The purpose of this study was to study the effect of the modes of interaction between learning from computer-assisted instruction lesson and programmed text upon the learning achievement of Mathayom Suksa four students. The subjects were 320 Mathayom Suksa four students. The modes of interaction were: man-man-lesson interaction, and man-lesson interaction. The data were analysed by two way analysis of variance.

The findings were as follows:

1. There were difference in learning achievement of subjects learning from different modes of learning at 0.05 level of significance. This difference was found in the programmed text but not found in the computer-assisted instruction lesson.

2. There was no significant difference in learning achievement of subjects learning from computer-assisted instruction lesson and from programmed text.

3. There was an interaction between modes of interaction and learning from computer-assisted instruction lesson or programmed text at 0.05 level of significance.