



Record following the learning management plan

Class Number : 4/19 Topic/Title : SPANISH - GRAMMAR

Course No : SP30201 Topic/Title : SPANISH - GRAMMAR Time : 2 Hour/Week

Academic Year 2026 Term 1

The format of the learning activities : BLENDED LEARNING, COMMUNICATIVE BASED TASKS.

1. Learning management

☒ instruction adheres to the learning management plan and achieves the stated indicators and objectives.

☒ Integration of morality, anti-corruption, civic duty, and the sufficiency economy philosophy.

☒ The lesson deviated from the management plan because: Minor pacing adjustments were made during interactive communicative pair-work to allow additional pronunciation scaffolding and peer clarification, while remaining within the core weekly learning targets..

2. Evaluation of learning management

☒ The number of students who passed the assessment was 7, which was 100 % percent

The number of students who failed the assessment was 0, which was 0% percent

3. The effect on the learner

Students demonstrated active engagement in communicative pair tasks and digital blended learning components.

4. Problems and obstacles

A few students exhibited hesitation and low oral confidence when producing target structures spontaneously without visual prompts.

5. Suggestions / solutions

Incorporate more low-stakes interactive warm-ups, structured sentence frames, and visual cue cards to build oral confidence during communicative drills.

Signed the teacher.

(LUIS ALFONSO SANTANA MARTÍNEZ)

October 6th 2026

This teaching notes according to the learning management plan have been checked by the head of the English Program.

Feedback/comments of school administrators or delegates

Signed

(Mr. Prapas Srithong)

October 6th 2026

Head of the English Program and Vice director of academic management group



Record following the learning management plan

Class Number : 4/19 Topic/Title : SPANISH - COMMUNICATION

Course No : **SP30211** Topic/Title : SPANISH - GRAMMAR Time : 2 Hour/Week

Academic Year 2026 Term 1

The format of the learning activities : BLENDED LEARNING, COMMUNICATIVE BASED TASKS.

1. Learning management

☒ instruction adheres to the learning management plan and achieves the stated indicators and objectives.

☒ Integration of morality, anti-corruption, civic duty, and the sufficiency economy philosophy.

☒ The lesson deviated from the management plan because: Minor pacing adjustments were made during interactive communicative pair-work to allow additional pronunciation scaffolding and peer clarification, while remaining within the core weekly learning targets..

2. Evaluation of learning management

☒ The number of students who passed the assessment was 7, which was 100 % percent

The number of students who failed the assessment was 0, which was 0% percent

3. The effect on the learner

Students demonstrated active engagement in communicative pair tasks and digital blended learning components.

4. Problems and obstacles

A few students exhibited hesitation and low oral confidence when producing target structures spontaneously without visual prompts.

5. Suggestions / solutions

Incorporate more low-stakes interactive warm-ups, structured sentence frames, and visual cue cards to build oral confidence during communicative drills.

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October 6th 2026

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Record following the learning management plan

Class Number : 4/19 Topic/Title : SPANISH - CULTURE

Course No : SP30261 Topic/Title : SPANISH - CULTURE Time : 1 Hour/Week

Academic Year 2026 Term 1

The format of the learning activities : BLENDED LEARNING, COMMUNICATIVE BASED TASKS.

1. Learning management

☒ instruction adheres to the learning management plan and achieves the stated indicators and objectives.

☒ Integration of morality, anti-corruption, civic duty, and the sufficiency economy philosophy.

☒ The lesson deviated from the management plan because: Minor pacing adjustments were made during interactive communicative pair-work to allow additional pronunciation scaffolding and peer clarification, while remaining within the core weekly learning targets..

2. Evaluation of learning management

☒ The number of students who passed the assessment was 7, which was 100 % percent

The number of students who failed the assessment was 0, which was 0% percent

3. The effect on the learner

Students demonstrated active engagement in communicative pair tasks and digital blended learning components.

4. Problems and obstacles

A few students exhibited hesitation and low oral confidence when producing target structures spontaneously without visual prompts.

5. Suggestions / solutions

Incorporate more low-stakes interactive warm-ups, structured sentence frames, and visual cue cards to build oral confidence during communicative drills.

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Record following the learning management plan

Class Number : 5/19 Topic/Title : SPANISH - GRAMMAR

Course No : **SP30213** Topic/Title : SPANISH - GRAMMAR Time : 2 Hour/Week

Academic Year 2026 Term 1

The format of the learning activities : BLENDED LEARNING, COMMUNICATIVE BASED TASKS.

1. Learning management

☒ instruction adheres to the learning management plan and achieves the stated indicators and objectives.

☒ Integration of morality, anti-corruption, civic duty, and the sufficiency economy philosophy.

☒ The lesson deviated from the management plan because: Minor pacing adjustments were made during interactive communicative pair-work to allow additional pronunciation scaffolding and peer clarification, while remaining within the core weekly learning targets..

2. Evaluation of learning management

☒ The number of students who passed the assessment was 6, which was 100 % percent

The number of students who failed the assessment was 0, which was 0% percent

3. The effect on the learner

Students demonstrated active engagement in communicative pair tasks and digital blended learning components.

4. Problems and obstacles

A few students exhibited hesitation and low oral confidence when producing target structures spontaneously without visual prompts.

5. Suggestions / solutions

Incorporate more low-stakes interactive warm-ups, structured sentence frames, and visual cue cards to build oral confidence during communicative drills.

Signed the teacher.

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Record following the learning management plan

Class Number : 5/19 Topic/Title : SPANISH - COMMUNICATION

Course No : SP30203 Topic/Title : SPANISH - COMMUNICATION Time : 2 Hour/Week

Academic Year 2026 Term 1

The format of the learning activities : BLENDED LEARNING, COMMUNICATIVE BASED TASKS.

1. Learning management

☒ instruction adheres to the learning management plan and achieves the stated indicators and objectives.

☒ Integration of morality, anti-corruption, civic duty, and the sufficiency economy philosophy.

☒ The lesson deviated from the management plan because: Minor pacing adjustments were made during interactive communicative pair-work to allow additional pronunciation scaffolding and peer clarification, while remaining within the core weekly learning targets..

2. Evaluation of learning management

☒ The number of students who passed the assessment was 6, which was 100 % percent

The number of students who failed the assessment was 0, which was 0% percent

3. The effect on the learner

Students demonstrated active engagement in communicative pair tasks and digital blended learning components.

4. Problems and obstacles

A few students exhibited hesitation and low oral confidence when producing target structures spontaneously without visual prompts.

5. Suggestions / solutions

Incorporate more low-stakes interactive warm-ups, structured sentence frames, and visual cue cards to build oral confidence during communicative drills.

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Record following the learning management plan

Class Number : 5/19 Topic/Title : SPANISH - CULTURE

Course No : SP30263 Topic/Title : SPANISH - CULTURE Time : 1 Hour/Week

Academic Year 2026 Term 1

The format of the learning activities : BLENDED LEARNING, COMMUNICATIVE BASED TASKS.

1. Learning management

☒ instruction adheres to the learning management plan and achieves the stated indicators and objectives.

☒ Integration of morality, anti-corruption, civic duty, and the sufficiency economy philosophy.

☒ The lesson deviated from the management plan because: Minor pacing adjustments were made during interactive communicative pair-work to allow additional pronunciation scaffolding and peer clarification, while remaining within the core weekly learning targets..

2. Evaluation of learning management

☒ The number of students who passed the assessment was 6, which was 100 % percent

The number of students who failed the assessment was 0, which was 0% percent

3. The effect on the learner

Students demonstrated active engagement in communicative pair tasks and digital blended learning components.

4. Problems and obstacles

A few students exhibited hesitation and low oral confidence when producing target structures spontaneously without visual prompts.

5. Suggestions / solutions

Incorporate more low-stakes interactive warm-ups, structured sentence frames, and visual cue cards to build oral confidence during communicative drills.

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Record following the learning management plan

Class Number : 6/19 Topic/Title : SPANISH - CULTURE

Course No : **SP30265** Topic/Title : SPANISH - GRAMMAR Time : 1 Hour/Week

Academic Year 2026 Term 1

The format of the learning activities : BLENDED LEARNING, COMMUNICATIVE BASED TASKS.

1. Learning management

☒ instruction adheres to the learning management plan and achieves the stated indicators and objectives.

☒ Integration of morality, anti-corruption, civic duty, and the sufficiency economy philosophy.

☒ The lesson deviated from the management plan because: Minor pacing adjustments were made during interactive communicative pair-work to allow additional pronunciation scaffolding and peer clarification, while remaining within the core weekly learning targets..

2. Evaluation of learning management

☒ The number of students who passed the assessment was 8, which was 100 % percent

The number of students who failed the assessment was 0, which was 0% percent

3. The effect on the learner

Students demonstrated active engagement in communicative pair tasks and digital blended learning components.

4. Problems and obstacles

A few students exhibited hesitation and low oral confidence when producing target structures spontaneously without visual prompts.

5. Suggestions / solutions

Incorporate more low-stakes interactive warm-ups, structured sentence frames, and visual cue cards to build oral confidence during communicative drills.

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Record following the learning management plan

Class Number : 6/19 Topic/Title : SPANISH - COMMUNICATION

Course No : SP30205 Topic/Title : SPANISH - GRAMMAR Time : 2 Hour/Week

Academic Year 2026 Term 1

The format of the learning activities : BLENDED LEARNING, COMMUNICATIVE BASED TASKS.

1. Learning management

☒ instruction adheres to the learning management plan and achieves the stated indicators and objectives.

☒ Integration of morality, anti-corruption, civic duty, and the sufficiency economy philosophy.

☒ The lesson deviated from the management plan because: Minor pacing adjustments were made during interactive communicative pair-work to allow additional pronunciation scaffolding and peer clarification, while remaining within the core weekly learning targets..

2. Evaluation of learning management

☒ The number of students who passed the assessment was 8, which was 100 % percent

The number of students who failed the assessment was 0, which was 0% percent

3. The effect on the learner

Students demonstrated active engagement in communicative pair tasks and digital blended learning components.

4. Problems and obstacles

A few students exhibited hesitation and low oral confidence when producing target structures spontaneously without visual prompts.

5. Suggestions / solutions

Incorporate more low-stakes interactive warm-ups, structured sentence frames, and visual cue cards to build oral confidence during communicative drills.

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Record following the learning management plan

Class Number : 6/19 Topic/Title : SPANISH - GRAMMAR

Course No : SP30215 Topic/Title : SPANISH - GRAMMAR Time : 2 Hour/Week

Academic Year 2026 Term 1

The format of the learning activities : BLENDED LEARNING, COMMUNICATIVE BASED TASKS.

1. Learning management

☒ instruction adheres to the learning management plan and achieves the stated indicators and objectives.

☒ Integration of morality, anti-corruption, civic duty, and the sufficiency economy philosophy.

☒ The lesson deviated from the management plan because: Minor pacing adjustments were made during interactive communicative pair-work to allow additional pronunciation scaffolding and peer clarification, while remaining within the core weekly learning targets..

2. Evaluation of learning management

☒ The number of students who passed the assessment was 8, which was 100 % percent

The number of students who failed the assessment was 0, which was 0% percent

3. The effect on the learner

Students demonstrated active engagement in communicative pair tasks and digital blended learning components.

4. Problems and obstacles

A few students exhibited hesitation and low oral confidence when producing target structures spontaneously without visual prompts.

5. Suggestions / solutions

Incorporate more low-stakes interactive warm-ups, structured sentence frames, and visual cue cards to build oral confidence during communicative drills.

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Record following the learning management plan

Class Number : 4/18 Topic/Title : ENGLISH LANGUAGE

Course No : EN31101 Topic/Title : ENGLISH LANGUAGE Time : 2 Hour/Week

Academic Year 2026 Term 1

The format of the learning activities : BLENDED LEARNING, COMMUNICATIVE BASED TASKS.

1. Learning management

☒ instruction adheres to the learning management plan and achieves the stated indicators and objectives.

☒ Integration of morality, anti-corruption, civic duty, and the sufficiency economy philosophy.

☒ The lesson deviated from the management plan because: Minor pacing adjustments were made during interactive communicative pair-work to allow additional pronunciation scaffolding and peer clarification, while remaining within the core weekly learning targets..

2. Evaluation of learning management

☒ The number of students who passed the assessment was 25, which was 100 % percent

The number of students who failed the assessment was 0, which was 0% percent

3. The effect on the learner

Students demonstrated active engagement in communicative pair tasks and digital blended learning components.

4. Problems and obstacles

A few students exhibited hesitation and low oral confidence when producing target structures spontaneously without visual prompts.

5. Suggestions / solutions

Incorporate more low-stakes interactive warm-ups, structured sentence frames, and visual cue cards to build oral confidence during communicative drills.

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Record following the learning management plan

Class Number : 4/19 Topic/Title : ENGLISH LANGUAGE

Course No : EN31101 Topic/Title : ENGLISH LANGUAGE Time : 2 Hour/Week

Academic Year 2026 Term 1

The format of the learning activities : BLENDED LEARNING, COMMUNICATIVE BASED TASKS.

1. Learning management

☒ instruction adheres to the learning management plan and achieves the stated indicators and objectives.

☒ Integration of morality, anti-corruption, civic duty, and the sufficiency economy philosophy.

☒ The lesson deviated from the management plan because: Minor pacing adjustments were made during interactive communicative pair-work to allow additional pronunciation scaffolding and peer clarification, while remaining within the core weekly learning targets..

2. Evaluation of learning management

☒ The number of students who passed the assessment was 23, which was 100 % percent

The number of students who failed the assessment was 0, which was 0% percent

3. The effect on the learner

Students demonstrated active engagement in communicative pair tasks and digital blended learning components.

4. Problems and obstacles

A few students exhibited hesitation and low oral confidence when producing target structures spontaneously without visual prompts.

5. Suggestions / solutions

Incorporate more low-stakes interactive warm-ups, structured sentence frames, and visual cue cards to build oral confidence during communicative drills.

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