

A Comparison of Learning Achievement in English for Industrial Management Class of The Undergraduate Students from The Faculty of Engineering and Technology, King Mongkut's University of Technology North Bangkok Through the Concentrated Language Encounter (CLE) Instruction Approach

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- **Abstract:** The purposes of this study were 1) to study and compare learning achievement in English for Industrial Management class by using the concentrated language encounter instruction approach and the normal teaching approach or traditional teaching method, and 2) to compare the student satisfaction levels towards the teaching and learning of English for Industrial Management class through the concentrated language encounter instruction approach and the normal teaching approach. The population in this study were 166 fourth year students of the Faculty of Engineering and Technology enrolled in the course of English for Industrial Management. The sample group was 60 fourth year students from the faculty selected with simple random sampling. The research instruments used were 1) a lesson plan of English for Industrial Management, 2) a learning achievement test, and 3) a questionnaire quantifying the students' satisfaction towards the teaching and learning methods. The statistics used to analyze the data were mean, percentage, standard deviation (S.D.), and t-test. The research results indicated that the students' learning achievement was more productive and higher than they had ever got before. The students could effectively improve their four English language skills, especially their writing skills ($X = 8.03$) with the highest achievement. It was also found that a comparison of the students' learning achievement of the English class between the experimental group and the control group was different at the statistical significance level of 0.05. The English learning achievement of the experimental group through the concentrated language encounter instruction model was at a high level with an average of 26.97 percent higher than the English learning achievement of the control group with an average of 19.33

percent. And the results of comparison of the student satisfaction levels towards the teaching and learning between the experimental group and the control group were different at the statistical significance level of 0.05. The student satisfaction of the experimental group towards the teaching and learning of English for Industrial Management class was higher than the one of control group.

- **Keywords:** learning achievement, Industrial Managemen, statistical significance, Engineering,