

**Rivne State University of the Humanities
Philological Faculty
Department of Theory and Practice of Foreign Languages and Teaching
Methodology**

Diploma research of the educational qualification level «Bachelor Degree»

«Digital learning in English Foreign Language online classroom»

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SUMMARY

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The theoretical value of the research:

We firstly determined:

The concept of Digital learning in English Foreign Language online classroom has evolved significantly has to be solved with advancements in technologies, transforming the way English as a English Foreign Language is taught and learned. Traditional methods of giving language instructions in the process of Digital learning in English Foreign Language online classroom, which rely on textbooks, classroom interactions, and face-to-face teaching, have increasingly incorporated digital tools and online platforms. Digital learning in English Foreign Language at online classroom contexts refers to the use of *Technology-based Resources, such as interactive applications, learning management systems (LMS), artificial intelligence (AI), and multimedia content with the aim to enhance language acquisition.*

Firstly:

We described **Key Characteristics of Digital learning in English Foreign Language online classroom:**

1. *Technology-Enhanced Learning* in the process of Digital learning in English Foreign Language online classroom.

We think, that Digital learning in English Foreign Language online classroom is ***technology-driven, relying on internet-based resources, mobile applications, and artificial intelligence.***

Learners use Digital devices, such as *smartphones, tablets, and computers to access educational content.*

2. *Flexibility and Accessibility* in the process of Digital learning in English Foreign Language online classroom.

Unlike traditional classroom learning, digital learning allows students to study anytime and anywhere, making education more inclusive. We mean ***online courses,***

mobile apps, and digital textbooks provide on-demand access to learning materials in the process of Digital learning in English Foreign Language online classroom.

3. *Personalized Learning* in the process of Digital learning in English Foreign Language online classroom.

AI-powered platforms in the process of Digital learning in English Foreign Language online classroom help teachers to analyze pupils' performance and adapt content to suit their individual learning needs. Digital learning in English Foreign Language online classroom determines ***language apps offer customized exercises, feedback, and progress tracking.***

4. *Interactive and Engaging Content* of the process of Digital learning in English Foreign Language online classroom.

Digital learning incorporates multimedia elements such as videos, images, quizzes, and simulations to enhance comprehension. Digital learning in English Foreign Language online classroom requires ***Gamification elements, such as points, badges, and leaderboards, motivate learners to engage more actively.***

5. *Global Connectivity and Collaboration* of the process of Digital learning in English Foreign Language online classroom.

Online learning platforms enable students to connect with native speakers and peers from different countries through ***discussion forums, virtual classrooms, and language exchange programs.*** ***Cloud-based tools*** allow teachers and students to collaborate in real time, enhancing communication skills.

6. *Data-Driven Insights* in the process of Digital learning in English Foreign Language online classroom.

Digital tools collect learning analytics, allowing teachers to track students' progress and identify areas for improvement. Automated assessment systems provide immediate feedback, reducing teachers' workload.

Key words: Digital learning, Digital tools, online classroom, discussion forums, virtual classrooms, language exchange programs, cloud-based tools.

Мучак Дана (2025). Цифрове навчання англійської мови в онлайн формі. Дипломна робота освітньо-кваліфікаційного рівню «Бакалавр». Рівненський державний гуманітарний університет. *Рукопис.*

Теоретична цінність дослідження:

Вперше ми визначили: концепція цифрового навчання в онлайн-класі вивчення англійської мови як іноземної суттєво еволюціонувала та має бути розглянута завдяки прогресу в технологіях, що змінює спосіб викладання та вивчення англійської мови як іноземної. Традиційні методи надання інструкцій у процесі цифрового навчання в онлайн-класі вивчення англійської мови як іноземної, які спираються на підручники, взаємодію в класі та особистісно зорієнтоване навчання, все більшою мірою включають цифрові інструменти та онлайн-платформи. Цифрове навчання англійської іноземної мови в онлайн-класі означає використання технологічних ресурсів, таких як інтерактивні програми, системи управління навчанням (LMS), штучний інтелект (AI) і мультимедійний вміст з метою покращення опанування мови.

В роботі вперше:

Було описано ключові характеристики цифрового навчання в онлайн-класі вивчення англійської мови як іноземної:

1. Технологічно було вдосконалене навчання в процесі цифрового навчання в онлайн-класі вивчення англійської мови як іноземної.

Ми вважаємо, що цифрове навчання в онлайн-класі вивчення англійської мови як іноземної є технологічним, адже воно повною мірою спирається на інтернет-ресурси, мобільні програми та штучний інтелект.

Учні використовують цифрові пристрої, такі як смартфони, планшети та комп'ютери, щоб отримати доступ до навчального контенту.

2. Гнучкість і доступність у процесі цифрового навчання в онлайн-класі вивчення англійської мови як іноземної. На відміну від традиційного навчання в класі, цифрове навчання дозволяє учням навчатися в будь-який час і в будь-якому місці, роблячи навчання більшою мірою інклюзивним. Ми маємо на увазі, що онлайн-курси, мобільні програми та цифрові підручники забезпечують

доступ за вимогою до навчальних матеріалів у процесі цифрового навчання вивчення англійської мови як іноземної в онлайн-класі.

3. Персоналізоване навчання в процесі цифрового навчання англійської мови як іноземної в онлайн-класі.

Платформи, вибудовані на основі штучного інтелекту в процесі цифрового навчання в онлайн-класі вивчення англійської мови як іноземної допомагають вчителям аналізувати успішність учнів і адаптувати зміст навчання відповідно до їхніх індивідуальних навчальних потреб. Цифрове навчання в онлайн-класі вивчення англійської мови як іноземної визначає, що мовні програми пропонують персоналізовані вправи, відгуки та відстеження прогресу.

4. Інтерактивний та захоплюючий зміст процесу цифрового навчання в онлайн-класі вивчення англійської мови як іноземної.

Цифрове навчання включає такі мультимедійні елементи, як відео, зображення, тести та симуляції для покращення розуміння. Цифрове навчання в онлайн-класі вивчення англійської мови як іноземної вимагає елементів гейміфікації, таких як бали, значки та таблиці лідерів, які мотивують учнів до більш активної участі.

5. Глобальне підключення та співпраця процесу цифрового навчання в онлайн-класі вивчення англійської мови як іноземної.

Навчальні онлайн-платформи дозволяють учням спілкуватися з носіями мови та однолітками з різних країн світу через дискусійні форуми, віртуальні класи та програми мовного обміну. Хмарні інструменти дозволяють вчителям і школярам співпрацювати в режимі реального часу, великою мірою покращуючи навички спілкування.

6. Керування даними та інформацією в процесі цифрового навчання в онлайн-класі вивчення англійської мови як іноземної.

Цифрові інструменти збирають аналітику навчання, дозволяючи вчителям відстежувати прогрес учнів і визначати сфери, які потрібно вдосконалити. Автоматизовані системи оцінювання забезпечують миттєвий зворотний зв'язок, великою мірою зменшуючи навантаження на вчителів.

Ключові слова: цифрове навчання, цифрові інструменти, онлайн-клас, дискусійні форуми, віртуальні класи, програми мовного обміну, хмарні інструменти.

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Introduction

Relevance of Digital Learning in EFL Classrooms. In our research we'd like to propose introduction to Digital Learning in English Foreign Language Classroom. Digital learning has revolutionized be us as a whole system of education, particularly in the field of English as a Foreign Language (EFL). The rapid development of digital technologies, the increasing availability of the internet, and the demand for flexible learning have contributed to the widespread adoption of digital tools in language education. In English Foreign Language classrooms, digital learning provides pupils with a great access to a vast range of resources, interactive content, and real-life language exposure that traditional methods often lack.

The Growing Demand for Digital Learning is in such points. First of all, a great need for digital learning in English Foreign Language education has been driven by several factors:

1. *Globalization and Communication Needs for Digital learning in English Foreign Language online classroom.*

Everybody means English as the dominant global language for business, education, and international relations.

Non-native speakers require efficient and accessible learning methods to compete in global markets.

2. *Advancements in Technology for Digital learning in English Foreign Language online classroom.*

The rise of artificial intelligence (AI), virtual reality (VR), and adaptive learning platforms has made language acquisition more interactive and personalized.

High-speed internet and mobile devices have made digital learning more accessible.

3. *Changes in Pupils' Learning Preferences for the aim of reaching Digital learning in English Foreign Language online classroom.*

Modern learners, especially younger generations, are accustomed to digital environments.

Gamification, interactive exercises, and multimedia content enhance motivation and engagement.

4. COVID-19 and Remote Learning for Digital learning in English Foreign Language online classroom.

The pandemic accelerated the shift to online education, making digital learning a necessity rather than a supplementary tool. Schools and universities had to adapt quickly to e-learning platforms, proving their efficiency in English Foreign Language instruction. That's why the topic of our research is: ***“Digital learning in English Foreign Language online classroom”***.

The **object** of our research is: the process of Digital learning in English Foreign Language online classroom.

The **subject** of our research is: Digital learning of pupils of secondary school in English Foreign Language online classroom.

The **purpose** of this research is to distinguish Digital tools in English Foreign Language classrooms, their advantages (Increased Accessibility of digital tools in English Foreign Language classrooms; Exposure to Authentic Language according to digital tools in English Foreign Language classrooms; Personalized Learning Experiences of digital tools in English Foreign Language classrooms; Interactive and Engaging Content of digital tools in English Foreign Language classrooms; Collaborative Learning Opportunities of digital tools in English Foreign Language classrooms; Instant Feedback and Self-Paced Learning of digital tools in English Foreign Language classrooms). Despite advantages of Challenges of Digital Learning in English Foreign Language online Classroom, digital learning also presents some important challenges (Technical Difficulties in the process of Digital Learning in English Foreign Language online Classroom; Lack of Personal Interaction in Digital Learning in English Foreign Language online Classroom; Teacher Training and Adaptation in Digital Learning in English Foreign Language online Classroom; Motivation and Self-Discipline in Digital Learning in English Foreign Language online Classroom). To show these challenges also was the purpose of our research.

So, the **tasks** of our research are:

1. To show the history of Digital learning in English Foreign Language online classroom as a Foreign Language (EFL) education.
2. To describe the evolution of digital tools used for Language Acquisition.
3. To explain Key developments of Digital learning in English Foreign Language online classroom.
4. To describe Multimedia Learning in the process of Digital learning in English Foreign Language online classroom (Late 1990s–Early 2000s).
5. To present Mobile-Assisted Language Learning (MALL) in the process of Digital learning in English Foreign Language online classroom.
6. To show Social Media and Collaborative Learning in the process of Digital learning in English Foreign Language online classroom.
7. To describe AI-Powered Language Learning in the process of Digital learning in English Foreign Language online classroom.
8. To describe Online and Hybrid Learning During the COVID-19 Pandemic in the process of Digital learning in English Foreign Language online classroom.
9. To show practically how to adapt digital assessment tools, breakout rooms, and collaborative whiteboards in the process of Digital learning in English Foreign Language online classroom (to give practical recommendations for teachers and pupils).

Theoretical and Methodological Foundations of our research there are: theories which deal with the history of Digital learning in English Foreign Language online classroom as a English Foreign Language education (Tatsuki, 2000); some main scientific view about the evolution of digital tools used for Language Acquisition (Mykhalchuk, Bihunova, Fridrikh & Vietrova, 2021); some theories of scientists about Key developments of Digital learning in English Foreign Language online classroom (Dubovyk, Mytnyk, Mykhalchuk, Rashkovska & Nabochuk, 2022); to describe Multimedia Learning in the process of Digital learning in English Foreign Language online classroom (Late 1990s–Early 2000s) (Mackenzie, 1998); to present Mobile-Assisted Language Learning (MALL) in the process of Digital learning in English Foreign Language online classroom (Grimes, 1990); to show Social Media and

Collaborative Learning in the process of Digital learning in English Foreign Language online classroom (Lonergan, 1984); to describe AI-Powered Language Learning in the process of Digital learning in English Foreign Language online classroom (Mykhalchuk, Bihunova, Bihunov & Ivashkevych, Er., 2023); to describe Online and Hybrid Learning During the COVID-19 Pandemic in the process of Digital learning in English Foreign Language online classroom (Mykhalchuk, Levchuk, Ivashkevych, Er. & Nabochuk, 2023).

Research methods. In our research, we used theoretical research methods (analysis of scientific literature, its synthesis, concretization, generalization of theoretical concepts, finding the most significant postulates and frames that allow us to draw conclusions and generalizations appropriate to the topic, which will allow us to draw conclusions about the theoretical development of the problem, its relevance for modern scientific thought) and practical research methods (observation of educational activities in modern Ukrainian schools, empirical verification of Digital learning in English Foreign Language online classroom).

The theoretical value of the research:

We firstly determined:

The concept of Digital learning in English Foreign Language online classroom has evolved significantly has to be solved with advancements in technologies, transforming the way English as a English Foreign Language is taught and learned. Traditional methods of giving language instructions in the process of Digital learning in English Foreign Language online classroom, which rely on textbooks, classroom interactions, and face-to-face teaching, have increasingly incorporated digital tools and online platforms. Digital learning in English Foreign Language at online classroom contexts refers to the use of *Technology-based Resources, such as interactive applications, learning management systems (LMS), artificial intelligence (AI), and multimedia content with the aim to enhance language acquisition.*

Firstly:

We described **Key Characteristics of Digital learning in English Foreign Language online classroom:**

1. *Technology-Enhanced Learning* in the process of Digital learning in English Foreign Language online classroom.

We think, that Digital learning in English Foreign Language online classroom is ***technology-driven, relying on internet-based resources, mobile applications, and artificial intelligence.***

Learners use Digital devices, such as *smartphones, tablets, and computers* to access educational content.

2. *Flexibility and Accessibility* in the process of Digital learning in English Foreign Language online classroom.

Unlike traditional classroom learning, digital learning allows students to study anytime and anywhere, making education more inclusive. We mean ***online courses, mobile apps, and digital textbooks provide on-demand access to learning materials*** in the process of Digital learning in English Foreign Language online classroom.

3. *Personalized Learning* in the process of Digital learning in English Foreign Language online classroom.

AI-powered platforms in the process of Digital learning in English Foreign Language online classroom help teachers to analyze pupils' performance and adapt content to suit their individual learning needs. Digital learning in English Foreign Language online classroom determines ***language apps offer customized exercises, feedback, and progress tracking.***

4. *Interactive and Engaging Content* of the process of Digital learning in English Foreign Language online classroom.

Digital learning incorporates multimedia elements such as videos, images, quizzes, and simulations to enhance comprehension. Digital learning in English Foreign Language online classroom requires ***Gamification elements, such as points, badges, and leaderboards, motivate learners to engage more actively.***

5. *Global Connectivity and Collaboration* of the process of Digital learning in English Foreign Language online classroom.

Online learning platforms enable students to connect with native speakers and peers from different countries through ***discussion forums, virtual classrooms, and***

language exchange programs. Cloud-based tools allow teachers and students to collaborate in real time, enhancing communication skills.

6. *Data-Driven Insights* in the process of Digital learning in English Foreign Language online classroom.

Digital tools collect learning analytics, allowing teachers to track students' progress and identify areas for improvement. Automated assessment systems provide immediate feedback, reducing teachers' workload.

Firstly:

We firstly showed a **paradigm of Digital learning in English Foreign Language online classroom:**

Technology Dependence in the process of Digital learning in English Foreign Language online classroom: Digital learning in English Foreign Language online classroom relies on Internet access and electronic devices, which may not be available to all pupils.

Teacher Training Needs in the process of Digital learning in English Foreign Language online classroom: many educators require additional training to effectively integrate digital tools into their process of teaching.

Pupils' Self-Discipline in the process of Digital learning in English Foreign Language online classroom: Online learning requires strong motivation and time management skills, which some pupils have a struggle with.

Standardization Issues in the process of Digital learning in English Foreign Language online classroom: There is no single approach to digital learning, as methods vary across different institutions and countries.

We added data on the presentation:

- the history of Digital learning in English Foreign Language online classroom as a English Foreign Language education;
- key milestones, and the evolution of digital tools used for Language Acquisition (*The Pre-Digital Era in the process of Digital learning in English Foreign Language online classroom; Grammar-Translation Method* (18th–19th centuries);

Direct Method (late 19th–early 20th century); *Audio-Lingual Method* (mid-20th century));

- *the Emergence of Computer-Assisted Language Learning (CALL)* (1960s–1980s) in the process of Digital learning in English Foreign Language online classroom (*Computer-Assisted Language Learning (CALL)*; *Early CALL*; *The first CALL programs*; *The PLATO system (Programmed Logic for Automated Teaching Operations)*; *Behaviorist CALL*);

- *key developments* of Digital learning in English Foreign Language online classroom during this period included (*Communicative CALL* (1990s); *The World Wide Web* (1991); *Early online dictionaries and language learning websites (e.g., BBC Learning English)*);

We described Multimedia Learning in the process of Digital learning in English Foreign Language online classroom (Late 1990s–Early 2000s):

1. The development of CD-ROMs and multimedia language labs in the process of Digital learning in English Foreign Language online classroom introduced interactive lessons with ***audio, video and animations***.

2. Early language learning software (e.g., Babbel, English Discoveries) in the process of Digital learning in English Foreign Language online classroom used ***gamification to enhance engagement***.

3. ***The Rise of E-Learning and Mobile-Assisted Language Learning (MALL)*** in the process of Digital learning in English Foreign Language online classroom (2000s–2010s).

Digital learning in English Foreign Language online classroom implies ***E-learning and Online Courses***:

1. *Moodle* (2002), *Blackboard* and *Google Classroom* became popular *Learning Management Systems (LMS)* for organizing online EFL courses in the process of Digital learning in English Foreign Language online classroom.

2. *Universities and private institutions* began offering *Massive Open Online Courses (MOOCs)* for English learners in the process of Digital learning in English Foreign Language online classroom.

3. *Web 2.0 technologies (blogs, wikis, podcasts)* allowed pupils to create and share content in English in the process of Digital learning in English Foreign Language online classroom.

We **added data on the description: *Mobile-Assisted Language Learning (MALL)*** in the process of Digital learning in English Foreign Language online classroom:

1. The growth of smartphones and tablets enabled learners to access English lessons anytime, anywhere in the process of Digital learning in English Foreign Language online classroom.

2. The teacher introduced *gamified language learning experiences* in the process of Digital learning in English Foreign Language online classroom.

3. Speech recognition tools like Google Voice Search helped pupils to improve their pronunciation in the process of Digital learning in English Foreign Language online classroom.

We **added data on the description: *Social Media and Collaborative Learning*** in the process of Digital learning in English Foreign Language online classroom:

1. *Platforms like Facebook, YouTube, and Twitter* became valuable tools for language exposure and practice in the process of Digital learning in English Foreign Language online classroom.

2. *Language exchange websites (e.g., italki, Tandem)* allowed learners to practice English with native speakers in the process of Digital learning in English Foreign Language online classroom.

3. *This period marked the globalization of digital learning*, making English education more accessible than ever in the process of Digital learning in English Foreign Language online classroom.

4. *The Emergence of Artificial Intelligence, Virtual Reality and Adaptive Learning (2020s–Present)* in the process of Digital learning in English Foreign Language online classroom.

We **added data on the description:** *Artificial Intelligence-Powered Language Learning* in the process of Digital learning in English Foreign Language online classroom:

1. *Artificial Intelligence-driven chatbots (e.g., Chat GPT, Grammarly, Elsa Speak)* provide instant feedback on grammar, pronunciation, and writing in the process of Digital learning in English Foreign Language online classroom.

2. *Artificial Intelligence personalization adapts learning materials* based on individual progress and weaknesses in the process of Digital learning in English Foreign Language online classroom.

We **added data on the description:** *Online and Hybrid Learning During the COVID-19 Pandemic* in the process of Digital learning in English Foreign Language online classroom:

1. *The global shift to online education* accelerated the adoption of digital learning platforms in the process of Digital learning in English Foreign Language online classroom.

2. *Zoom, Microsoft Teams, and Google Meet* became essential for virtual language classrooms in the process of Digital learning in English Foreign Language online classroom.

The practical value of the research.

Firstly in this research we distinguish Digital tools in English Foreign Language classrooms, their advantages (Increased Accessibility of digital tools in English Foreign Language classrooms; Exposure to Authentic Language according to digital tools in English Foreign Language classrooms; Personalized Learning Experiences of digital tools in English Foreign Language classrooms; Interactive and Engaging Content of digital tools in English Foreign Language classrooms; Collaborative Learning Opportunities of digital tools in English Foreign Language classrooms; Instant Feedback and Self-Paced Learning of digital tools in English Foreign Language classrooms). Despite advantages of Challenges of Digital Learning in English Foreign Language online Classroom, digital learning also presents some important challenges (Technical Difficulties in the process of Digital Learning in English Foreign Language

online Classroom; Lack of Personal Interaction in Digital Learning in English Foreign Language online Classroom; Teacher Training and Adaptation in Digital Learning in English Foreign Language online Classroom; Motivation and Self-Discipline in Digital Learning in English Foreign Language online Classroom). To show these challenges also was the purpose of our research.

Firstly, we described a plan of Social Learning Theory for Digital learning in English Foreign Language online classroom.

Social Learning Theory and Digital learning in English Foreign Language online classroom.

Key Theorists: Albert Bandura, Lev Vygotsky.

Social Learning Theory (SLT) suggests that learning occurs through observation, imitation and social interaction in the process of Digital learning in English Foreign Language online classroom. Digital learning environments enhance social learning by connecting students worldwide.

Application in the process of Digital learning in English Foreign Language online classroom:

Virtual Language Exchanges in the process of Digital learning in English Foreign Language online classroom: Platforms like italki and Tandem connect learners with native speakers.

Collaborative Learning in the process of Digital learning in English Foreign Language online classroom: Google Docs, Zoom breakout rooms, and online debates facilitate group learning.

Instructor Modeling in the process of Digital learning in English Foreign Language online classroom: Online video lessons by native speakers (e.g., YouTube English tutorials) provide language modeling.

Limitations in the process of Digital learning in English Foreign Language online classroom:

Dependency on Interaction in the process of Digital learning in English Foreign Language online classroom: Social learning requires active participation, which some students may avoid.

Limited Real-Time Feedback in the process of Digital learning in English Foreign Language online classroom: Online interactions may lack the immediacy of in-person conversations.

Approbation and implementation of the results of our research were tested and implemented into Secondary School №15, town Rivne, meetings of the Department of Theory and Practice of Foreign Languages and Teaching Methodology of Rivne State University of the Humanities, reported at the conferences on modern problems of teaching methods of foreign languages (Rivne, 2025). One article was published:

1. **Muchak, D. (2025). The history of Digital learning in English Foreign Language online classroom.** Матеріали VI Всеукраїнської науково-практичної конференції здобувачів вищої освіти та молодих вчених *«Актуальні проблеми сучасної іноземної філології» (20 травня 2025 року)*. Рівне: РДГУ. С. 168–170.

Chapter 1.

Benefits of Digital Learning in English Foreign Language Classrooms

1.1. Historical Development of Digital learning in English Foreign Language online classroom

The history of Digital learning in English Foreign Language online classroom as English Foreign Language education reflects the evolution of Digital technologies and its integration into the whole process of Teaching Methodologies. Over the decades in the 21st century, technological advancements have transformed traditional language instructions, making learning more interactive, accessible and personalized. From early period of Computer-Assisted Language Learning (CALL) programs to modern artificial intelligence (AI)-driven applications, Digital Learning has played a significant role in shaping EFL education in online classroom.

This Chapter 1.1 provides in-depth exploration of the historical development of Digital learning in English Foreign Language online classroom, tracing its origins, key milestones, and the evolution of digital tools used for Language Acquisition.

1. *The Pre-Digital Era in the process of Digital learning in English Foreign Language online classroom*: Traditional Language Learning (Before the 1960s of the XXth century). Before the emergence of Digital Technologies, EFL online classroom education relied on traditional teaching methods, which include:

Grammar-Translation Method (18th–19th centuries): It focused on **translation exercises, vocabulary memorization, and grammatical rules**. *Direct Method* (late 19th–early 20th century): It focused on **encouraged immersion, conversation practice and pronunciation training**. *Audio-Lingual Method* (mid-20th century): Based on **repetition, drills and behaviorist theories of learning**. During this period, Digital learning in English Foreign Language online classroom and Digital technologies

played a minimal role in language instructions, with books, flashcards, and classroom interactions being the primary tools for learning (Furmanovsky, 1997).

2. *The Emergence of Computer-Assisted Language Learning (CALL)* (1960s–1980s) in the process of Digital learning in English Foreign Language online classroom.

The introduction of computers in education marked the beginning of *Computer-Assisted Language Learning (CALL)*, a field that explored how technology could support language acquisition in the process of Digital learning in English Foreign Language online classroom. *Early CALL* in the process of Digital learning in English Foreign Language online classroom (1960s–1970s):

The first CALL programs in the process of Digital learning in English Foreign Language online classroom were text-based, offering basic Grammar and Vocabulary exercises. *The PLATO system (Programmed Logic for Automated Teaching Operations)* at the University of Illinois in the process of Digital learning in English Foreign Language online classroom was one of the earliest digital learning platforms, providing interactive exercises for language learners (Canning-Wilson, 2000).

Behaviorist CALL in the process of Digital learning in English Foreign Language online classroom (1970s–1980s):

- In the process of Digital learning in English Foreign Language online classroom and influenced by Skinner's behaviorist theories, *CALL programs* focused on **drills, repetition, and reinforcement**. *The Example* of Digital learning in English Foreign Language online classroom: Stanford's Programmed Logic for Automatic Teaching Operations (PLATO) offered **vocabulary-building exercises and sentence structure drills**. *Limitations* of Digital learning in English Foreign Language online classroom: these programs were rigid and repetitive, they were lack of a real interaction and creativity (Hadley, 1993). Despite its limitations, *early CALL* in the process of Digital learning in English Foreign Language online classroom set the foundation for integrating computers into EFL learning and paved the way for more interactive and engaging Digital tools.

3. *The Communicative Era and Multimedia Integration* in the process of Digital learning in English Foreign Language online classroom (1990s–2000s). By the 1990s, the rise of personal computers and the Internet revolutionized digital learning in the process of Digital learning in English Foreign Language online classroom. **Key developments** of Digital learning in English Foreign Language online classroom during this period included:

1. *Communicative CALL* (1990s) in the process of Digital learning in English Foreign Language online classroom includes:

- Shifted from drills to interactive activities that encouraged meaningful communication in the process of Digital learning in English Foreign Language online classroom.

- Programs like Dialogues and Tell Me More introduced speech recognition technologies for pronunciation practice in the process of Digital learning in English Foreign Language online classroom (Beagles-Ross & Gat, 1983).

2. *The Role of the Internet* in the process of Digital learning in English Foreign Language online classroom includes:

- *The World Wide Web* (1991) provided unlimited access to online resources in the process of Digital learning in English Foreign Language online classroom.

- *Early online dictionaries and language learning websites (e.g., BBC Learning English)* became the most popular in the process of Digital learning in English Foreign Language online classroom.

Email and discussion forums which are provided in the process of Digital learning in English Foreign Language online classroom, allowed pupils to communicate with native speakers (Плахотник, 1995). Let's describe Multimedia Learning in the process of Digital learning in English Foreign Language online classroom (Late 1990s–Early 2000s):

1. The development of CD-ROMs and multimedia language labs in the process of Digital learning in English Foreign Language online classroom introduced interactive lessons with **audio, video and animations**.

2. Early language learning software (e.g., Babbel, English Discoveries) in the process of Digital learning in English Foreign Language online classroom used ***gamification to enhance engagement***. During this period of time, digital learning became more engaging, interactive and student-centered, paving the way for modern e-learning platforms.

3. ***The Rise of E-Learning and Mobile-Assisted Language Learning (MALL)*** in the process of Digital learning in English Foreign Language online classroom (2000s–2010s). The 2000s showed rapid technological growth, leading to the rise of e-learning platforms and mobile language learning applications in the process of Digital learning in English Foreign Language online classroom (Allan, 1991).

Digital learning in English Foreign Language online classroom implies ***E-learning and Online Courses***:

1. *Moodle (2002), Blackboard and Google Classroom became popular Learning Management Systems (LMS) for organizing online EFL courses* in the process of Digital learning in English Foreign Language online classroom.

2. *Universities and private institutions began offering Massive Open Online Courses (MOOCs) for English learners* in the process of Digital learning in English Foreign Language online classroom.

3. *Web 2.0 technologies (blogs, wikis, podcasts) allowed pupils to create and share content in English* in the process of Digital learning in English Foreign Language online classroom (Мудренко, 2002).

Let's describe ***Mobile-Assisted Language Learning (MALL)*** in the process of Digital learning in English Foreign Language online classroom:

1. The growth of smartphones and tablets enabled learners to access English lessons anytime, anywhere in the process of Digital learning in English Foreign Language online classroom.

2. The teacher introduced *gamified language learning experiences* in the process of Digital learning in English Foreign Language online classroom.

3. Speech recognition tools like Google Voice Search helped pupils to improve their pronunciation in the process of Digital learning in English Foreign Language online classroom.

Let's describe ***Social Media and Collaborative Learning*** in the process of Digital learning in English Foreign Language online classroom:

1. *Platforms like Facebook, YouTube, and Twitter* became valuable tools for language exposure and practice in the process of Digital learning in English Foreign Language online classroom.

2. *Language exchange websites* (e.g., italki, Tandem) allowed learners to practice English with native speakers in the process of Digital learning in English Foreign Language online classroom.

3. *This period marked the globalization of digital learning*, making English education more accessible than ever in the process of Digital learning in English Foreign Language online classroom.

4. *The Emergence of Artificial Intelligence, Virtual Reality and Adaptive Learning* (2020s–Present) in the process of Digital learning in English Foreign Language online classroom (ЯХНЮК, 2002).

In the 2020s, the rise of Artificial Intelligence (AI), adaptive learning and virtual reality (VR) has revolutionized digital learning in English Foreign Language classrooms.

Let's describe ***AI-Powered Language Learning*** in the process of Digital learning in English Foreign Language online classroom:

1. *AI-driven chatbots* (e.g., Chat GPT, Grammarly, Elsa Speak) provide instant feedback on grammar, pronunciation, and writing in the process of Digital learning in English Foreign Language online classroom.

2. *AI personalization adapts learning materials* based on individual progress and weaknesses in the process of Digital learning in English Foreign Language online classroom (Davis, 1998).

Let's describe ***Virtual and Augmented Reality (VR/AR)*** in the process of Digital learning in English Foreign Language online classroom:

1. VR applications like Mondly VR and Immerse Me simulate real-world conversations for immersive learning in the process of Digital learning in English Foreign Language online classroom.

2. Augmented reality tools overlay digital content onto real-world environments, enhancing engagement in the process of Digital learning in English Foreign Language online classroom (Graber, 1990).

Let's describe *Online and Hybrid Learning During the COVID-19 Pandemic* in the process of Digital learning in English Foreign Language online classroom:

1. *The global shift to online education* accelerated the adoption of digital learning platforms in the process of Digital learning in English Foreign Language online classroom.

2. *Zoom, Microsoft Teams, and Google Meet* became essential for virtual language classrooms in the process of Digital learning in English Foreign Language online classroom.

Teachers and pupils adapted to ***digital assessment tools, breakout rooms, and collaborative whiteboards*** in the process of Digital learning in English Foreign Language online classroom. With these innovations, digital learning continues to evolve, offering more personalized, interactive, and engaging experiences for English Foreign Language learners in the process of Digital learning in English Foreign Language online classroom (Herx, 1986).

So, the historical development of digital learning in English Foreign Language education in the process of Digital learning in English Foreign Language online classroom has progressed from early computer-based drills to Artificial Intelligence-powered, interactive, and immersive learning experiences. Over the decades, digital tools have transformed language learning, making it more accessible, flexible, and engaging. Today, the combination of Artificial Intelligence, mobile learning, and virtual reality is shaping the future of English Foreign Language education, providing students with unprecedented opportunities to master English in dynamic and innovative ways in the process of Digital learning in English Foreign Language online classroom.

1.2. Digital tools in English Foreign Language classrooms, their advantages

The integration of digital tools in English Foreign Language classrooms has numerous **advantages**:

1. Increased Accessibility of digital tools in English Foreign Language classrooms.

In this way pupils can learn from anywhere, anytime, reducing geographical and financial barriers. Online platforms offer free and affordable courses, making English learning more inclusive.

2. Exposure to Authentic Language according to digital tools in English Foreign Language classrooms.

Pupils engage with native speakers through online conversations, podcasts, and videos. Artificial Intelligence-powered chatbots and virtual assistants simulate real-life communication scenarios.

3. Personalized Learning Experiences of digital tools in English Foreign Language classrooms.

Adaptive learning technologies adjust to individual pupils' proficiency levels and needs. Online assessments and progress tracking allow teachers to customize lessons.

4. Interactive and Engaging Content of digital tools in English Foreign Language classrooms.

Multimedia resources such as videos, games and quizzes make learning English Language as a foreign one more dynamic. Augmented reality (AR) and virtual reality (VR) provide immersive language experiences for pupils in Digital learning in English Foreign Language online classroom.

5. Collaborative Learning Opportunities of digital tools in English Foreign Language classrooms.

Virtual classrooms and discussion forums promote interaction among pupils worldwide. Group projects and peer reviews enhance communication and teamwork skills.

6. *Instant Feedback and Self-Paced Learning of digital tools in English Foreign Language classrooms.*

Artificial Intelligence-powered writing assistants (e.g., Grammarly) and language learning apps (e.g., Duolingo) provide immediate feedback. Learners can progress at their own pace, revisiting materials as needed (Mayer & Gallini, 1990). Now let us describe *Challenges of Digital Learning in English Foreign Language online Classroom*. Despite advantages of Challenges of Digital Learning in English Foreign Language online Classroom, digital learning also presents *some important challenges*:

1. *Technical Difficulties in the process of Digital Learning in English Foreign Language online Classroom.*

Poor internet connection and lack of access to devices can hinder learning in Digital Learning in English Foreign Language online Classroom. Some pupils may organize themselves with using digital tools effectively.

2. *Lack of Personal Interaction in Digital Learning in English Foreign Language online Classroom.*

Online learning may reduce face-to-face communication and spontaneous conversations. Pupils might feel isolated without a traditional classroom environment.

3. *Teacher Training and Adaptation in Digital Learning in English Foreign Language online Classroom.*

Many educators are not fully trained in using digital tools effectively in Digital Learning in EFL online Classroom. Traditional teaching methods may not always align with digital platforms.

4. *Motivation and Self-Discipline in Digital Learning in English Foreign Language online Classroom.*

Some pupils struggle with staying motivated and managing their learning schedules. Without in-person supervision, engagement levels may decrease (Pezdek & Stevens, 1984). So, Digital learning has transformed English Foreign Language education, providing pupils with greater accessibility, interactive content, and personalized learning experiences. While challenges exist, technological

advancements and innovative teaching strategies continue to improve the effectiveness of online language learning. As the demand for digital education grows, educators must embrace new methodologies and tools to enhance language acquisition in online classrooms.

The teacher has to understand clearly how to formulate the Purpose and the Objectives of their Research, of their Study. So, each pupil has to know the ways of integration of digital learning tools into the English lessons, into the process of studying English as a English Foreign Language education, which, in turn, has become a great necessity rather than an option in the modern world. However, the effectiveness of these tools, their advantages and disadvantages, and their impact on pupils' language acquisition need further exploration. That's why our research has to analyze how digital learning influences the process of learning English, what challenges and opportunities it presents, and how educators can optimize its use in online English Foreign Language classrooms.

If we talk about Digital learning in English Foreign Language online classroom, the teacher has to understand and to know the Main Purpose of the Lesson, has to formulate it. The primary purpose of this research is to explore the role of digital learning in English Foreign Language online classrooms, examining its effectiveness in improving language skills, engagement, and learning outcomes. The teacher seeks **to answer key questions**, such as:

1. How do digital learning tools enhance English Foreign Language instruction in online settings?
2. What are the most effective digital tools and platforms for English Foreign Language learners?
3. What challenges do students and teachers face in digital learning environments?
4. How can digital technologies be optimized to improve language acquisition?

By addressing these questions, the teacher has the main aims to provide pupils with valuable insights and practical recommendations for integrating digital tools into their teaching strategies. After that the teacher has **to formulate the Objectives of**

Digital learning in English Foreign Language online classroom. To achieve the main purpose of some lesson, the teacher has *to form, to formulate and to propose several objectives*:

1. *To Examine the Role of Digital Learning in English Foreign Language Education.* To reach this goal, the teacher has to answer such questions or he/she has to do such tasks:

- to Investigate the historical development of digital learning in language education in the whole and in English Foreign Language online classroom, what is the most important for us;
- to identify the theoretical foundations that support digital learning methodologies in English Foreign Language online classroom;
- to compare digital learning with traditional classroom-based instruction in English Foreign Language online classroom.

2. *To Identify the Most Effective Digital Tools for English Foreign Language Learning in English Foreign Language online classroom.* To reach this goal, the teacher has to answer such questions or he/she has to do such tasks:

- to analyze various digital platforms such as Moodle, Google Classroom, Duolingo, and Zoom;
- to evaluate the effectiveness of multimedia resources, including videos, podcasts, and gamification;
- to explore how Artificial Intelligence-driven tools like Chat GPT, Grammarly, and speech recognition software assist language learners.

3. *To Assess the Impact of Digital Learning on Pupils' Language Skills in English Foreign Language online classroom.* To reach this goal, the teacher has to answer such questions or he/she has to do such tasks:

- to examine how digital learning affects the four primary language skills: listening, speaking, reading, and writing in Digital learning in English Foreign Language online classroom;
- to study students' engagement and motivation in online learning environments in Digital learning in English Foreign Language online classroom;

- to identify factors that contribute to successful digital learning experiences in Digital learning in English Foreign Language online classroom.

4. *To Explore the Challenges of Digital Learning in English Foreign Language Online Classrooms.* To reach this goal, the teacher has to answer such questions or he/she has to do such tasks:

- to investigate technological barriers such as internet access, device availability, and software limitations in the process of Digital learning in English Foreign Language online classroom;

- to analyze pedagogical challenges, including the lack of direct teacher-student interaction in the process of Digital learning in English Foreign Language online classroom;

- to examine psychological factors such as student motivation, self-discipline, and learning preferences in the process of Digital learning in English Foreign Language online classroom.

5. *To Provide Recommendations for Effective Digital Learning Implementation in Digital Learning in English Foreign Language Online Classrooms.* To reach this goal, the teacher has to answer such questions or he/she has to do such tasks:

- to develop strategies for teachers to maximize the benefits of digital learning tools in the process of Digital learning in English Foreign Language online classroom;

- to suggest ways to integrate digital resources with traditional teaching methods in the process of Digital learning in English Foreign Language online classroom;

- to offer guidelines for improving student engagement and overcoming digital learning obstacles in the process of Digital learning in English Foreign Language online classroom.

Also, planning the process of Digital learning in English Foreign Language online classroom the teacher has to make clear the Significance of the process of Studying English. So, *Digital learning in English Foreign Language online classroom* is significant for several groups:

For Teachers and Educators: Digital learning in English Foreign Language online classroom provides insights into effective digital teaching strategies, helping teachers to improve their online instruction methods.

For Pupils: Digital learning in English Foreign Language online classroom highlights the best digital tools and techniques for enhancing English language learning.

For Scientists and Researchers: Digital learning in English Foreign Language online classroom contributes to the growing body of knowledge on digital learning and its impact on language acquisition.

For Computer Programmers: Digital learning in English Foreign Language online classroom offers data-driven recommendations for educational institutions considering digital learning integration.

So, the purpose of Digital learning in English Foreign Language online classroom and its objectives focus on understanding the impact of digital learning on English Foreign Language education. By examining the role of Computer technologies, identifying effective tools, assessing challenges and proposing solutions, the research of providing Digital learning in English Foreign Language online classroom aims to improve digital learning practices in online language classrooms. The findings of Digital learning in English Foreign Language online classroom will help educators, pupils and institutions to optimize digital learning for more effective English language acquisition.

1.3. Research Methodology in Digital learning in English Foreign Language online classroom

Research Methodology for understanding Digital learning in English Foreign Language online classroom is a critical component of any academic study, as it defines the approach, techniques, and tools used to collect and analyze empirical data of pupils' and teachers' researches in Digital learning in English Foreign Language online classroom. In our research, the Research Methodology for understanding Digital learning in English Foreign Language online classroom focuses our attention on

exploring the role of digital learning in English as a Foreign Language online classrooms. By combining qualitative and quantitative research methods for providing Research Methodology for understanding Digital learning in English Foreign Language online classroom, the research aims will help us to provide a comprehensive understanding of how digital learning tools impact language acquisition of pupils in providing Research Methodology for understanding Digital learning in English Foreign Language online classroom, pupils' engagement and teaching effectiveness.

Let us describe *Research Approach* for understanding Digital learning in English Foreign Language online classroom. This Research Approach employs a mixed-methods approach, integrating both qualitative and quantitative research techniques. This combination allows for a more thorough investigation, ensuring that both numerical data and subjective experiences are considered as the main ones in the process of Digital learning in English Foreign Language online classroom. The second one is *Qualitative Research* for understanding Digital learning in English Foreign Language online classroom. In this case dominant there are the aims to explore teachers' and pupils' perceptions, experiences, and challenges related to digital learning. Qualitative Research for understanding Digital learning in English Foreign Language online classroom involves interviews, open-ended survey questions, and classroom observations.

The next, the third one is *Quantitative Research* for understanding Digital learning in English Foreign Language online classroom. Quantitative Research focuses on measuring the effectiveness of digital learning tools through statistical analysis. Also, Quantitative Research involves structured surveys, test scores, and engagement metrics. The next, the fourth one is *Research Design* for understanding Digital learning in English Foreign Language online classroom. Research Design studies the following as a structured research design that includes the following steps:

1. *Defining the Research Problem in the process of Digital learning in English Foreign Language online classroom.*

In this case we mean identifying the main challenges and benefits of digital learning in EFL classrooms. Also, we mean understanding how Digital learning in

English Foreign Language online classroom and Digital Technologies affect pupils' language proficiency.

2. *Setting Research Objectives in the process of Digital learning in English Foreign Language online classroom.* In this case we mean determining which digital tools are most effective for language learning in the process of Digital learning in English Foreign Language online classroom. Also, the important point is analyzing student engagement and motivation in digital environments.

3. *Selecting Participants in the process of Digital learning in English Foreign Language online classroom.* Target population consists of: EFL teachers and pupils who participated and are ready of being engaged in online learning. Sample size of groups consists of: Approximately 20 pupils from 2 groups of people and 1 teacher from school as secondary institution. Sampling method consists of: A combination of purposive sampling (selecting participants based on relevant experience) and random sampling (to ensure diverse perspectives) (Ryan, 1998).

The next, the fifth one is *Data Collection Method* for understanding Digital learning in English Foreign Language online classroom. Data Collection Methods helps us to gather relevant information. The teacher in this case helps providing uses of multiple data collection methods:

1. *Surveys and Questionnaires* for understanding Digital learning in English Foreign Language online classroom. Online surveys and Questionnaires are distributed for pupils and teachers to assess their experiences with digital learning. *Surveys and Questionnaires* for understanding Digital learning in English Foreign Language online classroom include both closed-ended questions (e.g.: Likert scale ratings) and open-ended questions (to capture detailed opinions).

2. *Interviews* for understanding Digital learning in English Foreign Language online classroom. Semi-structured Interviews for understanding Digital learning in English Foreign Language online classroom are organized with teachers and pupils to gain deeper insights. Interviews for understanding Digital learning in English Foreign Language online classroom are focused on their preferences, challenges, and suggested improvements in Digital learning in English Foreign Language online classroom.

3. *Classroom Observations* for understanding Digital learning in English Foreign Language online classroom. Online English Foreign Language classes for understanding Digital learning in English Foreign Language online classroom are observed to analyze how Digital tools are implemented in real teaching scenarios. Key aspects, which were observed, include pupils' interaction, engagement levels and technological challenges.

4. *Test Scores and Performance Metrics* for understanding Digital learning in English Foreign Language online classroom (Schneider & Laurion, 1993). Comparison of pupils' performances for understanding Digital learning in English Foreign Language online classroom before and after using digital tools. The analysis of engagement metrics, such as time spent on learning platforms and quiz completion rates.

The next, the fifth one is *Data Analysis Methods* for understanding Digital learning in English Foreign Language online classroom. If we tell about Data Analysis Methods we mean the data is collected in the process of Digital learning in English Foreign Language online classroom. The following methods are used for Data Analysis Methods analysis:

1. *Qualitative Data Analysis* in the process of Digital learning in English Foreign Language online classroom. Thematic analysis is applied to identify common themes in interviews and open-ended survey responses. Responses are categorized into major topics, such as: "Benefits of Digital Learning", "Challenges" and "Recommended Improvements".

2. *Quantitative Data Analysis* in the process of Digital learning in English Foreign Language online classroom. Quantitative Data Analysis is used when statistical tools such as SPSS or Excel are used to analyze survey results and test scores in the process of Digital learning in English Foreign Language online classroom. Quantitative Data is presented in graphs, charts, and tables to illustrate trends and correlations.

3. *Comparative Analysis* in the process of Digital learning in English Foreign Language online classroom (Pezdek & Hartman, 1983). We mean comparison as

digital learning effectiveness across different tools and platforms. Also, Comparative Analysis in the process of Digital learning in English Foreign Language online classroom determines cross-analysis of teachers and pupils, understanding their perspectives on digital learning challenges.

The next, the sixth one is *Reliability and Validity Methods* for understanding Digital learning in English Foreign Language online classroom. Reliability and Validity ensure the credibility of the study in the process of Digital learning in English Foreign Language online classroom, the following measures are taken:

1. *Reliability* in the process of Digital learning in English Foreign Language online classroom. Surveys and interview, also questions are pilot-tested before full implementation. Data collection in the process of Digital learning in English Foreign Language online classroom is standardized to maintain consistency.

2. *Validity* in the process of Digital learning in English Foreign Language online classroom. Multiple sources of data (surveys, interviews, observations) are used to cross-check findings in the process of Digital learning in English Foreign Language online classroom. Expert validation in the process of Digital learning in English Foreign Language online classroom: Educators and language learning professionals review the study framework.

The next, the seventh one is *Ethical Considerations* for understanding Digital learning in English Foreign Language online classroom. Ethical Considerations determine Ethical research practices, which are strictly followed to protect participants' rights and data confidentiality. *Ethical Considerations* for understanding Digital learning in English Foreign Language online classroom include:

1. *Informed Consent* in the process of Digital learning in English Foreign Language online classroom: Participants are fully informed about the study's purpose and give consent before participating.

2. *Anonymity and Confidentiality* in the process of Digital learning in English Foreign Language online classroom: Personal information is anonymized, and data is securely stored.

3. *Voluntary Participation* in the process of Digital learning in English Foreign Language online classroom: Participants have the right to withdraw from the study at any stage. The next, the eighth point is *Limitations of the Study* for understanding Digital learning in English Foreign Language online classroom (Tomalin, 1986).

Limitations of the Study determines while the research aims to be comprehensive, certain limitations exist:

1. *Sample Size* for understanding Digital learning in English Foreign Language online classroom: The study is limited to a specific number of pupils and teachers, which may not represent all English Foreign Language learners.

2. *Self-Reported Data* for understanding Digital learning in English Foreign Language online classroom: Surveys and interviews rely on personal opinions, which may introduce biases.

3. *Technological Variations* for understanding Digital learning in English Foreign Language online classroom: Different institutions use different digital tools, making direct comparisons challenging (Hanson, 1992).

So, the research methodology in the process of Digital learning in English Foreign Language online classroom ensures a systematic and reliable investigation into digital learning in English Foreign Language classrooms. By combining qualitative and quantitative methods, the study captures both statistical data and personal experiences, providing a well-rounded analysis. The findings in the process of Digital learning in English Foreign Language online classroom will offer valuable insights for educators, students, and policymakers in optimizing digital learning for English language acquisition.

Conclusions for the first Chapter

This Chapter 1.1 provides in-depth exploration of the historical development of Digital learning in English Foreign Language online classroom, tracing its origins, key milestones, and the evolution of digital tools used for Language Acquisition.

1. *The Pre-Digital Era in the process of Digital learning in English Foreign Language online classroom: Traditional Language Learning (Before the 1960s of the XXth century).*

Before the emergence of Digital Technologies, EFL online classroom education relied on traditional teaching methods, which include: *Grammar-Translation Method* (18th–19th centuries): It focused on **translation exercises, vocabulary memorization, and grammatical rules**. *Direct Method* (late 19th–early 20th century): It focused on **encouraged immersion, conversation practice and pronunciation training**. *Audio-Lingual Method* (mid-20th century): Based on **repetition, drills and behaviorist theories of learning**. During this period, Digital learning in English Foreign Language online classroom and Digital technologies played a minimal role in language instructions, with books, flashcards, and classroom interactions being the primary tools for learning.

2. *The Emergence of Computer-Assisted Language Learning (CALL) (1960s–1980s) in the process of Digital learning in English Foreign Language online classroom.*

The introduction of computers in education marked the beginning of *Computer-Assisted Language Learning (CALL)*, a field that explored how technology could support language acquisition in the process of Digital learning in English Foreign Language online classroom. *Early CALL* in the process of Digital learning in English Foreign Language online classroom (1960s–1970s): *The first CALL programs* in the process of Digital learning in English Foreign Language online classroom were text-based, offering basic Grammar and Vocabulary exercises. *The PLATO system (Programmed Logic for Automated Teaching Operations)* at the University of Illinois in the process of Digital learning in English Foreign Language online classroom was one of the earliest digital learning platforms, providing interactive exercises for language learners.

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3. *This period marked the globalization of digital learning*, making English education more accessible than ever in the process of Digital learning in English Foreign Language online classroom.

4. *The Emergence of Artificial Intelligence, Virtual Reality and Adaptive Learning* (2020s–Present) in the process of Digital learning in English Foreign Language online classroom. In the 2020s, the rise of Artificial Intelligence (AI), adaptive learning and virtual reality (VR) has revolutionized digital learning in English Foreign Language classrooms.

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1. *AI-driven chatbots (e.g., Chat GPT, Grammarly, Elsa Speak)* provide instant feedback on grammar, pronunciation, and writing in the process of Digital learning in English Foreign Language online classroom.

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2. *Zoom, Microsoft Teams, and Google Meet* became essential for virtual language classrooms in the process of Digital learning in English Foreign Language online classroom.

Teachers and pupils adapted to ***digital assessment tools, breakout rooms, and collaborative whiteboards*** in the process of Digital learning in English Foreign Language online classroom. The integration of digital tools in English Foreign Language classrooms has numerous ***advantages***:

1. *Increased Accessibility of digital tools in English Foreign Language classrooms.* In this way pupils can learn from anywhere, anytime, reducing geographical and financial barriers. Online platforms offer free and affordable courses, making English learning more inclusive.

2. *Exposure to Authentic Language according to digital tools in English Foreign Language classrooms.* Pupils engage with native speakers through online conversations, podcasts, and videos. Artificial Intelligence-powered chatbots and virtual assistants simulate real-life communication scenarios.

3. *Personalized Learning Experiences of digital tools in English Foreign Language classrooms.* Adaptive learning technologies adjust to individual pupils' proficiency levels and needs. Online assessments and progress tracking allow teachers to customize lessons.

4. *Interactive and Engaging Content of digital tools in English Foreign Language classrooms.* Multimedia resources such as videos, games and quizzes make learning English Language as a foreign one more dynamic. Augmented reality (AR) and virtual reality (VR) provide immersive language experiences for pupils in Digital learning in English Foreign Language online classroom.

5. *Collaborative Learning Opportunities of digital tools in English Foreign Language classrooms.* Virtual classrooms and discussion forums promote interaction among pupils worldwide. Group projects and peer reviews enhance communication and teamwork skills.

6. *Instant Feedback and Self-Paced Learning of digital tools in English Foreign Language classrooms.* Artificial Intelligence-powered writing assistants (e.g., Grammarly) and language learning apps (e.g., Duolingo) provide immediate feedback. Learners can progress at their own pace, revisiting materials as needed.

Now let us describe *Challenges of Digital Learning in English Foreign Language online Classroom.* Despite advantages of Challenges of Digital Learning in English Foreign Language online Classroom, digital learning also presents *some important challenges:*

1. *Technical Difficulties in the process of Digital Learning in English Foreign Language online Classroom.* Poor internet connection and lack of access to devices can hinder learning in Digital Learning in English Foreign Language online Classroom. Some pupils may organize themselves with using digital tools effectively.

2. *Lack of Personal Interaction in Digital Learning in English Foreign Language online Classroom.* Online learning may reduce face-to-face communication and spontaneous conversations. Pupils might feel isolated without a traditional classroom environment.

3. *Teacher Training and Adaptation in Digital Learning in English Foreign Language online Classroom.* Many educators are not fully trained in using digital tools effectively in Digital Learning in EFL online Classroom. Traditional teaching methods may not always align with digital platforms.

4. *Motivation and Self-Discipline in Digital Learning in English Foreign Language online Classroom.* Some pupils struggle with staying motivated and managing their learning schedules. Without in-person supervision, engagement levels may decrease.

Chapter II.

Digital learning in English Foreign Language online classroom, the characteristics of Digital Platforms

2.1. Definition of Digital Learning in English Foreign Language Contexts, according to different Digital Platforms

The concept of Digital learning in English Foreign Language online classroom has evolved significantly has to be solved with advancements in technologies, transforming the way English as a English Foreign Language is taught and learned. Traditional methods of giving language instructions in the process of Digital learning in English Foreign Language online classroom, which rely on textbooks, classroom interactions, and face-to-face teaching, have increasingly incorporated digital tools and online platforms. Digital learning in English Foreign Language at online classroom contexts refers to the use of *Technology-based Resources, such as interactive applications, learning management systems (LMS), artificial intelligence (AI), and multimedia content with the aim to enhance language acquisition.*

This Chapter II explores us to make a definition of Digital learning in English Foreign Language online classroom, its key characteristics, and its relevance in modern English Foreign Language online classrooms. Let us propose defining Digital learning in English Foreign Language online classroom. Digital learning in English Foreign Language refers to the use of digital technologies, online resources, and electronic tools to facilitate language instruction and acquisition. It encompasses various forms of learning, which include:

1. *Synchronous learning* in the process of Digital learning in English Foreign Language online classroom: Real-time interaction between teachers and pupils through video conferencing platforms (e.g., Zoom, Microsoft Teams).

2. *Asynchronous learning* in the process of Digital learning in English Foreign Language online classroom: Self-paced learning using recorded lectures, digital assignments, and discussion forums.

3. *Blended learning* in the process of Digital learning in English Foreign Language online classroom: A combination of traditional face-to-face teaching and digital learning tools.

4. Fully online learning in the process of Digital learning in English Foreign Language online classroom: Digital courses conducted entirely in a virtual environment without in-person interaction.

We think, that *Digital learning in English Foreign Language online classroom* integrates multiple tools and techniques, such as:

1. *Learning Management Systems (LMS)* in the process of Digital learning in English Foreign Language online classroom: Platforms like Moodle, Google Classroom, and Blackboard, which organize learning materials, assignments, and discussions.

2. *Interactive applications* in the process of Digital learning in English Foreign Language online classroom: Tools like Duolingo, Quizlet, and Kahoot that enhance vocabulary and grammar learning through gamification.

3. *AI-powered language learning assistants* in the process of Digital learning in English Foreign Language online classroom: Chatbots and AI tutors like Chat GPT and Grammarly that provide real-time feedback.

4. *Multimedia content* in the process of Digital learning in English Foreign Language online classroom: Videos, podcasts, and digital textbooks that improve listening and reading comprehension (Faltis & Hundelson, 1998).

Let us describe **Key Characteristics of Digital learning in English Foreign Language online classroom:**

1. *Technology-Enhanced Learning* in the process of Digital learning in English Foreign Language online classroom. We think, that Digital learning in English Foreign Language online classroom is ***technology-driven, relying on internet-based resources, mobile applications, and artificial intelligence***. Learners use Digital devices, such as *smartphones, tablets, and computers to access educational content*.

2. *Flexibility and Accessibility* in the process of Digital learning in English Foreign Language online classroom. Unlike traditional classroom learning, digital

learning allows students to study anytime and anywhere, making education more inclusive. We mean **online courses, mobile apps, and digital textbooks provide on-demand access to learning materials** in the process of Digital learning in English Foreign Language online classroom.

3. *Personalized Learning* in the process of Digital learning in English Foreign Language online classroom. AI-powered platforms in the process of Digital learning in English Foreign Language online classroom help teachers to analyze pupils' performance and adapt content to suit their individual learning needs. Digital learning in English Foreign Language online classroom determines **language apps offer customized exercises, feedback, and progress tracking**.

4. *Interactive and Engaging Content* of the process of Digital learning in English Foreign Language online classroom. Digital learning incorporates multimedia elements such as videos, images, quizzes, and simulations to enhance comprehension. Digital learning in English Foreign Language online classroom requires **Gamification elements, such as points, badges, and leaderboards, motivate learners to engage more actively**.

5. *Global Connectivity and Collaboration* of the process of Digital learning in English Foreign Language online classroom. Online learning platforms enable students to connect with native speakers and peers from different countries through **discussion forums, virtual classrooms, and language exchange programs**. **Cloud-based tools** allow teachers and students to collaborate in real time, enhancing communication skills.

6. *Data-Driven Insights* in the process of Digital learning in English Foreign Language online classroom. Digital tools collect learning analytics, allowing teachers to track students' progress and identify areas for improvement. Automated assessment systems provide immediate feedback, reducing teachers' workload. Let us describe Differences Between Traditional and Digital learning in English Foreign Language online classroom. First of all let us describe *the Role of Digital Learning in Modern EFL Classrooms*.

In the 21st century, Digital learning in English Foreign Language online classroom has become an essential component of **English Foreign Language instruction**. Educational institutions worldwide are integrating by use of Digital learning in English Foreign Language online classroom technology into:

1. *Improving Language Proficiency* by Digital learning in English Foreign Language online classroom. Interactive exercises and AI-powered language tutors help pupils practice Pronunciation, Grammar and Vocabulary more effectively. Virtual reality (VR) and augmented reality (AR) applications create **immersive learning experiences that enhance language retention**.

2. *Enhance Engagement and Motivation* by Digital learning in English Foreign Language online classroom. Digital tools offer game-like experiences that encourage pupils to participate actively in the process of Digital learning in English Foreign Language online classroom. **Social media and online forums** provide platforms for peer interaction and **collaborative learning** in the process of Digital learning in English Foreign Language online classroom.

3. *Expanding Access to Quality Education* by Digital learning in English Foreign Language online classroom. Pupils in remote or underdeveloped areas can access high-quality English courses through the Internet by Digital learning in English Foreign Language online classroom. **Open Educational Resources (OER)** and **Massive Open Online Courses (MOOCs)** provide free learning materials for self-study.

4. *Support Teachers in Lesson Delivery* in the process of Digital learning in English Foreign Language online classroom. Teachers use Digital tools to create **interactive lesson plans, quizzes, and assignments**. **Online grading and feedback systems** save a lot of time and improve assessment efficiency.

Now we'd like to describe *Challenges of Defining Digital Learning in English Foreign Language Contexts in online classroom*. While Digital learning in English Foreign Language online classroom offers numerous advantages, there are challenges in establishing a universal definition and **a paradigm of Digital learning in English Foreign Language online classroom**:

Technology Dependence in the process of Digital learning in English Foreign Language online classroom: Digital learning in English Foreign Language online classroom relies on Internet access and electronic devices, which may not be available to all pupils. ***Teacher Training Needs*** in the process of Digital learning in English Foreign Language online classroom: many educators require additional training to effectively integrate digital tools into their process of teaching. ***Pupils' Self-Discipline*** in the process of Digital learning in English Foreign Language online classroom: Online learning requires strong motivation and time management skills, which some pupils have a struggle with. ***Standardization Issues*** in the process of Digital learning in English Foreign Language online classroom: There is no single approach to digital learning, as methods vary across different institutions and countries.

So, Digital learning in English Foreign Language online classroom in EFL contexts encompasses a wide range of tools, strategies, and methodologies designed to enhance language acquisition through Digital learning technologies. It offers greater flexibility, personalization, and engagement compared to traditional teaching methods. However, its effectiveness depends on proper implementation, teacher training, and student motivation. As Digital learning technologies continues to evolve, digital learning will play an increasingly significant role in shaping the future of English language education.

2.2. Theoretical Foundations of Digital Learning in English Foreign Language Education in the process of Digital learning in English Foreign Language online classroom

The integration of Digital learning in English Foreign Language online classroom education is deeply rooted in various theoretical frameworks that explain how students acquire language through Internet technologies. Over the decades, linguists, psychologists, and educators have developed models and theories that shape modern digital learning practices. These theories help educators understand how learners process language in digital environments and how technology can enhance comprehension, retention and communication skills.

This Chapter 2.2 explores the key theoretical foundations of digital learning in English Foreign Language education in the process of Digital learning in English Foreign Language online classroom, including behaviorism, cognitivism, constructivism, social learning theory, and connectivism. Let us look at all these theories to understand the essence Digital learning in English Foreign Language online classroom.

1. *Behaviorism* in the process of Digital learning in English Foreign Language online classroom.

Key Theorists: B.F. Skinner, John Watson.

Behaviorism is one of the earliest learning theories, emphasizing stimulus-response learning and reinforcement in the process of Digital learning in English Foreign Language online classroom. According to behaviorist principles, learning occurs through habit formation, repetition, and feedback in the process of Digital learning in English Foreign Language online classroom.

2. *Application* in the process of Digital learning in English Foreign Language online classroom:

Drill-and-Practice Programs in the process of Digital learning in English Foreign Language online classroom: Early Computer-Assisted Language Learning (CALL) followed behaviorist principles, offering Grammar and Vocabulary drills with immediate feedback (e.g., Duolingo, Memrise) in the process of Digital learning in English Foreign Language online classroom. *Gamification*: Many digital platforms use rewards, badges and points to reinforce learning behavior (e.g., Kahoot, Quizlet) in the process of Digital learning in English Foreign Language online classroom. *Automated Feedback*: Artificial Intelligence-driven language tools (e.g., Grammarly, Chat GPT) in the process of Digital learning in English Foreign Language online classroom correct mistakes instantly, reinforcing correct language use.

Limitations: Lack of Critical Thinking in the process of Digital learning in English Foreign Language online classroom: Behaviorist methods focus on memorization rather than deep understanding. *Limited Real-World Application* in the process of Digital learning in English Foreign Language online classroom: Digital

exercises based on repetition may not prepare learners for real-life communication (Cennamo, Savenye & Smith, 1991).

2. *Cognitivism* and Digital learning in English Foreign Language online classroom.

Key Theorists: Jean Piaget, Robert Gagné, John Anderson.

Cognitivism focuses on how learners process, store, and retrieve information. It views language learning as an active mental process rather than passive conditioning Digital learning in English Foreign Language online classroom.

Application in Digital learning in English Foreign Language online classroom: *Multimedia Learning* in the process of Digital learning in English Foreign Language online classroom: Digital platforms combine text, images, audio and video to enhance cognitive processing (e.g., TED-Ed, BBC Learning English). *Scaffolding and Chunking* in the process of Digital learning in English Foreign Language online classroom: E-learning courses present information in small, manageable units to prevent cognitive overload (e.g., Khan Academy). *Cognitive Load Theory* in the process of Digital learning in English Foreign Language online classroom: Digital learning tools balance intrinsic, extraneous, and germane cognitive loads to optimize learning.

Limitations in the process of Digital learning in English Foreign Language online classroom: *High Cognitive Demands* in the process of Digital learning in English Foreign Language online classroom: Digital learning environments may overwhelm learners if too much information is presented at once. *Lack of Emotional Engagement:* Cognitive models often overlook motivation and social factors in language learning (Редько, Карп & Кохан, 2004).

3. *Constructivism* and Digital learning in English Foreign Language online classroom

Key Theorists: Jerome Bruner, John Dewey.

Constructivism emphasizes active learning, where students construct knowledge through experience, problem-solving and collaboration in the process of Digital learning in English Foreign Language online classroom. *Application* in the process of

Digital learning in English Foreign Language online classroom: *Project-Based Learning* in the process of Digital learning in English Foreign Language online classroom: Online platforms encourage students to create presentations, blogs, and digital stories (e.g., Padlet, Google Sites). *Interactive Simulations* in the process of Digital learning in English Foreign Language online classroom: Tools like virtual reality (VR) and augmented reality (AR) create immersive learning experiences (e.g., Mondly VR).

Discussion Forums and Wikis in the process of Digital learning in English Foreign Language online classroom: Digital tools encourage peer collaboration and knowledge sharing (e.g., Reddit, online course forums). *Limitations* in the process of Digital learning in English Foreign Language online classroom: *Requires Self-Discipline* in the process of Digital learning in English Foreign Language online classroom: Constructivist digital learning models depend on student motivation and engagement. *Technology Barriers* in the process of Digital learning in English Foreign Language online classroom: Some students may lack access to the necessary digital tools (Коломінова, 2000).

4. *Social Learning Theory* and Digital learning in English Foreign Language online classroom.

Key Theorists: Albert Bandura.

Social Learning Theory (SLT) suggests that learning occurs through observation, imitation and social interaction in the process of Digital learning in English Foreign Language online classroom. Digital learning environments enhance social learning by connecting students worldwide. *Application* in the process of Digital learning in English Foreign Language online classroom: *Virtual Language Exchanges* in the process of Digital learning in English Foreign Language online classroom: Platforms like italki and Tandem connect learners with native speakers. *Collaborative Learning* in the process of Digital learning in English Foreign Language online classroom: Google Docs, Zoom breakout rooms, and online debates facilitate group learning.

Instructor Modeling in the process of Digital learning in English Foreign Language online classroom: Online video lessons by native speakers (e.g., YouTube English tutorials) provide language modeling. *Limitations* in the process of Digital learning in English Foreign Language online classroom: *Dependency on Interaction* in the process of Digital learning in English Foreign Language online classroom: Social learning requires active participation, which some students may avoid. *Limited Real-Time Feedback* in the process of Digital learning in English Foreign Language online classroom: Online interactions may lack the immediacy of in-person conversations (Бичкова, 1992).

5. *Connectivism* and Digital learning in English Foreign Language online classroom.

Key Theorist: George Siemens.

Connectivism is a modern learning theory that emphasizes the role of technology and networks in knowledge acquisition in the process of Digital learning in English Foreign Language online classroom. Unlike earlier models, it considers learning a continuous, lifelong process influenced by digital connections. *Application* in the process of Digital learning in English Foreign Language online classroom: *Personalized Learning Paths* in the process of Digital learning in English Foreign Language online classroom: Artificial Intelligence-driven platforms adapt courses based on learners' interests and progress (e.g., Coursera, Udemy).

Social Media Learning in the process of Digital learning in English Foreign Language online classroom: Learners engage with language content through blogs, Twitter and Facebook groups. *Learning Analytics* in the process of Digital learning in English Foreign Language online classroom: Digital platforms collect data on student performance, helping educators tailor instruction. *Limitations* in the process of Digital learning in English Foreign Language online classroom: *Information Overload* in the process of Digital learning in English Foreign Language online classroom: Digital networks provide vast amounts of information, which may overwhelm learners. *Lack of Deep Learning* in the process of Digital learning in English Foreign Language online

classroom: Constant online engagement may encourage superficial learning habits (Гриньова, 1997).

So, theoretical foundations provide valuable insights into how digital tools enhance language acquisition, motivation, and interaction in EFL classrooms in the process of Digital learning in English Foreign Language online classroom. While behaviorism supports structured drills, cognitivism focuses on cognitive processing, constructivism encourages hands-on learning, social learning promotes collaboration, and connectivism embraces digital networking, modern digital learning platforms often integrate multiple theories to optimize pupils' engagement. As technology evolves, understanding these theories helps educators design more effective and interactive digital learning experiences for English Foreign Language pupils in the process of Digital learning in English Foreign Language online classroom.

2.3. Advantages and Challenges of Digital Learning in English Foreign Language School Education

The integration of Digital learning in English Foreign Language online classroom education has significantly transformed language teaching and learning processes. Digital tools offer numerous advantages, such as accessibility, personalized learning, and enhanced engagement. However, they also present challenges, including technical issues, digital literacy barriers, and reduced face-to-face interaction.

This Chapter 2.3 provides a detailed analysis of the benefits and limitations of digital learning in English Foreign Language classrooms in the process of Digital learning in English Foreign Language online classroom, highlighting its impact on pupils, teachers and overall language acquisition.

1. Advantages of Digital learning in English Foreign Language online classroom.

1.1. Increased Accessibility and Flexibility in the process of Digital learning in English Foreign Language online classroom.

Anytime, Anywhere Learning: *Digital platforms* allow pupils to access learning materials from anywhere, at any time. *Online courses, mobile apps, and e-books* make

learning possible for pupils in remote areas. *Self-Paced Learning*: Learners can progress at their own speed, revisiting lessons as needed. *Adaptive learning platforms* like Duolingo and Babbel adjust content based on individual performance. *Inclusive Learning for Diverse Needs* in the process of Digital learning in English Foreign Language online classroom: *Assistive technologies* (e.g., text-to-speech, subtitles, screen readers) support students with disabilities. *Multimodal learning* (audio, video, text) caters to different learning styles.

1.2. *Enhanced Student Engagement and Motivation in the process of Digital learning in English Foreign Language online classroom.*

Gamification of Learning: Many English Foreign Language apps incorporate games, quizzes, and rewards (e.g., Kahoot, Quizlet, Duolingo). *Competitive elements, such as leaderboards and badges*, motivate pupils to practice more. *Interactive and Immersive Learning: Virtual Reality (VR) and Augmented Reality (AR)* provide real-life simulations for language practice. *AI chatbots and speech recognition software* (e.g., ELSA Speak) help students practice pronunciation in an interactive way. *Use of Multimedia: Videos, podcasts, and animations* make learning more engaging than traditional textbooks. *Platforms like BBC Learning English and TED-Ed* offer diverse, real-world content.

1.3. *Personalized and Adaptive Learning in the process of Digital learning in English Foreign Language online classroom.*

Artificial Intelligence (AI) in Language Learning: AI-based platforms analyze student performance and adapt lessons accordingly (e.g., Coursera, Rosetta Stone). *Real-time feedback* from Artificial Intelligence tools helps learners correct grammar, pronunciation, and writing skills. *Data-Driven Learning Insights: Learning Management Systems (LMS)* track pupils' progress, allowing teachers to identify weaknesses and adjust instruction. *Analytics tools* help optimize curriculum planning and assessment.

1.4. *Development of Digital and Communication Skills in the process of Digital learning in English Foreign Language online classroom.*

Improving Technological Literacy: Pupils become proficient in using digital tools, online research, and virtual collaboration platforms. *Enhances Global Communication Opportunities:* Language exchange platforms (e.g., italki, Tandem, HelloTalk) allow learners to communicate with native speakers. *Social media and online communities* offer opportunities for real-life language practice.

2. Challenges in the process of Digital learning in English Foreign Language online classroom.

2.1. *Technical and Infrastructure Issues. Limited Internet Access and Connectivity Problems:* Pupils in rural or underdeveloped areas may lack reliable internet access. *Streaming videos, attending live classes, or using interactive software* requires high-speed internet, which may not always be available. *Device Compatibility and Software Issues:* Not all pupils have access to modern computers, tablets, or smartphones. Some digital platforms require paid subscriptions or high-end devices, limiting accessibility.

2.2. *Digital Literacy and Learning Barriers* in the process of Digital learning in English Foreign Language online classroom. *Lack of Digital Skills Among Students and Teachers:* Some learners and educators struggle with using complex digital tools and online platforms. Older teachers may find it difficult to adapt to new e-learning technologies. *Information Overload and Distraction Risks:* The abundance of online resources can lead to cognitive overload. *Social media and entertainment sites* may distract students from focused learning.

2.3. *Reduced Face-to-Face Interaction and Social Engagement* in the process of Digital learning in English Foreign Language online classroom. *Less Immediate Feedback.* Unlike traditional classrooms, digital learning often lacks instant clarification and real-time correction. *Automated feedback* may not always capture the nuances of language learning. *Weaker Pupil-Teacher Relationships:* Online learning may create a sense of isolation and reduced emotional connection between students and instructors. *Lack of non-verbal cues (body language, facial expressions)* affects communication and comprehension.

2.4. *Issues with Assessment and Academic Integrity* in the process of Digital learning in English Foreign Language online classroom. *Challenges in Online Testing and Evaluation*: Digital assessments may not fully capture speaking, listening, and writing skills. *Cheating and plagiarism* are easier in online environments. *Lack of Standardized Digital Evaluation Methods*: Grading online assignments is often subjective. *AI-based grading tools* are not always accurate in assessing creativity, fluency, or cultural nuances.

3. *Balancing the Pros and Cons: Strategies for Effective Digital Learning in the process of Digital learning in English Foreign Language online classroom.*

To maximize the benefits of digital learning while minimizing its challenges, educators can adopt the following strategies:

3.1. *Blended Learning Approach*. Combining traditional classroom teaching with online tools allows for a balanced learning experience. Example: Flipped Classroom Model – pupils study digital materials at home and practice in class.

3.2. *Teacher Training and Digital Literacy Development.*

Providing professional development programs to help teachers integrate digital tools effectively. Encouraging pupils to take digital literacy courses alongside their language learning.

3.3. *Ensuring Accessibility and Inclusivity.*

Schools and institutions should invest in low-cost digital solutions for students from disadvantaged backgrounds. Developers should create user-friendly interfaces and offline learning options for areas with low internet access.

3.4. *Enhancing Online Student Engagement.*

Using interactive discussion forums, live Q&A sessions, and peer collaboration tools. Incorporating real-world projects and group activities into online learning. Digital learning in English Foreign Language online classroom, offering unparalleled accessibility, engagement, and personalized learning opportunities. However, challenges such as technical limitations, digital literacy gaps, and reduced interpersonal communication must be addressed to ensure its effectiveness. By adopting a balanced approach, combining traditional teaching with innovative digital tools, educators can

create an optimal learning environment that leverages the strengths of technology while mitigating its drawbacks. As Digital technology continues to evolve, the future of English Foreign Language education will depend on how well digital learning adapts to the needs of diverse learners while maintaining the human element of language acquisition in the process of Digital learning in English Foreign Language online classroom.

2.4. Modelling of Digital Learning in English Foreign Language School Education in online classroom

In this Chapter of our research we'd like to propose the fragment from the lesson for pupils of the 11th form with use of Digital learning in English Foreign Language online classroom. The topic of this lesson was "The history of Irish Jokes". We'll be modelling this lesson in the paradigm of *Social Learning Theory*.

Social Learning Theory and Digital learning in English Foreign Language online classroom.

Key Theorist: Albert Bandura.

Social Learning Theory (SLT) suggests that learning occurs through observation, imitation and social interaction in the process of Digital learning in English Foreign Language online classroom. Digital learning environments enhance social learning by connecting pupils' worldwide. *Application* in the process of Digital learning in English Foreign Language online classroom. At this part of the lesson we show the pupils some slides from the beginning of our presentation.

After looking on the 2nd slide, the pupils found in the Internet the information about Irish jokes and humor in general. They presented this information in a form of monological speech. For example, Nina F. found in the Internet the page "Кращий ірландський жарт. Це золото!" (Кращий ірландський жарт. Це золото! (2018)).

After presented this picture Nina F. presented this information in a form of monological speech: "Two men are sitting next to each other in Murphy's pub in London. After a while, one guy looks at the other and says,

'I beg your pardon, but after listening to you, I thought you were from Ireland.'



The other guy proudly replies,

'Yes, that's right!'

The first guy says, 'So am I! And what city are you from?'

The other guy replies,

'I'm from Dublin.'

Кращий ірландський жарт. Це золото!

28 серпня 2018, 05:53 | [Розваги](#)

І що тільки не здається після шостої чарки!



The first guy says,

'So am I! Holy crap! And what street do you live on in Dublin?'

The other guy replies,

'It's a lovely little street. I live on McCleary Street in the old city centre.'

The first guy says,

'I can't believe it! Neither can I! And what school did you go to?'

The other guy replies,

'St. Mary's, of course.'

The first guy says very excitedly:

'Me too. Tell me, what year did you graduate from school?'

The other guy replies:

'I'll remember now... I graduated from school in 1964,' informs Ukr.Media.

The first guy exclaims:

'The Lord must be laughing at us! I can't believe our luck that we met so many years later. Can you believe it, I graduated from St. Mary's School in 1964 too!'

At this time, a girl enters the bar, sits at the bar and orders a drink. Brian, the bartender, approaches the girl, shakes his head and mutters:

'It's going to be a long night tonight.'

The girl asks: 'Why do you think that, Brian?'

The Murphy twins are drunk again!''.

After all the pupils presented their information in a form of monological speech, we pointed the pupils to the next two slides.

Humor in the Face of Hardship

During times of hardship—such as English colonization, the Great Famine, and economic struggles—humor became a powerful coping mechanism for the Irish.

- The Irish used humor to cope with oppression and economic challenges.
- Jokes often mocked authority and used satire to express resilience and solidarity.
- This era contributed to the self-deprecating and ironic humor that characterizes Irish jokes.



We distributed pupils into micro-groups (four pupils in each micro-group). The task to pupils is: “Find in the Internet Irish jokes and perform them in the form of a theatrical performance”. The jokes the pupils used are presented by us in Appendix A (Irish jokes (2024)). In this part of the lesson we have a deal with *Virtual Language Exchanges* in the process of Digital learning in English Foreign Language online classroom: Platforms like italki and Tandem connect learners with native speakers.

Then it is the next stage of the lesson. We proposed the pupils the next two slides.

In the 19th and 20th centuries, Irish jokes became more widespread, often featuring in English publications. However, they were sometimes used to stereotype and belittle the Irish.



- Stage Irishman: Stereotypical Irish characters portrayed in plays and literature as foolish or drunken, used to ridicule the Irish.
- These jokes often cast the Irish as naïve or eccentric, reflecting prejudice in England and America.
- Irish communities, however, reclaimed these jokes and stereotypes, adding their own clever twists and irony.

Characteristics of Irish Jokes

Irish jokes have distinct qualities: they often involve clever wordplay, irony, and self-deprecation. They celebrate the quirks of Irish life and poke fun at universal human nature.

- Self-deprecation: Jokes that laugh at oneself, softening difficult topics and showing humility.
- Irony and wit: Irish jokes love unexpected twists and ironic endings.
- Relatable everyday themes: Irish humor often centers on family, religion, and social dynamics.



Some examples of Irish jokes

Murphy says to Paddy, "I heard you got married last week." Paddy replies, "Yes, it was a quiet wedding. Even the bride didn't know about it"

An Irishman went for a job interview at a blacksmith's. The blacksmith asked him, "Have you ever shod a horse?" The Irishman thought for a moment and replied, "No, but I once told a donkey to go away"

An Englishman, a Scotsman, and an Irishman walk into a bar. The bartender looks at them and says, "What is this, some kind of joke?"

Irish lass customer: "Could I be trying on that dress in the window?" Shopkeeper: "I'd prefer that you use the dressing room."

There are only three kinds of men who don't understand women... Young men, old men, and middle-aged men.

An American lawyer asked, "Paddy, why is it that whenever you ask an Irishman a question, he answers with another question? "Who told you that?" asked Paddy.

After this, pupils have to write their own characteristics of Irish jokes, to write them according to their clasterization, according to the importance of these jokes for each pupil. This task is also done in micro-groups, that's why for the whole class pupils presented their generalized list of characteristics of Irish jokes. We'd like to present some of such lists, presented by some micro-groups.

Micro-group I, their generalized list of characteristics of Irish jokes:

1. Happy
2. Clever
3. Shining
4. Pleasant
5. Joyful
6. Sunny
7. Warm
8. Dreamy
9. Ideal
10. Comfortable
11. Can be used in colloquial speech
12. Can be used in kindergarten
13. Tolerant
14. Colorful
15. Cunning
16. Practical
17. Very smart
18. Incomprehensible
19. Bright
20. Inconvenient

These characteristics of Irish jokes were repeated to one degree or another one in different micro-groups of pupils. For example, we present the results of the characteristics of Irish jokes in Micro-group II of pupils.

Micro-group I, their generalized list of characteristics of Irish jokes:

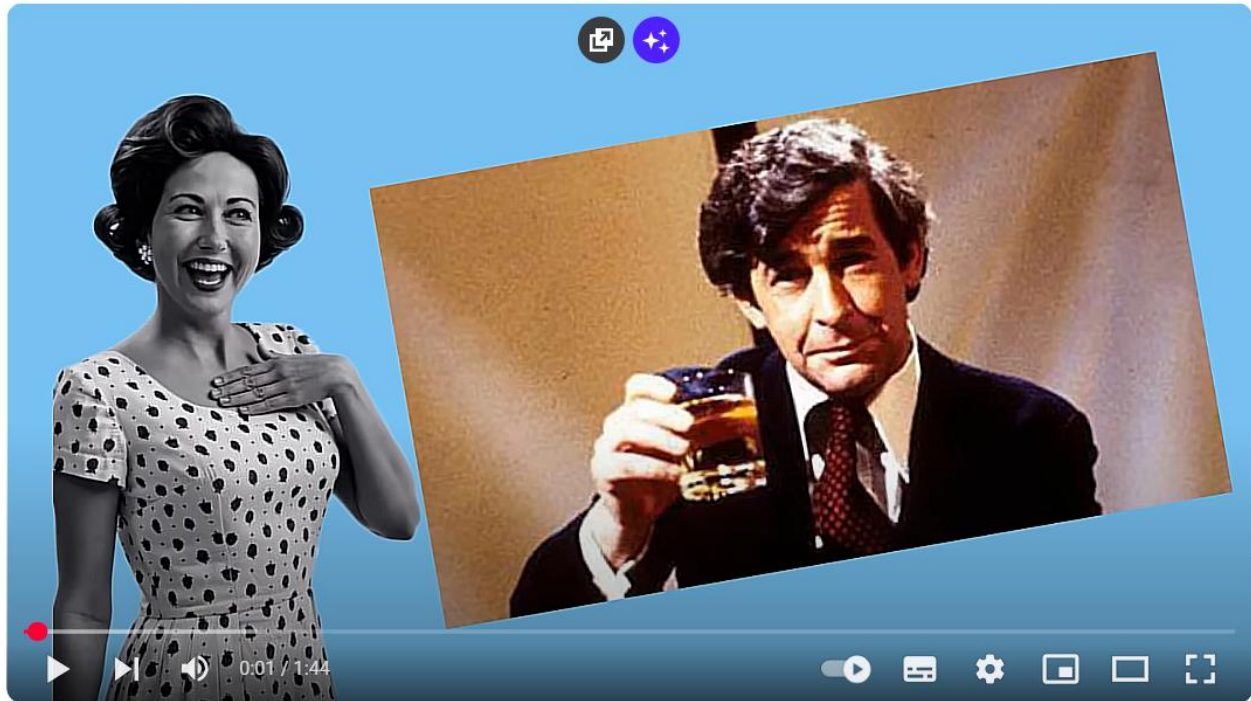
1. Shining
2. Sunny
3. Complicated
4. Happy
5. Complex
6. Warm
7. Joyful
8. Can be used in kindergarten
9. Can be used for studying
10. Clever
11. Cunning
12. Tolerant
13. Comfortable
14. Bright
15. Pleasant
16. Dreamy
17. Uncomfortable
18. Can be used in colloquial speech
19. Ideal
20. Practical
21. Colorful
22. Very smart
23. Inconvenient
24. Incomprehensible

After doing this task, pupils discuss their thoughts, discuss proposed by them characteristics of Irish jokes. So, pupils present their thoughts about characteristics of Irish jokes in dialogical speech.

Then the teacher proposed the pupils to look video about Irish jokes. It is *Instructor Modeling* in the process of Digital learning in English Foreign Language

online classroom: Online video lessons by native speakers (e.g., YouTube English tutorials) provide language modeling. For example:

1. The funniest Irish joke ever told, to be sure!! Dave Allen is Hilarious (2024).



The funniest Irish joke ever told, to be sure!! Dave Allen is Hilarious

2. The best Irish Jokes (2024).

The BEST Irish Jokes! #standup #stpattricksday ...

YouTube · tyler fischer · 17 мар. 2024 г.



3. The Funniest Irish Jokes ever (2024).

The Funniest Irish Jokes Ever

YouTube · My Bonzer Channel · 27 июн. 2023 г.



4. Jokes and Riddles (2024).

JOKES AND RIDDLES #15, 3 IRISH JOKES

YouTube · Hectanooga1 · 17 мар. 2024 г.



Then, after listening to the Irish Jokes, we organized Zoom breakout rooms and provided online debates facilitate group learning. It is the next stage of Digital learning in English Foreign Language online classroom, when we tell about *Collaborative Learning* in the process of Digital learning in English Foreign Language online classroom: Google Docs, Zoom breakout rooms, and online debates facilitate group learning.

Then we show the pupils the next slides from our presentation:

Modern Irish Comedy and Jokes

Today, Irish jokes and comedians have a global platform. Modern Irish humor balances traditional themes with contemporary issues, appealing to both Irish and international audiences.

- Irish comedians like Dylan Moran, Tommy Tiernan, and Aisling Bea have popularized Irish humor on an international stage.
- Social media has given rise to new forms of Irish humor that reach global audiences.
- Modern jokes address modern Ireland, with topics ranging from politics to pop culture.



Influence of Irish Jokes Worldwide



Irish jokes have influenced global humor, with other cultures adopting Irish wit and style. This influence is a testament to the universal appeal of Irish humor.

Talking Points:

Irish-Americans and the Irish diaspora spread Irish humor throughout the world.

Irish humor influenced British and American comedy, particularly through the use of irony and dark humor.

Shows like Father Ted have helped cement Irish humor as a beloved genre.

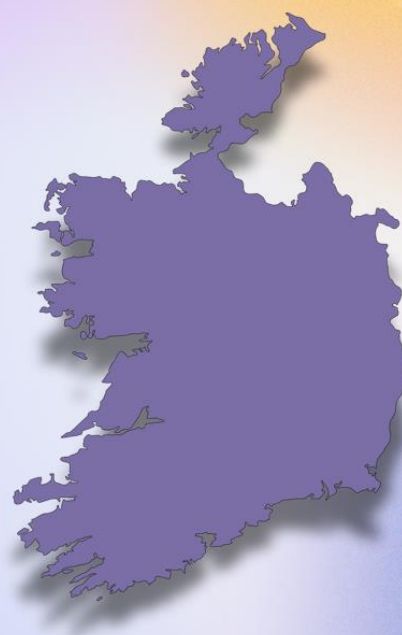
The home-task of the teacher to pupils is: “To write a composition on the topic: “Irish dark humor and Irish irony”. The pupils have to write a short composition and sent it to the teacher by their e-mail.

At the end of the lesson the teacher shows the pupils the other slide:

Conclusion

Irish jokes are more than just humor; they're a powerful part of Irish culture, reflecting resilience, humility, and community. For centuries, humor has helped the Irish endure hardships, offering strength and solidarity by laughing at life's challenges. Self-deprecating and ironic, Irish jokes celebrate quirks in a way that feels approachable and relatable, often flipping stereotypes to show cleverness and self-awareness.

These jokes also preserve cultural pride, capturing the essence of Irish life—from family dynamics to pub culture—and keeping traditions alive across generations. Irish humor serves as social commentary, with jokes addressing serious topics like authority and social class in a witty, thought-provoking way. As the Irish spread worldwide, humor has bridged communities, making Irish wit globally beloved and reinforcing the spirit of finding joy, strength, and connection through laughter.



So, at this lesson of Digital learning in English Foreign Language online classroom we have had different types of limitations, such as:

Limitations in the process of Digital learning in English Foreign Language online classroom: *Dependency on Interaction* in the process of Digital learning in English Foreign Language online classroom: Social learning requires active participation, which some students may avoid. *Limited Real-Time Feedback* in the process of Digital learning in English Foreign Language online classroom: Online interactions may lack the immediacy of in-person conversations. The whole presentation about Irish Jokes we showed in Appendix B.

Conclusions to the second Chapter

We proved, that the concept of Digital learning in English Foreign Language online classroom had evolved significantly and had to be solved with advancements in technologies, transforming the way English as a English Foreign Language is taught and learned. Traditional methods of giving language instructions in the process of Digital learning in English Foreign Language online classroom, which rely on textbooks, classroom interactions, and face-to-face teaching, have increasingly

incorporated digital tools and online platforms. Digital learning in English Foreign Language at online classroom contexts refers to the use of *Technology-based Resources, such as interactive applications, learning management systems (LMS), artificial intelligence (AI), and multimedia content with the aim to enhance language acquisition.*

This Chapter II explores us to make a definition of Digital learning in English Foreign Language online classroom, its key characteristics, and its relevance in modern English Foreign Language online classrooms. We proposed defining Digital learning in English Foreign Language online classroom. Digital learning in English Foreign Language refers to the use of digital technologies, online resources, and electronic tools to facilitate language instruction and acquisition. It encompasses various forms of learning, which include:

1. *Synchronous learning* in the process of Digital learning in English Foreign Language online classroom: Real-time interaction between teachers and pupils through video conferencing platforms (e.g., Zoom, Microsoft Teams).

2. *Asynchronous learning* in the process of Digital learning in English Foreign Language online classroom: Self-paced learning using recorded lectures, digital assignments, and discussion forums.

3. *Blended learning* in the process of Digital learning in English Foreign Language online classroom: A combination of traditional face-to-face teaching and digital learning tools.

4. Fully online learning in the process of Digital learning in English Foreign Language online classroom: Digital courses conducted entirely in a virtual environment without in-person interaction.

We think, that *Digital learning in English Foreign Language online classroom* integrates multiple tools and techniques, such as:

1. *Learning Management Systems (LMS)* in the process of Digital learning in English Foreign Language online classroom: Platforms like Moodle, Google Classroom, and Blackboard, which organize learning materials, assignments, and discussions.

2. *Interactive applications* in the process of Digital learning in English Foreign Language online classroom: Tools like Duolingo, Quizlet, and Kahoot that enhance vocabulary and grammar learning through gamification.

3. *AI-powered language learning assistants* in the process of Digital learning in English Foreign Language online classroom: Chatbots and AI tutors like Chat GPT and Grammarly that provide real-time feedback.

4. *Multimedia content* in the process of Digital learning in English Foreign Language online classroom: Videos, podcasts, and digital textbooks that improve listening and reading comprehension.

We described **Key Characteristics of Digital learning in English Foreign Language online classroom:**

1. *Technology-Enhanced Learning* in the process of Digital learning in English Foreign Language online classroom.

We think, that Digital learning in English Foreign Language online classroom is ***technology-driven, relying on internet-based resources, mobile applications, and artificial intelligence***. Learners use Digital devices, such as *smartphones, tablets, and computers to access educational content*.

2. *Flexibility and Accessibility* in the process of Digital learning in English Foreign Language online classroom.

Unlike traditional classroom learning, digital learning allows students to study anytime and anywhere, making education more inclusive. We mean ***online courses, mobile apps, and digital textbooks provide on-demand access to learning materials*** in the process of Digital learning in English Foreign Language online classroom.

3. *Personalized Learning* in the process of Digital learning in English Foreign Language online classroom.

AI-powered platforms in the process of Digital learning in English Foreign Language online classroom help teachers to analyze pupils' performance and adapt content to suit their individual learning needs. Digital learning in English Foreign Language online classroom determines ***language apps offer customized exercises, feedback, and progress tracking***.

4. *Interactive and Engaging Content* of the process of Digital learning in English Foreign Language online classroom.

Digital learning incorporates multimedia elements such as videos, images, quizzes, and simulations to enhance comprehension. Digital learning in English Foreign Language online classroom requires ***Gamification elements, such as points, badges, and leaderboards, motivate learners to engage more actively.***

5. *Global Connectivity and Collaboration* of the process of Digital learning in English Foreign Language online classroom.

Online learning platforms enable students to connect with native speakers and peers from different countries through ***discussion forums, virtual classrooms, and language exchange programs.*** ***Cloud-based tools*** allow teachers and students to collaborate in real time, enhancing communication skills.

6. *Data-Driven Insights* in the process of Digital learning in English Foreign Language online classroom.

Digital tools collect learning analytics, allowing teachers to track students' progress and identify areas for improvement. Automated assessment systems provide immediate feedback, reducing teachers' workload. Let us describe Differences Between Traditional and Digital learning in English Foreign Language online classroom. First of all let us describe *the Role of Digital Learning in Modern EFL Classrooms.*

In the 21st century, Digital learning in English Foreign Language online classroom has become an essential component of ***English Foreign Language instruction.*** Educational institutions worldwide are integrating by use of Digital learning in English Foreign Language online classroom technology into:

1. *Improving Language Proficiency* by Digital learning in English Foreign Language online classroom.

Interactive exercises and AI-powered language tutors help pupils practice Pronunciation, Grammar and Vocabulary more effectively. Virtual reality (VR) and augmented reality (AR) applications create ***immersive learning experiences that enhance language retention.***

2. *Enhance Engagement and Motivation* by Digital learning in English Foreign Language online classroom.

Digital tools offer game-like experiences that encourage pupils to participate actively in the process of Digital learning in English Foreign Language online classroom. ***Social media and online forums*** provide platforms for peer interaction and ***collaborative learning*** in the process of Digital learning in English Foreign Language online classroom.

3. *Expanding Access to Quality Education* by Digital learning in English Foreign Language online classroom.

Pupils in remote or underdeveloped areas can access high-quality English courses through the Internet by Digital learning in English Foreign Language online classroom. ***Open Educational Resources (OER)*** and ***Massive Open Online Courses (MOOCs)*** provide free learning materials for self-study.

4. *Support Teachers in Lesson Delivery* in the process of Digital learning in English Foreign Language online classroom.

Teachers use Digital tools to create ***interactive lesson plans, quizzes, and assignments***. ***Online grading and feedback systems*** save a lot of time and improve assessment efficiency.

Also, we described *Challenges of Defining Digital Learning in English Foreign Language Contexts in online classroom*. While Digital learning in English Foreign Language online classroom offers numerous advantages, there are challenges in establishing a universal definition and **a paradigm of Digital learning in English Foreign Language online classroom**:

Technology Dependence in the process of Digital learning in English Foreign Language online classroom: Digital learning in English Foreign Language online classroom relies on Internet access and electronic devices, which may not be available to all pupils. ***Teacher Training Needs*** in the process of Digital learning in English Foreign Language online classroom: many educators require additional training to effectively integrate digital tools into their process of teaching.

Pupils' Self-Discipline in the process of Digital learning in English Foreign Language online classroom: Online learning requires strong motivation and time management skills, which some pupils have a struggle with. ***Standardization Issues*** in the process of Digital learning in English Foreign Language online classroom: There is no single approach to digital learning, as methods vary across different institutions and countries.

We provided a detailed analysis of the benefits and limitations of digital learning in English Foreign Language classrooms in the process of Digital learning in English Foreign Language online classroom, highlighting its impact on pupils, teachers and overall language acquisition.

1. Advantages of Digital learning in English Foreign Language online classroom.

1.1. Increased Accessibility and Flexibility in the process of Digital learning in English Foreign Language online classroom.

Anytime, Anywhere Learning: Digital platforms allow pupils to access learning materials from anywhere, at any time. *Online courses, mobile apps, and e-books* make learning possible for pupils in remote areas. *Self-Paced Learning:* Learners can progress at their own speed, revisiting lessons as needed. *Adaptive learning platforms* like Duolingo and Babbel adjust content based on individual performance. *Inclusive Learning for Diverse Needs* in the process of Digital learning in English Foreign Language online classroom: *Assistive technologies* (e.g., text-to-speech, subtitles, screen readers) support students with disabilities. *Multimodal learning* (audio, video, text) caters to different learning styles.

1.2. Enhanced Student Engagement and Motivation in the process of Digital learning in English Foreign Language online classroom.

Gamification of Learning: Many English Foreign Language apps incorporate *games, quizzes, and rewards* (e.g., Kahoot, Quizlet, Duolingo). *Competitive elements, such as leaderboards and badges*, motivate pupils to practice more. *Interactive and Immersive Learning:* *Virtual Reality (VR) and Augmented Reality (AR)* provide real-life simulations for language practice. *AI chatbots and speech recognition software*

(e.g., ELSA Speak) help students practice pronunciation in an interactive way. *Use of Multimedia: Videos, podcasts, and animations* make learning more engaging than traditional textbooks. *Platforms like BBC Learning English and TED-Ed* offer diverse, real-world content.

1.3. *Personalized and Adaptive Learning in the process of Digital learning in English Foreign Language online classroom.*

Artificial Intelligence (AI) in Language Learning: AI-based platforms analyze student performance and adapt lessons accordingly (e.g., Coursera, Rosetta Stone). *Real-time feedback* from Artificial Intelligence tools helps learners correct grammar, pronunciation, and writing skills. *Data-Driven Learning Insights: Learning Management Systems (LMS)* track pupils' progress, allowing teachers to identify weaknesses and adjust instruction. *Analytics tools* help optimize curriculum planning and assessment.

1.4. *Development of Digital and Communication Skills in the process of Digital learning in English Foreign Language online classroom.*

Improving Technological Literacy: Pupils become proficient in using digital tools, online research, and virtual collaboration platforms. *Enhances Global Communication Opportunities: Language exchange platforms* (e.g., italki, Tandem, HelloTalk) allow learners to communicate with native speakers. *Social media and online communities* offer opportunities for real-life language practice.

2. Challenges in the process of Digital learning in English Foreign Language online classroom.

2.1. *Technical and Infrastructure Issues.*

Limited Internet Access and Connectivity Problems: Pupils in rural or underdeveloped areas may lack reliable internet access. *Streaming videos, attending live classes, or using interactive software* requires high-speed internet, which may not always be available. *Device Compatibility and Software Issues:* Not all pupils have access to modern computers, tablets, or smartphones. Some digital platforms require paid subscriptions or high-end devices, limiting accessibility.

2.2. *Digital Literacy and Learning Barriers* in the process of Digital learning in English Foreign Language online classroom.

Lack of Digital Skills Among Students and Teachers: Some learners and educators struggle with using complex digital tools and online platforms. Older teachers may find it difficult to adapt to new e-learning technologies. *Information Overload and Distraction Risks:* The abundance of online resources can lead to cognitive overload. *Social media and entertainment sites* may distract students from focused learning.

2.3. *Reduced Face-to-Face Interaction and Social Engagement* in the process of Digital learning in English Foreign Language online classroom.

Less Immediate Feedback. Unlike traditional classrooms, digital learning often lacks instant clarification and real-time correction. *Automated feedback* may not always capture the nuances of language learning. *Weaker Pupil-Teacher Relationships:* Online learning may create a sense of isolation and reduced emotional connection between students and instructors. *Lack of non-verbal cues (body language, facial expressions)* affects communication and comprehension.

2.4. *Issues with Assessment and Academic Integrity* in the process of Digital learning in English Foreign Language online classroom.

Challenges in Online Testing and Evaluation: Digital assessments may not fully capture speaking, listening, and writing skills. *Cheating and plagiarism* are easier in online environments. *Lack of Standardized Digital Evaluation Methods:* Grading online assignments is often subjective. *AI-based grading tools* are not always accurate in assessing creativity, fluency, or cultural nuances.

3. *Balancing the Pros and Cons: Strategies for Effective Digital Learning in the process of Digital learning in English Foreign Language online classroom.*

To maximize the benefits of digital learning while minimizing its challenges, educators can adopt the following strategies:

3.1. *Blended Learning Approach.*

Combining traditional classroom teaching with online tools allows for a balanced learning experience. Example: Flipped Classroom Model – pupils study digital materials at home and practice in class.

3.2. Teacher Training and Digital Literacy Development.

Providing professional development programs to help teachers integrate digital tools effectively. Encouraging pupils to take digital literacy courses alongside their language learning.

3.3. Ensuring Accessibility and Inclusivity.

Schools and institutions should invest in low-cost digital solutions for students from disadvantaged backgrounds. Developers should create user-friendly interfaces and offline learning options for areas with low internet access.

3.4. Enhancing Online Student Engagement.

Using interactive discussion forums, live Q&A sessions, and peer collaboration tools. Incorporating real-world projects and group activities into online learning.

So, Digital learning in English Foreign Language online classroom in EFL contexts encompasses a wide range of tools, strategies, and methodologies designed to enhance language acquisition through Digital learning technologies. It offers greater flexibility, personalization, and engagement compared to traditional teaching methods. However, its effectiveness depends on proper implementation, teacher training, and student motivation. As Digital learning technologies continues to evolve, digital learning will play an increasingly significant role in shaping the future of English language education.

Conclusions

In our research of Digital learning in English Foreign Language online classroom we proposed these **conclusions**:

I. **Key developments** of Digital learning in English Foreign Language online classroom during this period included:

1. *Communicative CALL* (1990s) in the process of Digital learning in English Foreign Language online classroom includes:

- Shifted from drills to interactive activities that encouraged meaningful communication in the process of Digital learning in English Foreign Language online classroom.

- Programs like Dialogues and Tell Me More introduced speech recognition technologies for pronunciation practice in the process of Digital learning in English Foreign Language online classroom.

2. *The Role of the Internet* in the process of Digital learning in English Foreign Language online classroom includes:

- *The World Wide Web* (1991) provided unlimited access to online resources in the process of Digital learning in English Foreign Language online classroom.

- *Early online dictionaries and language learning websites (e.g., BBC Learning English)* became the most popular in the process of Digital learning in English Foreign Language online classroom. E-mail and discussion forums which are provided in the process of Digital learning in English Foreign Language online classroom, allowed pupils to communicate with native speakers.

II. Digital learning in English Foreign Language online classroom implies ***E-learning and Online Courses***:

1. *Moodle* (2002), *Blackboard* and *Google Classroom* became popular *Learning Management Systems (LMS)* for organizing online EFL courses in the process of Digital learning in English Foreign Language online classroom.

2. *Universities and private institutions began offering Massive Open Online Courses (MOOCs) for English learners in the process of Digital learning in English Foreign Language online classroom.*

3. *Web 2.0 technologies (blogs, wikis, podcasts) allowed pupils to create and share content in English in the process of Digital learning in English Foreign Language online classroom.*

III. We described ***Mobile-Assisted Language Learning (MALL)*** in the process of Digital learning in English Foreign Language online classroom:

1. The growth of smartphones and tablets enabled learners to access English lessons anytime, anywhere in the process of Digital learning in English Foreign Language online classroom.

2. The teacher introduced *gamified language learning experiences* in the process of Digital learning in English Foreign Language online classroom.

3. Speech recognition tools like Google Voice Search helped pupils to improve their pronunciation in the process of Digital learning in English Foreign Language online classroom.

IV. We described ***Social Media and Collaborative Learning*** in the process of Digital learning in English Foreign Language online classroom:

1. *Platforms like Facebook, YouTube, and Twitter* became valuable tools for language exposure and practice in the process of Digital learning in English Foreign Language online classroom.

2. *Language exchange websites* (e.g., italki, Tandem) allowed learners to practice English with native speakers in the process of Digital learning in English Foreign Language online classroom.

3. *This period marked the globalization of digital learning, making English education more accessible than ever in the process of Digital learning in English Foreign Language online classroom.*

4. *The Emergence of Artificial Intelligence, Virtual Reality and Adaptive Learning* (2020s–Present) in the process of Digital learning in English Foreign Language online classroom.

V. We presented *Virtual and Augmented Reality (VR/AR)* in the process of Digital learning in English Foreign Language online classroom:

1. VR applications like Mondly VR and Immerse Me simulate real-world conversations for immersive learning in the process of Digital learning in English Foreign Language online classroom.

2. Augmented reality tools overlay digital content onto real-world environments, enhancing engagement in the process of Digital learning in English Foreign Language online classroom.

VI. We described *Online and Hybrid Learning During the COVID-19 Pandemic* in the process of Digital learning in English Foreign Language online classroom:

1. *The global shift to online education* accelerated the adoption of digital learning platforms in the process of Digital learning in English Foreign Language online classroom.

2. *Zoom, Microsoft Teams, and Google Meet* became essential for virtual language classrooms in the process of Digital learning in English Foreign Language online classroom.

Teachers and pupils adapted to ***digital assessment tools, breakout rooms, and collaborative whiteboards*** in the process of Digital learning in English Foreign Language online classroom.

VII. The integration of digital tools in English Foreign Language classrooms has numerous ***advantages***:

1. *Increased Accessibility of digital tools in English Foreign Language classrooms.*

2. *Exposure to Authentic Language according to digital tools in English Foreign Language classrooms.*

3. *Personalized Learning Experiences of digital tools in English Foreign Language classrooms.*

4. *Interactive and Engaging Content of digital tools in English Foreign Language classrooms.*

5. *Collaborative Learning Opportunities of digital tools in English Foreign Language classrooms.*

6. *Instant Feedback and Self-Paced Learning of digital tools in English Foreign Language classrooms.*

VIII. We described *Challenges of Digital Learning in English Foreign Language online Classroom.*

1. *Technical Difficulties in the process of Digital Learning in English Foreign Language online Classroom.*

2. *Lack of Personal Interaction in Digital Learning in English Foreign Language online Classroom.*

3. *Teacher Training and Adaptation in Digital Learning in English Foreign Language online Classroom.*

4. *Motivation and Self-Discipline in Digital Learning in English Foreign Language online Classroom.*

IX. We proved, that the concept of Digital learning in English Foreign Language online classroom had evolved significantly and had to be solved with advancements in technologies, transforming the way English as a English Foreign Language is taught and learned. Traditional methods of giving language instructions in the process of Digital learning in English Foreign Language online classroom, which rely on textbooks, classroom interactions, and face-to-face teaching, have increasingly incorporated digital tools and online platforms. Digital learning in English Foreign Language at online classroom contexts refers to the use of *Technology-based Resources, such as interactive applications, learning management systems (LMS), artificial intelligence (AI), and multimedia content with the aim to enhance language acquisition.*

X. We proposed defining Digital learning in English Foreign Language online classroom. Digital learning in English Foreign Language refers to the use of digital technologies, online resources, and electronic tools to facilitate language instruction and acquisition. It encompasses various forms of learning, which include:

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2. *Asynchronous learning* in the process of Digital learning in English Foreign Language online classroom: Self-paced learning using recorded lectures, digital assignments, and discussion forums.

3. *Blended learning* in the process of Digital learning in English Foreign Language online classroom: A combination of traditional face-to-face teaching and digital learning tools.

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XI. We think, that *Digital learning in English Foreign Language online classroom* integrates multiple tools and techniques, such as:

1. *Learning Management Systems (LMS)* in the process of Digital learning in English Foreign Language online classroom: Platforms like Moodle, Google Classroom, and Blackboard, which organize learning materials, assignments, and discussions.

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XII. We described **Key Characteristics of Digital learning in English Foreign Language online classroom:**

1. *Technology-Enhanced Learning* in the process of Digital learning in English Foreign Language online classroom.

We think, that Digital learning in English Foreign Language online classroom is ***technology-driven, relying on internet-based resources, mobile applications, and artificial intelligence***. Learners use Digital devices, such as *smartphones, tablets, and computers to access educational content*.

2. *Flexibility and Accessibility* in the process of Digital learning in English Foreign Language online classroom. Unlike traditional classroom learning, digital learning allows students to study anytime and anywhere, making education more inclusive. We mean ***online courses, mobile apps, and digital textbooks provide on-demand access to learning materials*** in the process of Digital learning in English Foreign Language online classroom.

3. *Personalized Learning* in the process of Digital learning in English Foreign Language online classroom. AI-powered platforms in the process of Digital learning in English Foreign Language online classroom help teachers to analyze pupils' performance and adapt content to suit their individual learning needs. Digital learning in English Foreign Language online classroom determines ***language apps offer customized exercises, feedback, and progress tracking***.

4. *Interactive and Engaging Content* of the process of Digital learning in English Foreign Language online classroom. Digital learning incorporates multimedia elements such as videos, images, quizzes, and simulations to enhance comprehension. Digital learning in English Foreign Language online classroom requires ***Gamification elements, such as points, badges, and leaderboards, motivate learners to engage more actively***.

5. *Global Connectivity and Collaboration* of the process of Digital learning in English Foreign Language online classroom. Online learning platforms enable students to connect with native speakers and peers from different countries through ***discussion forums, virtual classrooms, and language exchange programs***. *Cloud-based tools* allow teachers and students to collaborate in real time, enhancing communication skills.

6. *Data-Driven Insights* in the process of Digital learning in English Foreign Language online classroom.

XIII. There are **Advantages of Digital learning in English Foreign Language online classroom**.

1. *Increased Accessibility and Flexibility* in the process of Digital learning in English Foreign Language online classroom.

2. *Enhanced Student Engagement and Motivation* in the process of Digital learning in English Foreign Language online classroom.

3. *Personalized and Adaptive Learning* in the process of Digital learning in English Foreign Language online classroom.

4. *Development of Digital and Communication Skills* in the process of Digital learning in English Foreign Language online classroom.

5. *Challenges* in the process of Digital learning in English Foreign Language online classroom.

6. *Balancing the Pros and Cons: Strategies for Effective Digital Learning* in the process of Digital learning in English Foreign Language online classroom.

So, Digital learning in English Foreign Language online classroom in EFL contexts encompasses a wide range of tools, strategies, and methodologies designed to enhance language acquisition through Digital learning technologies. It offers greater flexibility, personalization, and engagement compared to traditional teaching methods. However, its effectiveness depends on proper implementation, teacher training, and student motivation. As Digital learning technologies continues to evolve, digital learning will play an increasingly significant role in shaping the future of English language education.

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Appendixes

Appendix A

Irish jokes (2024). <https://jokesmadness.com/irish-jokes-and-puns/#one-liner-irish-jokes>

One-Liner Irish Jokes

How do you know an Irishman is having a good time? He's Dublin over with laughter!

I asked my Irish friend how he handles his alcohol. He said, "With my hands, mostly."

Why don't you ever iron a four-leaf clover? You don't want to press your luck!

What do you call an Irish spider? Paddy long legs!

Why was the Irish river rich? Because it had a lot of banks!

What's Irish and stays out all night? Paddy O'Furniture.

Have you heard about the Irish boomerang? It doesn't come back, it just sings sad songs about how it wants to.

Why did the Irish guy put 239 beans in his soup? Because one more and it'd be too farty!

How do you prevent an Irishman from climbing on the roof? Take away his ladder!

What's Irish and comes out in spring? Paddy O'Furniture!

Irish Puns

Are Irish jokes blarney? Not if they make you smile!

I tried to catch some fog. I mist, said the Irish weatherman.

Being in Ireland is like being in a tea cup; lots of green and always a little stormy!

What do you call a fake stone in Ireland? A sham rock!

How do Irish landscapers get rich? By making a lot of green!

What's an Irish dancer's favorite type of music? Jig step!

Did you hear about the Irish chef? He mashed up the competition!

What does an Irish frog like? Beer-flies!

Why did the Irish man only put 239 beans in the chili? Because one more would be too farty!

What do you get when you cross poison ivy with a four-leaf clover? A rash of good luck!

Short Jokes on Irish

Did you hear about the Irishman who tried to catch fog? He mist!

Why do Irish jokes work so well? Because they have the best punchlines by Dublin your laughter!

What do you call an Irishman bouncing off walls? Rick O'Shea.

Why don't Irish people count sheep to sleep? They prefer to chat with them instead!

What's a leprechaun's favorite music? Sham-rock and roll!

Why do Irish ghosts have such good fun? Because they're always Dublin their spirits!

What do you call an Irishman who knows how to control his wife? A bachelor!

What do you call an Irishman with a new car? A wheel!

Why did the Irish potato start a business? To make his pot of gold!

Why are Irish jokes so simple? So everyone can get them without having to think too hard!

Top Jokes About Irish

What do you call a bad Irish dancer? A step in the wrong direction!

Why did the Irish man bring a ladder to the bar? He heard the drinks were on the house!

How do you know if an Irish story is well told? It begins with "This is no blarney..."

What's the best way to keep your money from the leprechauns? Spend it!

How can you tell if an Irishman is having a great time? He's Dublin over laughing!

Why do leprechauns laugh when they run? Because the grass tickles their underbeards!

What do you call an Irishman who keeps bouncing back? Rick O'Shea.

How do you know an Irishman is thinking hard? His ears are moving!

Why are Irish jokes so rich? Because they're always Dublin!

What do leprechauns love to barbecue? Short ribs!

Irish Jokes One-Liners

What do you call an Irishman who bounces off walls? Rick O'Shea!

How do you sink an Irish submarine? Knock on the door!

Why did the Irishman only have 239 beans in his soup? Because one more would be too farty!

What's Irish and stays out all night? Paddy O'Furniture.

Why can't you borrow money from a leprechaun? Because they're always a little short!

Short Irish Jokes for Adults

Why don't Irishmen ever get gold medals? They prefer to get hammered!

What's the Irish version of a one-night stand? A full night's sleep.

Why did the Irishman bring yeast to the bar? To raise the spirits!

What do you call an Irishman who knows how to control a woman? A hypnotist.

Why do Irishmen make great philosophers? They can think deep but drink deeper!

Best Irish Jokes

Why don't Irish people ever play hide and seek? Because good luck hiding when everyone else is at the pub!

How do you keep an Irishman in suspense? I'll tell you tomorrow!

What do you call a big Irish spider? A Paddy long legs.

Why did the Irishman wear two condoms? To be sure, to be sure.

What's Irish and comes out in spring? Paddy O'Furniture!

Irish Jokes for Kids

Why did the leprechaun turn down a bowl of soup? He already had a pot of gold!

How does every Irish joke start? By looking over your shoulder!

What do you call an Irishman sitting on a sofa? Paddy O'Furniture.

What kind of music do leprechauns listen to? Sham-rock!

Why do frogs like St. Patrick's Day? Because they're always wearing green!

Irish Jokes Dirty

Why did the Irishman bring a spoon to the pub? In case he got a stiff drink!

What do you call an Irishman who's been dead for 50 years? Peat.

Why do leprechauns giggle when they play soccer? The grass tickles their balls!

How does an Irishman show his wife he's horny? He leaves the pub early!

What's an Irishman's idea of foreplay? Half an hour of begging.

Irish Jokes About the English

Why did the Englishman go to Ireland for a puzzle? He heard it's where you put things back together.

What's the difference between an Englishman and an Irishman? An Irishman will say something to your face, not behind your back!

Why did the Englishman stand on the newspaper? He wanted to be on top of current affairs and Irish news!

What do you call an Englishman in the knockout stages of a World Cup? A referee.

How do you confuse an Englishman? Give him three shovels and tell him to take his pick.

Irish Jokes Clean

What do you call a lazy baby kangaroo? A pouch potato!

How do you know your cat has been using your computer? When your mouse has teeth marks!

Why don't you iron four-leaf clovers? You don't want to press your luck!

Why do leprechauns have pots of gold? They like to "coin" phrases!

What do you get when you cross a pillowcase with a stone? A sham rock!

Irish Jokes for Senior Citizens

What do you call a senior Irishman with a walker? O'Mobile.

Why did the elderly Irishman sit on the clock? He wanted to be on time!

What's an elderly Irishman's favorite exercise? Diddly squats.

Why don't senior Irishmen ever play cards on St. Patrick's Day? Because the deck is always shuffled!

How do you know an Irish grandmother is happy? When her eyes are smiling more than her lips!

Funny Irish Jokes Stories

The Mischievous Leprechaun

One day, a man named Sean stumbled upon a leprechaun in his backyard. Eager to get his hands on the pot of gold, Sean tried every trick to catch the leprechaun. After a tiring afternoon, the leprechaun, amused by Sean's determination, granted him three wishes. But there was a catch—each wish would come with a quirky twist only a true Irishman could appreciate!

Paddy's Lucky Day

Paddy found a four-leaf clover and decided it was his lucky day. He went to the races, betting on a horse with the longest odds. To everyone's surprise, the horse won, and Paddy shouted, "It must be the luck o' the Irish!" He bought everyone at the track a drink, only to find out he had picked up the wrong ticket and won nothing.

The Irish Weather Report

Molly was planning an outdoor wedding, but she was worried about the unpredictable Irish weather. She consulted an old wise man in the village, who advised her to hang a stone on a string outside her window. Confused, Molly asked how it would help predict the weather. "It's simple," he explained, "if the stone is wet, it's raining. If it's swinging, it's windy. If it's gone, it was a stormy idea to have an outdoor wedding in Ireland!"

O'Malley's Misadventure

O'Malley once entered a pub for a quiet pint but ended up in the middle of a joke-telling contest. Each participant tried to outdo the others with the funniest, most outrageous tales. When it was his turn, O'Malley simply recounted his day. By the end, everyone was in stitches, proclaiming it the funniest not because it was a joke, but because it was all true!

Finnegan's Wake

At Finnegan's wake, his friend Mick decided to honor him with humor, knowing Finnegan loved a good laugh. Mick told the gathered crowd about the time Finnegan borrowed a pot to cook his famed Irish stew and returned it with a smaller pot inside, claiming it had "birthed" while he had it. The room erupted in laughter, celebrating Finnegan's legendary wit one last time.

Final Thoughts on Irish Jokes

We hope these Irish jokes brought a smile to your face and a laugh to your day. Remember, laughter is the shortest distance between two people, so share these jokes and bring someone a little closer today. And if you're craving more laughs, don't miss our related reads on humor on horse, top funny about Axe throwing, and giggles on civil war for leaning giggles naturally within this blog post!

Appendix B

Our author's presentation of Irish Jokes