



# **Summary of Individual Student Analysis Results**

**Foreign Languages Learning Area**

**Academic Year 2026**

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## Preface

In accordance with the principles and objectives of the Basic Education Core Curriculum B.E. 2551 (2008) and the National Education Act B.E. 2542 (1999), the goals and directions for educational reform have been established to promote learning processes that develop Thai citizens into well-rounded individuals in terms of physical, mental, intellectual, and moral dimensions. The fundamental principles of educational management emphasize that learners are the most important stakeholders in the educational process. Every learner is capable of learning and self-development and should be encouraged to develop naturally and to their fullest potential.

Therefore, teachers, who play a crucial role in organizing learning experiences, are responsible for enabling learners to seek knowledge independently, develop themselves continuously, think critically, and engage in practical learning. These processes support learners in constructing knowledge on their own based on their individual preferences, aptitudes, and interests.

Consequently, individual learner analysis is considered both necessary and essential for understanding learners on an individual basis. This learner analysis report has therefore been prepared to assess and analyze individual learners prior to the commencement of instruction in the Academic Year 2026. The information obtained from this analysis is highly valuable and beneficial for effective instructional planning and classroom management.

## Guidelines

This learner analysis report has been prepared to collect data for the purpose of studying, analyzing, and identifying individual differences among students regarding their readiness in terms of prior knowledge and previous learning experiences before they undertake any subject or learning area at each educational level. In addition, the analysis aims to examine students' behavioral readiness and other aspects of preparedness, including the following:

1. Physical health readiness
2. Intellectual readiness
3. Emotional readiness
4. Social readiness

The learner analysis process is conducted as follows:

1. Data related to the subject area under analysis are collected from the teacher responsible for the previous academic year. Alternatively, new assessment instruments or subject-specific tests are developed and administered to all learners.
2. The collected data are analyzed and classified according to actual learner performance. Learners are then grouped into three categories: high-achieving, average (or meeting the required standard), and those requiring improvement.
3. The learner analysis considers students' readiness in terms of knowledge, abilities, intellectual capacity, and other relevant aspects of preparedness in an integrated manner.
4. For learners whose readiness falls below the established criteria, teachers will implement appropriate interventions and provide remedial support to enhance their preparedness before commencing instruction at the designated grade level. Other areas of readiness will also be continuously improved as appropriate.



## Concepts, Objectives, and Scope of Learner Analysis

### 1. Concepts of Learner Analysis

1.1 Effective learning management and high academic achievement require learners to demonstrate adequate readiness in all dimensions. Therefore, prior to the commencement of instruction in any subject, individual learner analysis should be conducted to examine the following aspects:

- Physical health readiness
- Intellectual readiness
- Emotional readiness
- Social readiness

1.2 Before implementing instructional activities in any subject area, teachers should analyze learners to identify individual differences in each aspect. If any deficiencies are identified, appropriate interventions should be undertaken to enhance learners' readiness before instruction begins.

1.3 To prepare learners or address identified deficiencies among those who lack readiness in specific areas, a variety of activities and appropriate instructional techniques should be employed until learners achieve an adequate level of readiness.

### 2. Objectives of Learner Analysis

2.1 To examine, analyze, and identify individual differences in learners' readiness across various dimensions.

2.2 To enable teachers to gain a comprehensive understanding of individual learners and provide appropriate support to improve areas in which learners demonstrate deficiencies.

2.3 To assist teachers in preparing instructional plans, learning materials, and educational innovations that align more effectively with learners' needs and characteristics.

### 3. Scope of Learner Analysis

Learner analysis aims to identify and distinguish individual differences in the following areas:

#### 3.1 Physical Health Readiness

- Overall physical well-being
- Age-appropriate growth and development
- Mental health and psychological well-being

### 3.2 Intellectual Readiness

- Creativity and initiative
- Reasoning ability
- Learning capability

### 3.3 Emotional Readiness

- Emotional expression
- Emotional self-regulation
- Determination, diligence, and perseverance
- Responsibility

### 3.4 Social Readiness

- Ability to adapt to others
- Cooperation, generosity, and willingness to share
- Respect for teachers, rules, and discipline

**Summary of Learner Analysis Results**  
**Grade 11 (Matthayom Suksa 5), Academic Year 2026**  
**Nangrong Pittayakhom School**

1. Summary of Learner Analysis Results in Four Dimensions

1.1 Physical Health Readiness

1.2 Intellectual Readiness

1.3 Emotional Readiness

1.4 Social Readiness

Table 1 presents the results of the learner analysis in four dimensions—physical health readiness, intellectual readiness, emotional readiness, and social readiness—of students in Matthayom Suksa 5/1.

Dimension	Learner Analysis Items	Good		Moderate		Needs Improvement		Remarks
		Number	Percentage	Number	Percentage	Number	Percentage	
1	<b>Physical Health Readiness</b>	34	100					
	1. Good physical health	34	100					
	2. Age-appropriate growth and development	34	100					
	3. Good mental health and psychological well-being							
2	<b>Intellectual Readiness</b>							
	1. Initiative and creativity	34	100					
	2. Reading and writing abilities	34	100					
	3. Learning capability	34	100					

3	<b>Emotional Readiness</b> 1. Self-confidence in expressing ideas and opinions 2. Emotional self-regulation 3. Determination and diligence	34	100					
4	<b>Social Readiness</b> 1. Ability to adapt to others 2. Willingness to help, make sacrifices, and share with others 3. Discipline and respect for rules and regulations	34	100					

According to the results presented in the table, the learner analysis of 24 students in Grade 7/1 (Matthayom Suksa 1/1) revealed that the majority of students demonstrated good levels of physical health, intellectual readiness, emotional readiness, and social readiness. The list of students is provided in the Appendix.

## 2. Summary of Pre-test Analysis Results

### Interpretation of Score Levels

Students who obtained scores ranging from 13 to 20 were classified as the high-achieving group.

Students who obtained scores ranging from 10 to 12 were classified as the average group.

Students who obtained scores ranging from 1 to 9 were classified as the low-achieving group.

Table 2 presents the results of the pre-test for the course English Project 1 (Course Code: E20201), comprising 0.5 credits, for students in Matthayom Suksa 5/1. The students were categorized according to the 1:2:1 grouping ratio (high-achieving : average : low-achieving).

Number	Full Name	Score	Classify
1	Kittithon Sanidpoo	4	Average
2	Nattakamon Meekamon	4	Average
3	Thanaphat Sripromma	4	Average
4	Chanathip Tang	5	Average
5	Peerasin Tumthong	5	Average
6	Phawat Raksat	3	low-achieving
7	Jatuphat Khemphet	1	low-achieving
8	Peeraphat Pimjan	6	Average
9	Natthapong Somarphon	0	low-achieving
10	Pongsakorn Sinlapachai	8	high-achieving
11	Sorrawit Joyeka	4	Average
12	Naphat Praburanmueang	5	Average
13	Kanyalak Saowapan	3	low-achieving
14	Kanyarat Adeetram	5	Average
15	Worranut Thananthong	4	Average
16	Unyarin Aphaisuk	9	high-achieving
17	Kanokphon Bunyarattanaphan	8	high-achieving
18	Yannaphat Puangthong	7	high-achieving
19	Thanyaphon Sornnok	0	low-achieving
20	Nichaphat Krueabkhontho	3	low-achieving
21	Preeyaporn Sichumsaeng	9	high-achieving
22	Phimlapas Kitiphan	4	average
23	Chayanis Thomas	7	high-achieving
24	Thanyalak Sudsawat	3	low-achieving
25	Thanyasamon Mongkonchat	5	average
26	Papassprn Padthaisong	10	high-achieving
27	Plaifah Wannarak	6	Average

Number	Full Name	Score	Classify
28	Phimlapas Cherdrum	7	high-achieving
29	Momruedee Janthasing	3	low-achieving
30	Wilaiphon Ruamchad	9	high-achieving
31	Onchira Pakkarano	3	low-achieving
32	Pimonphan Yospanya	8	high-achieving
33	Sirilak Namthaisong	6	average
34	Wichitchana Singwong	4	average

Performance Level	Number of Students
high-achieving (7-10 scores)	10
average ( 4-6 scores)	15
low-achieving (1-3 scores)	9
<b>Total</b>	<b>34</b>

The results presented in Table 4 indicate that

students in the high-achieving group (7-10 scores)	10 students
students in the average group (4-6 scores)	15 students
students in the low-achieving group (1-3 scores)	9 students

**Total** 34 students

Based on the findings, it can be concluded that the majority of students in Matthayom Suksa 5/1 belonged to the average group.

# **Appendix**

Pre-test

English Project 3 Course Code: E30203

Matthayom Suksa 5

Academic Year 2026

# School Green Area Vocabulary

คำศัพท์ คำอ่าน และความหมาย ระดับชั้น ม.5

**tree**  
/tri:/  
(น.) ต้นไม้

**building**  
/'bɪldɪŋ/  
(น.) อาคาร

**palm**  
/pɑ:m/  
(น.) ต้นปาล์ม

**shrub**  
/'ʃrʌb/  
(น.) พุ่มไม้

**lawn**  
/lɔ:n/  
(น.) สนามหญ้า

**bench**  
/bentʃ/  
(น.) ม้านั่ง

**student**  
/'stju:dənt/  
(น.) นักเรียน

**plant**  
/'plɑ:nt/  
(น.) พืช (ต้นไม้)

**path**  
/pɑ:θ/  
(น.) ทางเดิน

**pond**  
/'pɒnd/  
(น.) สระน้ำ

**Useful Phrases**

- We should take care of the trees.  
เราควรดูแลต้นไม้
- The lawn is a great place to relax.  
สนามหญ้าเป็นสถานที่ที่เหมาะสำหรับการพักผ่อน
- Plants make our school beautiful.  
ต้นไม้ทำให้โรงเรียนของเราสวยงาม
- Let's keep our school green and clean.  
มาช่วยกันทำให้โรงเรียนของเราเขียวและสะอาดกันเถอะ

**TIP**

การเรียนรู้คำศัพท์เกี่ยวกับ  
สิ่งแวดล้อมรอบตัว  
ช่วยให้เราเข้าใจและ  
ดูแลโลกของเราให้ดีขึ้น



# GREEN SCHOOL AREA VOCABULARY



## 8 VOCABULARY WORDS

### 1 Tree

/tri:/



A tall plant with a trunk, branches, and leaves.

### 2 Garden

/'gɑ:dən/



An area where plants, flowers, or vegetables are grown.

### 3 Lawn

/lɔ:n/



An area of land covered with grass.

### 4 Recycle Bin

/'ri:sɑ:kl bɪn/



A bin used for collecting recyclable waste.

### 5 Flower

/'flaʊər/



The colorful part of a plant that blooms.

### 6 Pond

/'pɑ:nd/



A small area of water, often with plants or animals.

### 7 Pathway

/'pɑ:θweɪ/



A walkway or path in the school area.

### 8 Compost

/'kɒmpəʊst/



Decayed organic matter used as natural fertilizer.