or father a child. Consequently, the goals for programs addressing teenage pregnancy must be threefold: first, directed at delaying the initiation of sexual intercourse; second, directed at preventing pregnancy for youth who are sexually active; and third, directed at ensuring the well-being of young people who do become parents, including the avoidance of additional pregnancies.

**Directions:** Answer these questions by using True or False

31. ______: The fact remains that most will become sexually active during their adolescent years.

32.______: Many people will become pregnant or father a baby.

33.______: Third, directed at ensuring the well-being of young people who do become a mother.

**Sexuality education.** While some have voiced concern that sex education increases sexual activity, studies show that this is not the case. In fact, effective sex education programs can decrease sexual activity and increase contraceptive use among those already sexually active. Successful programs have a number of similar components. They maintain a narrow focus on reducing specific sexual risk-taking behaviors; they provide accurate information about sexuality; they build interpersonal and communication skills to resist sexual pressures; they address both social and media influences on sexual behaviors; they reinforce individual values and group norms linked to responsible behavior and decision-making; and finally, they involve students in the learning process through small group discussions, role-playing, interviewing parents, and other activities. Many programs have also involved older teens as role models.

**Directions:** Answer these questions by using True or False

34. _____: Effective sex education programs can decrease sexual activity and increase contraceptive use among those already sexually active.
35.______: They maintain a narrow focus on increasing specific sexual risk-taking behaviors.
36.______: Finally, they involve students in the learning process through small group discussions, role-playing, interviewing parents, and going to the theater.

**Family support and parenting programs.** Current studies show that when fathers are involved in the physical care of their children before the age of three, they are less likely to sexually abuse their own or any other child in the future. To break the cycle of sexual abuse which often leads to teenage pregnancy, intensive family support programs, such as Healthy Families, are needed to teach fathers about parenting and help them connect with their children from birth.

**Directions:** Answer these questions by using True or False

37. _____: Current studies show that when fathers are involved in the physical care of their children before the age of thirty
38. _____: To break the cycle of sexual abuse, this often leads to teenage pregnancy.
39. _____: Healthy families are needed to teach fathers about parenting and help them connect with their children from birth.
40. _____: Parenting programs are not supported in the studies.

Well done!
Instructions: Fill the information about teenage pregnancy.

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<th>Causes of problem</th>
<th>Effects of problems</th>
<th>The ways to solve the problems</th>
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Excellent!
Example of Lesson’s Test

Passage 1:

A social problem is a condition that at least some people in a community view as being undesirable. Everyone would agree about some social problems, such as murders and DWI traffic deaths. Other social problems may be viewed as such by certain groups of people. Teenagers who play loud music in a public park obviously do not view it as a problem, but some other people may consider it an undesirable social condition. Some nonsmokers view smoking as an undesirable social condition that should be banned or restricted in public buildings. Every newspaper is filled with stories about undesirable social conditions. Examples include crime, violence, drug abuse, and environmental problems. Such social problems can be found at the local, state, national and international levels. You will be focusing in the Public Policy Analyst on social problems in your own community.

Drug suppression and law enforcement Thailand carries the death penalty for drug trafficking. Many social structures in Thailand share some resemblance to their British counterparts. This is not just coincidence. Thailand has a long history of scholarly links to England, in the past many members of Thai royalty have received their schooling within British shores. One area of similarity is law, especially policy on drug suppression and jurisprudence. Yet the enforcement and penalties used by the two nations tell a different tale. The most obvious difference in drug laws is the death penalty. In Thailand, possession of category one drugs "for the purpose of disposal" carries the death penalty, although this has not been used since 2004. The Narcotics Act is vague about category one drugs, simply stating "dangerous drugs such as Heroin". Rehabilitation counseling is also mandatory in Thailand for all categories of drugs, so even a weed smoker would have to attend a course.

In the UK, the maximum penalty is life imprisonment. This is usually reserved for those who carry "class A" drugs with intent to supply. The Home Office is clearer about what drugs are classes a: Ecstasy, LSD, heroin, cocaine, crack, magic mushrooms, and amphetamines (if prepared for injection). Amphetamines have just been upgraded from class B to class A. I'd be grateful to anyone who can tell me what this drug is graded as in Thailand?

Directions: Choose the best answer.
1. The topic of this passage could be _______.
   a. Social Problem in Thailand
   b. Teenagers in Thailand
   c. Drug Abuse
   d. Dangerous Drugs
2. Which statement is TRUE?
   a. Some nonsmokers view smoking as an undesirable social condition that should be supported.
   b. Social problems can be found at the local, state, national and international levels.
   c. Possession of category one drugs "for the purpose of disposal" carries the happiness in life.
   d. The Narcotics Act is vague about category one drugs, simply stating "dangerous drugs such as Red Label".

3. The word “suppression” means _______. (in line 13)
   a. control  
   b. contrast
   c. combination  
   d. complex

4. The word “jurisprudence” means _______. (in line 18)
   a. Causes and effects of drug law
   b. A study concerned with drugs
   c. Teenagers in jails
   d. philosophy concerned with the law

5. The word “Rehabilitation” could be best replaced by _______. (in line 24)
   a. review  
   b. therapy
   c. regression  
   d. theory

Reading passage 2:
Thailand uses its regular police to fight narcotics traffickers but it has a special office - The Office of Narcotics Control Board - to do so. It also has a money laundering agency (AMLO). To my knowledge the UK has no dedicated office with the exception of Scottish Crime and Drug Enforcement Agency. (The UK utilizes the Home Office for most of its anti money laundering measures). Thailand's Narcotics Act specifies that a "competent official" (defined as "any official appointed by the minister for execution of the act", so therefore all police officers I guess) has the right to question, detain, search the premises, search the person, and seize any drugs or any "properties used to commit an offence" when dealing with a drugs suspect. The law also stipulates the officer must act in "good faith", give his reasons for suspicion and record the event. The UK law is remarkably similar. The 2005 Drugs Act gives police power to question, search and detain suspected drug dealers, though the PACE (Police and Criminal Evidence) act is clearer about the duties and responsibilities of the officer and also the conditions of the detention area.

On the surface the legal framework seems nearly identical, however in practice, things are different. Firstly, Thailand's police have faced long and
frequent accusations of abuse of power. A foreign teacher was recently arrested and sent to prison for possession of cannabis. He was smoking in his own apartment and was set up by a former girlfriend in a sting operation. He was later told that the cannabis seized from him by police had a ninety five percent chance of being re-sold by the police. I stress this is what I was told; I am not suggesting it is true.

Secondly, due to its proximity to the Golden Triangle and to ethnic resistance groups that supply drugs for weapon funds, Thailand has a greater volume of drug trafficking around its shores. The availability of drugs may be greater, but the frequency of raids and swift punishments is also greater. Thailand has no Police Complaints Commission or anything similar to the UK version. There have been frequent calls for more control or accountability of the police and attempts at reform have been frequent. However, these efforts have always been heavily resisted. Three scholars at Thailand's top university once published a popular analysis of Thailand's illegal economy and stated "The police are unlikely to suppress activities with which they are heavily involved".

Directions: Answer these questions by using True or False.

6. Thailand uses its regular police to fight narcotics traffickers but it has a special office - The Office of Narcotics Control Board - to do so.
   a. True  b. False

7. Though the PACE (Police and Criminal Evidence) act is clearer about the duties and responsibilities of the officer and also the conditions of the arrest area.
   a. True  b. False

8. Thailand's police have not faced long and frequent accusations of abuse of power.
   a. True  b. False

9. Due to its proximity to the Golden Triangle and to ethnic resistance groups that supply drugs for weapon funds, Thailand has a greater volume of drug trafficking around its pockets.
   a. True  b. False

10. Three scholars at Thailand's top university once published a popular analysis of Thailand's illegal economy.
    a. True  b. False

Your scores: ____/10