

# TECHNOLOGY'S ROLE IN LESSON PLAN DESIGN FOR ENGLISH AS A FOREIGN LANGUAGE (EFL) IN BLENDED LEARNING

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## ABSTRACT

This study investigates the role of technology in lesson plan design for English as a Foreign Language (EFL) instruction within blended learning environments. Using a qualitative literature review approach, data were gathered from peer-reviewed journal articles indexed in Scopus and ERIC from 2021 to 2025. The objective was to identify the impact of digital tools on the lesson planning process and EFL learning outcomes. The findings show that platforms such as Google Classroom, Moodle, Zoom, Canva, and Web 2.0 tools are frequently utilized due to their capacity to support collaboration, personalized learning, and the impact of content delivery. The integration of technology allows teachers to design more interactive, flexible, and student-centered lesson plans that align with 21st-century educational demands. However, the study also highlights challenges such as digital literacy gaps and unequal access to technology. The results underscore the necessity for ongoing teacher training and institutional support to ensure the impact of technology integration. In conclusion, while digital tools significantly enhance EFL instruction in blended settings, their success depends on thoughtful pedagogical implementation. Future research should explore emerging technologies and address implementation barriers in diverse educational contexts.

**Keywords:** *Blended Learning, Educational Technology, EFL, Lesson Plan.*

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## INTRODUCTION

In recent years, the advancement of educational technology has transformed how teachers plan and deliver instruction, especially in the context of English as a Foreign Language (EFL). As schools and universities around the world adapt to the digital age, there is a growing emphasis on incorporating technology into curriculum design and classroom practice. The digital transformation in academia has facilitated more interactive, flexible, and self-directed learning experiences (Sa'adah et al., 2025). One area that has gained particular attention is the integration of digital tools into lesson planning, especially within blended learning environments. Blended learning, which merges traditional face-to-face instruction with online learning activities, demands that teachers not only be proficient in pedagogy but also adept in leveraging technology to meet students'

diverse needs. As the demand for more flexible, accessible, and personalized education grows, it becomes increasingly crucial to examine how technology is used in designing lesson plans that support the effectiveness of EFL instruction. This shift reflects a broader movement in global education systems, which recognize technology not as a supplementary tool, but as a core component of modern teaching and learning.

The shift toward blended learning models in language education is not just a response to technological innovation, but also to the pedagogical need for greater engagement and adaptability. EFL educators are now expected to design learning experiences that transcend the boundaries of the traditional classroom. They must harness technology to create rich, interactive environments where students can practice language skills in meaningful and context-rich settings. This involves not only understanding which tools to use, but also how to strategically integrate them into well-structured lesson plans. In this context, lesson plans serve as a roadmap that guides instruction and ensures alignment between learning objectives, instructional methods, materials, and assessment. When infused with technology, these plans can offer more dynamic and responsive learning experiences, empowering both teachers and students to achieve better outcomes.

Technology has become an important part of education, including in the development of lesson plans for English as a foreign language (EFL) in blended learning. This study examines the role of technology in designing EFL lesson plans, focusing on how digital tools can enhance students' effectiveness and engagement in learning. The integration of technology in lesson planning allows teachers to create more interactive, accessible, and adaptive learning experiences for students. In the context of EFL/ESL teaching, several courses are designed to meet the needs of students as well as market needs, in particular, to equip student teachers with adequate technological literacy (Yuyun, 2018). Technology can also mingle students in a collaborative learning environment using any platform, ie Schoology, Edmodo, Google Doc, etc. Dewi (2014, as cited in Muslimin et al., 2022). This allows for easier and more interactive learning, where students can help each other understand the material being studied. Moreover, with the support of digital tools, educators can monitor student progress more efficiently and personalize instruction to address diverse learning needs. These platforms also foster a sense of community and mutual responsibility, making the learning process more engaging and meaningful for all participants.

Blended learning combines online and face-to-face instruction, requiring a well-structured lesson plan and the effectiveness of technology. The effectiveness of the blended learning method can be realized by designing the lesson plan properly (Purwani & Dewi, 2021). Teachers need to understand how digital tools, such as learning management systems, interactive applications, and multimedia resources, can support language learning. While blended learning offers numerous benefits, including increased opportunities for language practice and improved academic achievement, challenges remain. Sheerah (2018, as cited in Rahim, 2019) Many educators face difficulties in selecting appropriate digital tools and balancing online and offline activities. In addition, the digital literacy gap between teachers and students can hinder the effectiveness of technology. Limited access to

technological resources, especially in less developed areas, also poses a challenge in implementing technology-based lesson plans. These challenges highlight the need for careful planning and training so that technology truly enhances learning, rather than creating new obstacles.

The integration of technology in education has gained increasing significance, particularly in the context of English as a Foreign Language (EFL) instruction. The outbreak of the COVID-19 pandemic accelerated this shift, compelling institutions to adopt online and eventually blended learning formats. According to Dewi (2023), the pandemic prompted a significant transformation in EFL teaching, leading to the widespread adoption of digital and technology-based learning formats across educational settings. This shift laid the foundation for the emergence of blended learning, where face-to-face and digital instruction are combined to support more flexible and engaging learning experiences. In such environments, technology not only facilitates content delivery but also plays a vital role in enhancing student engagement, accessibility, and autonomy. Therefore, understanding how technology contributes to lesson plan design is crucial in ensuring that pedagogical goals are effectively met in modern EFL

Global educational institutions emphasize the importance of technology in the modern classroom. The International Society for Technology in Education (ISTE) has set standards for integrating technology into teaching to improve student learning outcomes. ISTE standards for students relate to the skills and knowledge that students need to teach and learn effectively and live productively in an increasingly global and digital world ISTE (2014, as cited in Marwa et al., 2024). Similarly, UNESCO encourages the use of digital tools in education to create inclusive and flexible learning environments. Digital education, as defined by UNESCO, utilizes modern technologies to enhance teaching and learning, fostering student engagement, personalized learning experiences, and collaboration (Arunprakash, 2024). These policies emphasize the need for a deeper understanding of how technology can be effectively integrated into lesson planning to support language learning in blended learning settings. Moreover, by aligning lesson planning with these international standards and frameworks, educators can ensure that students are not only improving their language proficiency but also developing crucial 21st-century skills such as digital literacy, critical thinking, and collaboration. In addition, adopting global guidelines helps institutions evaluate and continuously improve their teaching strategies. The emphasis on inclusive and accessible technology also supports learners from diverse backgrounds, ensuring that educational goals are met regardless of location or individual limitations. Ultimately, these global efforts encourage a forward-thinking approach to EFL teaching that goes beyond the classroom and prepares students for real-world communication challenges in a digital society.

Technology plays a transformative role in lesson plan design by allowing EFL educators to personalize instruction according to learners' needs and proficiency levels. Through the use of adaptive learning technologies such as digital assessment tools, teachers can differentiate content, assign tasks based on individual learning progress, and track student performance in real time. Because they can convey educational information and change to meet the requirements of certain students,

adaptive learning systems are becoming more popular (Gligorea et al., 2023). For instance, platforms like Duolingo for Schools or Quizlet allow teachers to create tailored exercises, monitor vocabulary acquisition, and identify specific areas of difficulty for each learner. Duolingo, can sustain students' motivation to learn by offering engaging and flexible learning experiences, ultimately contributing to positive learning outcomes (Zbar & Ali, 2024). These data-driven insights enable educators to adjust lesson objectives and activities dynamically, fostering more efficient and targeted instruction. Personalization through technology ensures that students remain challenged yet supported, which is especially vital in blended learning environments where learner autonomy plays a critical role in academic success.

In addition to personalization, technology enriches the content delivery process in blended EFL classrooms. Lesson plans can incorporate a variety of multimedia resources, such as instructional videos, podcasts, animations, and interactive grammar tutorials, which cater to different learning styles and increase learner motivation. According to Gilakjani (2012), multimedia offers multisensory experiences that are comprehensive in explaining the world through information analysis using text, graphics, images, audio, and video, as well as other elements that indicate that the use of words and images increases people's ability to integrate large amounts of information. For example, a lesson on past tense verbs can be supplemented with YouTube video explanations, followed by interactive exercises on platforms like Kahoot or Socrative to reinforce understanding. Moreover, virtual reality (VR) and augmented reality (AR) technologies are increasingly being used to simulate real-life language contexts, providing immersive experiences that enhance speaking and listening skills. Integrating such multimedia content into lesson plans not only makes language learning more engaging but also encourages students to become active participants in their own learning journey. As educational technology continues to advance, instructors are encouraged to explore interactive multimedia tools to create student-centered learning experiences that were previously impossible. (Schrand, 2008)

Furthermore, the collaborative aspect of technology in lesson planning cannot be overstated. Digital platforms such as Padlet. By using Padlet, students were able to engage in real time discussions, exchange constructive feedback, and refine their writing based on the input they received (Khoir & Susanti, 2025). Then Google Workspace, and Microsoft Teams facilitate synchronous and asynchronous communication, enabling students to engage in peer feedback, group projects, and cross-cultural exchanges. Teachers can design tasks that require learners to co-construct knowledge, such as writing joint essays on Google Docs or participating in international discussion forums. Based on Shadiev and Wang (2022), Google Docs were popular technologies in reviewed studies to facilitate language and 21st century skills. This collaboration nurtures critical 21st-century skills such as communication, teamwork, and intercultural competence key competencies in language acquisition. Moreover, the integration of technology in lesson planning allows teachers to document student progress and reflections digitally, making the learning process more transparent and allowing for continuous improvement.

Ultimately, the collaborative potential of digital tools fosters a sense of community and shared responsibility for learning, both online and offline.

This study aims to analyze the role of technology in the design of lesson plans for English as a Foreign Language (EFL) learning in the context of Blended Learning. The integration of technology in EFL classrooms facilitates the attainment of course goals and promotes the foreign language learning process (Haswani, 2014). Technology offers a wide range of tools and resources that can support lesson planning and implementation, fostering student engagement, creativity, and critical thinking (Hanif et al., 2023). This review is guided by two main research questions, first What technologies are most useful in the design of blended learning lesson plans for EFL and second The Impact of the technology in supporting lesson plans that support EFL learning.

## **RESEARCH METHOD**

This study uses a qualitative approach with a literature review method to analyze the role of technology in lesson plan design for EFL learning in the context of Blended Learning. Data were collected from various academic sources, including journals, and research articles relevant to this topic. The criteria for selecting literature were based on relevance to the use of technology in lesson plan design for EFL, as well as the effectiveness of technology in Blended Learning.

To ensure relevant data, this study used journals indexed by Scopus and ERIC as its main sources. These journals were selected because Scopus and ERIC are databases that focus on educational literature and provide access to various articles relevant to the topic of this study, including peer-reviewed journals and credible research reports. Literature samples were obtained by searching for articles discussing the use of technology in lesson plan design for EFL learning in the context of Blended Learning, using relevant keywords. In addition, the criteria for selecting journals also considered factors such as year of publication, title and suitability to the topic being studied.

### **Eligibility Criteria**

Table 1 shows the details of inclusion and exclusion requirements. The inclusion criteria were peer-reviewed empirical research journal articles on the role of technology for designing lesson plans in EFL contexts in Blended Learning published in SCOPUS and ERIC databases from 2021 to 2025. The selection of articles from the last five years aimed to ensure that the reviewed literature reflects the most recent developments, practices, and technologies relevant to the topic. Since educational technology evolves rapidly, using recent publications enhances the relevance and applicability of the findings.

Only peer-reviewed journal articles were included to guarantee the credibility, academic integrity, and methodological soundness of the studies. Peer-reviewed articles undergo rigorous evaluation by experts, ensuring that the research is both valid and reliable. Furthermore, the study focused exclusively on empirical journal articles to provide evidence-based insights. Other types of sources, such as technical reports, books, or research syntheses, were excluded because they may lack detailed methodologies or empirical data necessary for critical analysis.

The literature sample was obtained by searching for articles discussing the use of technology in lesson plan design for EFL learning in Blended Learning contexts, using relevant keywords. To maintain quality and relevance, only articles indexed in SCOPUS and ERIC databases were considered. SCOPUS is a leading multidisciplinary research database known for its high indexing standards, while ERIC is a specialized database in the field of education that ensures access to authoritative educational research. In addition, the journal selection criteria also considered factors such as year of publication, title, and relevance to the topic being studied. Other than the mentioned criteria, they were not included in the review.

**Table 1. Eligibility Criteria**

Criteria	Inclusion	Exclusion
Date	Published papers published in 2020 to 2025	Papers published before 2020.
Language Sample	Teachers, students, or documents related to the role of technology.	Studies outside of English language teaching, papers with non-EFL participants, and lesson plans without the role of technology in blended learning.
Publication	Peer-reviewed research journal articles.	Non-peer reviewed articles, technical reports, research syntheses and books are excluded.
Settings	The paper focuses on the Role of Technology in Lesson Plan Design for English as a Foreign Language (EFL) in Blended Learning.	Papers that do not address the role of technology in the design of EFL lesson plans in blended learning.
Database	SCOPUS and ERIC	Other databases.

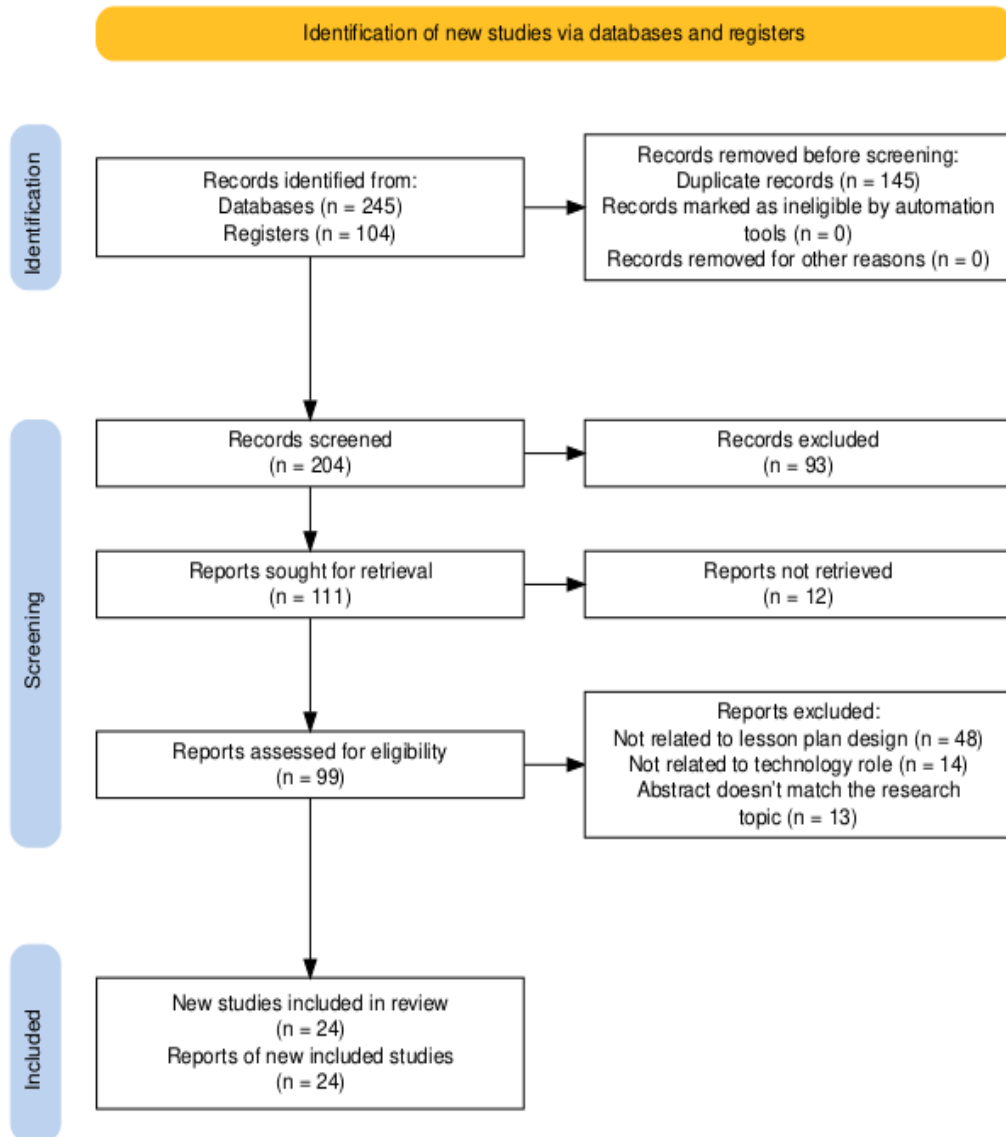
### Information Sources and Search Strategy

A keywords search was conducted in the SCOPUS and ERIC database to collect article data. By using the various keywords that refer to the research topic. The detailed strategy is presented in the following table 2.

**Table 2. Search Strategy**

Database	Keywords	Result
SCOPUS	TITLE-ABS-KEY ( ( ( technology OR "technology & role" OR digital OR "digital tool" OR e-learning OR "digital media" OR computer OR "technology media" ) AND ( "lesson plan" OR lesson OR "teaching design" OR "lesson design" OR teacher AND plan ) AND ( "blended learning" OR online OR hybrid OR flip OR "online-offline" ) ) ) AND PUBYEAR > 2020 AND PUBYEAR < 2026 AND PUBYEAR > 2020 AND PUBYEAR < 2026 AND ( LIMIT-TO ( SUBJAREA , "SOC" ) OR LIMIT-TO ( SUBJAREA , "ARTS" ) ) AND ( LIMIT-TO ( DOCTYPE , "ar" ) )	245
ERIC	Same keyword combination as SCOPUS	104
Total Papers		349

**Figure 1. Figure of Data**



## FINDING AND DISCUSSION

### Finding

This study focuses on the use of technology in education, particularly the most useful digital tools for EFL learning when designing blended learning lesson plans. Another focus is on the impact of these technologies in supporting both lesson planning and the EFL learning process.

To systematically address the research questions, data from the selected studies were analyzed and organized into a table with five columns: Data, Source, Category, Code, and Comment. The "Data" column contains direct excerpts or summaries taken from each reviewed article. The "Source" column refers to the code or identifier of the study, such as P1 to P24. The "Category" column highlights the central topic or theme derived from the excerpt, showing the relevance to either

digital tool usage or its impact. The "Code" column is used to assign a unique label that reflects the thematic classification for easier reference, while the "Comment" column explains how the excerpted data relates specifically to the research questions posed in this study.

In relation to the first research question, which asks what digital tools are most useful for EFL learning when designing blended learning lesson plans, the findings indicate that several technologies are frequently used and viewed as beneficial. Tools such as Google Classroom, Moodle, Zoom, Canva, Edmodo, Web 2.0 tools, Prezi, and cloud-based learning management systems (LMS) emerged as the most commonly integrated platforms across the reviewed studies. These digital tools were found to support various teaching functions such as lesson delivery, visual presentations, student interaction, collaboration, and overall lesson organization. Studies like P11, P12, P15, P18, P20, and P21 emphasized the usefulness of these tools in enabling teachers to develop flexible, accessible, and engaging lesson plans suitable for blended learning environments in EFL contexts.

For the second research question, which investigates the impact of technology in supporting lesson planning and EFL learning, many of the analyzed articles suggested that technological integration leads to significant improvements in the quality of instruction and learning outcomes. The studies (e.g., P3, P9, P16, P17, P22, and P23) reported that digital tools helped teachers to design more interactive and student-centered lessons, improve the clarity of instructional materials, and enhance student autonomy and digital literacy. Several studies also showed how technology promotes reflective teaching practices, such as in Facebook-aided lesson studies (P23), and supports innovative methods like flipped classrooms (P12), allowing students to engage with material before class. Furthermore, platforms such as LMS and cloud-based resources contributed to more structured planning and better resource management. In summary, the findings across the data sources support the claim that both the selection and the impact use of digital technologies play a critical role in enhancing lesson planning and the learning process in EFL blended learning environments.

#### *Most Digital Tools Useful for EFL Learning When Designing Blended Learning Lesson Plans*

Based on the data collected from the findings, a variety of digital technologies and platforms have proven beneficial and useful for educators in supporting the design of blended learning lesson plans for EFL contexts.

One of the key findings shows that participation in digital-based teacher training programs empowered educators to develop new instructional ideas, which significantly enhanced their teaching practices. The experience not only deepened their understanding of digital pedagogy but also led to a notable shift in teaching beliefs from traditional approaches to more student-centred learning paradigms.

A large majority developed new ideas to help them to improve their teaching. The participation in the course increased participants' understanding... Most participants changed their teaching beliefs to become more student-centred. (P6SCT#6)

Additionally, the integration of Moodle as a learning management system enabled the effectiveness in distribution of course materials. Uploading module notes and resources onto the platform helped improve students' comprehension of course content, indicating that structured digital environments support clearer and more organized learning processes.

The notes of the module are uploaded in the Moodle tool... improved students' overall understanding of course content... (P12DSC#12)

Furthermore, collaborative learning tools such as Google Docs and E-Books facilitated various learning activities, including assignment submissions and peer reviews. These tools promoted interaction and reflection among learners, allowing them to engage more deeply with the material and with each other in both synchronous and asynchronous settings.

Learning activities such as delivering assignments and doing peer reviews with friends are made possible through the use of Google Docs, E-Books... (P20FCL#20)

The use of these technologies shows that teachers tend to choose tools that are practical, easy to use, and have features that support collaboration, interaction, and management of online learning.

#### *The Impact of Technology in Supporting Lesson Planning and EFL Learning*

Other findings show that the use of these technologies not only increases the impact of lesson planning, but also contributes greatly to the teaching and learning process, including:

Blended learning is seen as effective by both teachers and students, allowing for more flexible and engaging lesson design

...changed the course instruction format from 100% traditional classroom teaching to a blended course, which seemed to be an effective learning design for both instructor and students... (P3ELD#3).

Flipped classroom strategies are positively received, encouraging a shift in teaching practices to become more student-focused.

...that teacher educators had positive views about the flipped classroom helping to change their pedagogical practice. (P2PVFC#2).

As the role of teachers increasingly shifts in technology-based learning, teachers now not only act as material deliverers, but also as facilitators who encourage students' learning independence.

.....teachers tend to promote students' learning process in online lessons by enabling them to plan and manage their learning process, while they tend to do this less in lessons taught in class. (P9BLS#9).

These findings collectively demonstrate how technology provides practical solutions that align with the pedagogical goals of EFL teaching in a blended setting. Teachers are better equipped to address diverse student needs by utilizing a variety of digital platforms that support flexibility in instruction and personalized learning paths. Moreover, many studies reported an increased sense of teacher confidence and motivation in designing lessons, as technology simplifies content delivery, facilitates communication, and ensures continuous access to materials. This aligns with the broader goal of blended learning, which is to integrate the strengths of both online and face-to-face teaching. As digital literacy improves among both teachers and students, the incorporation of technology into EFL lesson planning becomes not only beneficial but essential. Ultimately, the reviewed literature supports the notion that purposeful technology integration enhances both the process and outcome of language education, offering a more dynamic, efficient, and student-centered approach.

### **Discussion**

The primary objective of this study was to examine how technology can be impact integrated into blended learning lesson plans for English as a Foreign Language (EFL), with a particular focus on identifying the most useful digital tools. By understanding the pedagogical value of these tools, this study contributes to improving instructional design and promoting more flexible, interactive, and student-centered learning environments.

The findings reveal that platforms such as Google Classroom, Moodle, Zoom, and Canva are among the most commonly used tools in designing blended learning lessons for EFL. These tools are valued for their ability to manage instructional content, facilitate communication, and support both synchronous and asynchronous interactions. In particular, Google Classroom and Moodle function not only as content management systems but also as interactive spaces for formative assessment. Zoom and Google Meet simulate classroom discussions in virtual environments, while tools like Google Docs and Canva support collaboration and creativity.

Google Classroom stands out for its accessibility and integration features that allow teachers to assign tasks, share resources, and provide real-time feedback efficiently. Additionally, students can interact with each other and the instructor in Google Classroom (Yılmaz, 2023), making it a central hub for both communication and instruction. Moodle is similarly appreciated for its customizable design and robust learning management capabilities. Moodle features include a list of participants (teacher and students), course calendars, online quizzes, forums, glossaries, and external resource links (Sarfo & Yidana, 2016). These functionalities support core elements of effective lesson planning, such as setting clear learning objectives, applying varied instructional strategies, and incorporating formative assessments.

The study's findings are consistent with a growing body of literature emphasizing the strategic use of technology in blended learning environments. Ruswandi et al., (2022) argue that blended learning promotes flexibility and improves interaction between students and instructors, which is reflected in the

usage of platforms like Google Classroom and Moodle in this study. Similarly, Prasetya (2021) and Sarfo & Yidana (2016) highlight how these platforms support assignment creation, communication, and access to course materials, reinforcing their suitability for modern instructional planning.

The use of tools like Google Docs for collaborative work aligns with Eraković and Topalov's (2021) observation that such tools support whole-class collaboration, both asynchronously and synchronously. Canva, likewise, offers visual creativity and shared editing, making it an ideal platform for student-centered and visually engaging assignments. These tools empower teachers to engage learners through dynamic and cooperative tasks, which enhances learning outcomes.

Web 2.0 technologies, including Prezi and other presentation platforms, were also found to enhance student engagement and creativity, reinforcing Khalil's (2018) claim that these tools have been integrated into educational settings to support curriculum design and collaborative work. In this study, the integration of Web 2.0 tools served not only as content delivery mechanisms but also as platforms for student expression and participatory learning.

In terms of instructional interaction, Zoom and Google Meet continue to serve as reliable platforms for synchronous learning, supporting Jiang et al., (2021) assertion that blended modes can enhance academic performance by combining the advantages of face-to-face and online teaching. Through these platforms, real-time communication, live discussions, and immediate feedback can be facilitated, helping to simulate in-class learning in virtual environments.

The findings also affirm the critical role of digital literacy. Angraini et al., (2024) highlight the disparities in digital competence among teachers and students, which this study confirms as the impact of technology use. Merely having access to tools is insufficient; strategic implementation aligned with pedagogical objectives is essential for their full potential to be realized. Hakim (2021) similarly notes that many teachers only use digital tools for content delivery, rather than for developing innovative or interactive learning experiences. Therefore, while the available technologies meet core instructional criteria, their effectiveness depends largely on how well educators are prepared to use them.

Furthermore, Maru et al., (2022) affirm that "The use of technology in this era makes teachers adapt to platforms and media as the means of learning." This supports the findings of this study, where teachers' willingness and ability to navigate platforms like Google Classroom and Moodle significantly influenced their instructional design and lesson planning. The necessity to adapt becomes even more urgent in blended environments, where both online and in-person components must be harmonized.

Several factors help explain the widespread adoption of these tools. Platforms like Google Classroom and Moodle offer intuitive interfaces, allowing even teachers with limited digital experience to navigate them with ease (Barman & Karthikeyan, 2019). Their integrated features such as assignment submission, forums, calendars, and resource libraries simplify classroom management and enhance student-teacher interaction. This practicality may explain their frequent selection in EFL lesson planning.

Nevertheless, the findings also indicate that the impact of technology integration is not solely determined by tool availability, but rather by teacher adaptability and institutional support. While this aligns with previous studies (e.g., Orlando, 2013; Utami et al., 2019), it also reveals a gap between technological potential and actual implementation. Unlike studies that focus only on the benefits of content delivery, this research highlights a critical barrier: many educators use digital tools primarily for content transfer rather than fostering interactive or innovative learning experiences.

Although Kivunja (2015) emphasizes the importance of 21st-century skills and student-centered pedagogies, the findings here suggest that the transition to such practices remains uneven, often hindered by insufficient training and varying levels of teacher readiness. While integrated support materials may encourage more advanced reasoning about technology use (Janssen et al., 2019), high-quality implementation still demands sustained training and hands-on experience.

Institutional support remains a significant factor in successful implementation. According to Derder et al. (2024), technical support and infrastructure maintenance are key to maximizing the impact of digital tools. This is echoed in the findings, which show that schools and universities need to facilitate continuous professional development, ensure access to reliable infrastructure, and provide platforms for teacher collaboration.

The potential of smartphones and internet-connected applications also supports flexible and mobile learning. Teachers are increasingly expected to integrate various digital applications to meet students where they are, both physically and cognitively. This mobility is essential in EFL contexts, where asynchronous and flexible participation helps accommodate diverse learning paces and language proficiency levels.

The findings emphasize that continuous professional development is vital. Teachers require more than basic familiarity with tools; they need pedagogical strategies for effectively integrating them into lesson plans. School administrators and policy-makers must therefore prioritize teacher training in digital pedagogy, blended learning design, and the use of learning analytics for instructional refinement.

Overall, while the tools identified in this study align with findings from previous research, the emphasis on the need for improved digital literacy and pedagogical training sets this study apart. It underscores that technology alone is not a solution, but a catalyst that must be strategically implemented to meet the evolving needs of modern EFL instruction. The study concludes that, when properly supported, technology in blended learning becomes a powerful enabler bridging the gap between traditional and digital classrooms, while promoting personalized, interactive, and student-centered EFL education.

## **CONCLUSION AND SUGGESTION**

This study highlights the pivotal role that technology plays in designing lesson plans for English as a Foreign Language (EFL) instruction. The integration of various digital tools and platforms not only enhances the teaching and learning experience but also aligns with 21st-century educational demands. Teachers who

utilize technology in their lesson planning can foster more interactive, engaging, and personalized learning environments. However, the impact of technology use is highly dependent on several factors, including teachers' digital literacy, institutional support, and access to adequate resources. One limitation of this study is the limited coverage of literature sources, which are only from SCOPUS and ERIC databases within the last five years. In addition, the focus on empirical articles may also exclude relevant conceptual or theoretical insights.

Future researchers are advised to explore the latest digital applications and platforms to assess their role in enhancing EFL lesson planning. Comparative studies between conventional and technology-based lesson planning approaches can provide insight into their respective effectiveness. Longitudinal research is also needed to understand the long-term impact of technology integration on student learning outcomes, teacher performance, and curriculum development.

In addition, it is important to examine the challenges faced by educators in remote or resource-limited areas, where access to technology remains a constraint. Efforts to address these challenges will contribute to the provision of inclusive and equitable digital education. As technology continues to evolve, cross-cultural and context-sensitive studies will be invaluable in providing a broader understanding of the adaptation and application of digital tools in EFL learning across educational settings.

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