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## **Transformation in teaching: A comparative analysis of online and face-to-face teaching**

This study is an attempt to investigate whether the transformation of a face to face classroom into an online (virtual) classroom brings better learning outcomes. Greenberg (1998)\* defines contemporary distance learning as “a planned teaching/learning experience that uses a wide spectrum of technologies to reach learners at a distance and is designed to encourage learner interaction and certification of learning.” The concept of online education which has been recently introduced to enhance the English proficiency level of the undergraduates is a novel experience for undergraduates and lecturers. Since there is a dearth of research work pertaining to the online education in Sri Lanka, the paramount importance of this study is to fill that void.

The objective of this interdisciplinary study is to find out whether the online classroom or the face to face classroom brings better learning outcomes. This research comprises 180 undergraduates of the Faculty of Humanities. The sample was divided into three proficiency levels (Elementary, Intermediate, High) based on the GNST marks. Each proficiency level was divided into two sub groups (E1, E2, /I1, I2./H1/H2,) and these sub groups were exposed to each of the aforesaid learning environments separately. A well designed questionnaire was used to gather information from the sample.

The results of the study highlight that the face to face classroom provides the best learning outcomes in all three proficiency levels. Nevertheless, the high proficiency level learners could improve their knowledge relying on online education, whereas the low proficiency level learners highly depend on the face to face classroom.

**Keywords: Face-to-Face classroom, Online classroom, Proficiency levels, Interdisciplinary, Transformation**

\*Junuin, junaidah. (2007). Exploring Readiness for Language Learning Autonomy among Distance Learners in Sabah, Malaysia. *Asian Journal of Distance Education*, 05, 16-18.