A Linguistic Exploration in English Blended Instruction in Selected Universities

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Abstract

This study conducts a linguistic exploration of English blended instruction in selected universities, emphasizing simplification, explicitation, and normalization. It seeks to answer critical questions on linguistic features of English blended instruction, their contribution, and insights from teachers employing these features. The study uses the framework of analysis of Carter's Linguistic Features. Employing qualitative research, this study begins with a document analysis of the class sessions followed by interview sessions of the teacher participants based on the findings of the document analysis. Findings show that the said linguistic features were employed during the class sessions of the teacher-participants with explicitation, which was mainly used followed by simplification and then normalization. Findings further revealed emergent themes that help enhance English blended instruction: pedagogical effectiveness, collaborative learning environment, practical applicability, and teacher dedication and innovation. Insights from teacher-participants revealed emergent themes: language teaching and learning, adaptation and change, student engagement and perspectives, concerns and challenges, flexibility and creativity, and strategies and coping mechanisms, which are significant factors to an improved English blended instruction to facilitate the development of intervention programs. Integrating these linguistic features into the design and delivery of instruction poses immense potential for creating an equitable learning atmosphere in selected universities and beyond. To get a more holistic perspective, this study's longitudinal and cross-cultural approaches are highly encouraged.

Keywords: applied linguistics, linguistic features, simplification, explicitation, normalization, document analysis

1. Introduction

Blended instruction in the context of higher education refers to the ongoing convergence of two learning environments: online and face-to-face instructions (Bonk & Graham). Such concepts and adoption have gained the interest and attention of educators and researchers (Vasileva-Stojanovska). This scenario has been observed recently due to the global pandemic, which had an intense and sudden impact on almost all facets of human lives, including education. Higher Educational Institutions (HEIs) are forced to adapt to the flexibility of teaching modality. As HEIs find ways to cultivate proficiency in English language learning, blended instruction poses a promising strategy (Garrison, Anderson, and Acher; Bouilheres, Le, Mcdonald, Nkhoma, and Jandug-Montera). This instructional model combines the strengths of conventional face-to-face instruction and the flexibility of online instruction. With all of these, it is essential to explore the linguistic features that underpin English-blended instruction in universities.

The study aims to investigate a linguistic exploration of English blended instruction in selected universities in the Davao Region, particularly emphasizing simplification, explicitation, and normalization (Becher). In addition, it explores whether these features are employed in teaching English core subjects in university instruction, considering that these linguistic features are crucial in shaping the processes of language acquisition and language learning in the context of blended instruction. These linguistic features are considered universal features that show a systematic pattern across varieties of English languages worldwide without limit or exception (Reiss & Vermeer). Simplification, by definition, refers to the modification and streamlining of the structures and vocabulary of the language to provide maximum and meaningful learning experiences (Leow). Explicitation involves making implicit information or ideas explicit by offering learners clear and precise explanations, emphasizing linguistic features that may be implicit or hidden (Becher; Meakins). Normalization, on the other hand, refers to the use of acceptable language forms and structures or standard varieties aligned with the norms to ensure effective and efficient communication within the context of the academe (Oster, Duffy, Lacka, Wong, and Haddoud).

By delving more into the interconnectedness between the above-mentioned linguistic features and the paradigm of blended instruction, this study seeks to unravel the strategies employed by teachers, the link of these strategies to language learning, and the implications for learning and teaching practices (Tuckler; Palmer; and Poon). Understanding how simplification, explicitation, and normalization work may provide ways to develop more responsive pedagogical approaches, informed and timely curriculum design, and enhanced language learning experiences.

The significance of this study is anchored in its potential to answer the gap between theoretical perspectives and practical applications through valuable insights for teachers, curriculum designers, and, more importantly, educational policymakers. Examining these linguistic features in English blended instruction in the context of this study intersects education, technology, and linguistics (Bowyer & Chambers; Griffin, Care, and McGaw). However, this study aspires to focus on a gap focusing on the natural language process (NLP) and technological implementation. Inevitable circumstances like the global pandemic caused the weakened language learning environments. The current state of NLP has shortcomings and limitations. Practical means can be sorted out by exploring simplification, explicitation, and normalization, where solutions to virtual and face-to-face instruction challenges can be addressed (Chapman, Peterson, Turano, Box, Wallace, and Jones). With the integration of technology in blended instruction, there is an opportunity to investigate how natural language processing (NLP) and online learning modality can help simplify the processes of simplification, explicitation, and normalization (Tomlinson). This scenario would shed light on

instructional practices that provide insights to facilitate the development of intervention programs that assist educators in creating linguistically responsive learning environments in universities.

In the process of analysis of explicitation, this is done in three ways (Murtisan). First is the identification of linguistic features of explicitation by means of analyzing classroom session instructions with explicit explanations and clarifications provided by teachers in blended instruction. Second, is the evaluation of the impact of explicitation by looking at how the strategies of explicitation enhance the understanding of learners in terms of language forms, use, and meaning. Lastly, the assessment of learner engagement is done by scrutinizing how the learners actively participate with explication and the degree of communicative competence.

The last linguistic feature under study is normalization, which is viewed by means of identifying the normalization, examining its influence, and exploring possible challenges. The first dimension investigates the alignment of language forms and structures with the standard varieties in blended instruction. The second dimension investigates the contribution of normalized language forms to the learners' language accuracy and appropriateness under sociolinguistic competence. The last dimension scrutinizes the influence of factors of culture and context concerning the implementation and acceptance of the normalized language forms in blended instruction.

The emphasis of this present study is examining the status of blended instruction by considering the teacher's point of view on the use of linguistic features of simplification, explicitation, and normalization in blended instruction. Further, the result of the study serves as a guidepost for developing a deeper understanding and scrutiny of the implementation of blended learning in universities. This study aims to identify common problems encountered during blended learning sessions whereby the possible crafting of recommended intervention programs may be conceptualized.

This study aspires to add valuable insights to the existing body of knowledge. Any study relevant to the upliftment of language teaching pedagogy is considered a vital step to the existing body of knowledge, especially when the world faces challenges that affect the world system and may impact the education domain.

In today's era, it is widely accepted that English plays a vital role in the global arena regarding teaching and learning pedagogy (Finardi & Rojo; Colbert; and Khun). This study would help educators be more responsive, coordinated, and dynamic as they continually create more learning opportunities for their learners (Damsa). Understanding the result of this study will help project a better understanding of the experiences of teachers in the universities who are handling core subjects using blended learning. Moreover, this study would give ideas to policymakers and school administrators to identify appropriate measures to help teachers in universities.

More specifically, this study would lead to the creation of intervention activities that would address the needs of teachers during the post-pandemic era. Certain delimitations and limitations were perceived to set its scope. The study focuses on examining teachers' lived experiences teaching linguistics and other related core subjects in university settings. It, therefore, limits teachers in the universities and colleges where these teachers are teaching linguistics and related core subjects with the aid of blended instruction. These teachers worked in state and private universities and colleges (SPUCs) in Davao Region, where blended instruction is employed.

1.1 Literature Review

This study is viewed from the perspective of Sociocultural Theory. The framework of analysis employs the Linguistic Feature Analysis of Ronald Carter. Vygotsky's sociocultural theory focuses on the crucial role of social interaction, cultural context, and language learning. These concepts are viewed as social and concerted efforts of concerned stakeholders which are influenced by the sociocultural and linguistic environments.

In a blended instruction setting, the paradigm provides an ideal perspective of how sociocultural theory operates within language learning, wherein there is a convergence of face-to-face and online learning activities (Hargis, Zhang, and Zhu). This is further stressed by Van Grinsven, O'Brien, and Rudelle, who said that the interaction among students, peers, and teachers, either face-to-face or virtual, creates a sociocultural context that facilitates language learning. Through the lens, therefore, of this theory, this study investigates how the linguistic features of simplification, explicitation, and normalization are employed by teachers within the realm of blended instruction to enhance language learning experiences and, at the same time, foster communicative competence and promote lasting and meaningful interaction and communication among learners and teachers.

The analysis framework utilizes Ronald Carter's textual analysis using different categories, such as simplification, explicitation, and normalization, which are explored in the study. In the simplification, three dimensions are involved (Meankins, Hua, Algy, and Bromham). First is the identification of linguistic features of simplification by analyzing instances of grammatical, lexical, and discourse simplification strategies used by teachers in blended instruction. Second is the investigation of the purposes of simplification, exploring the reasons behind the use of simplification strategies, which may include facilitating comprehension, promoting learner's language production, and reducing cognitive load. Lastly, the study examines learner responses and outcomes by investigating the impact of simplification on learners' language development, fluency, accuracy, and communicative competence.

1.2. Research Questions

This study aims to contribute to the existing body of knowledge by providing a nuanced understanding of how these linguistic features of simplification, explicitation, and normalization operate within the context of blended instruction, which may have a link to a learner's language proficiency.

Specifically, this study seeks to answer the following questions:

1. What are the linguistic features of English blended instruction in selected universities in terms of simplification, explicitation, and normalization?

2. How do these linguistic features contribute to the improvement of English blended instruction?

3. What are teachers' insights in teaching English blended instruction employing simplification, explicitation, and normalization?

2. Method

2.1 Research Design

This study employed a qualitative research approach that begins with document analysis and then continues to interview sessions based on the findings of the document analysis (Creswell and Creswell). The researcher starts by analyzing existing documents in this design through classroom sessions. This study aims to understand the research topic deeply by identifying the linguistic features of simplification, explicitation, and normalization. The document analysis serves as the initial phase of data collection. Having done so, the researcher used the findings from the study to proceed to the next phase, which involves interview sessions with the participants to elaborate on the data obtained from the document analysis (Creswell and Poth). This study further explored the nuances of linguistic practices, instructional strategies, and perceptions. From the lens of qualitative research design, this allows for a more detailed linguistic exploration of simplification, explicitation, and normalization in blended instruction. This design is valuable in triangulating data from multiple sources to better understand the research phenomenon.
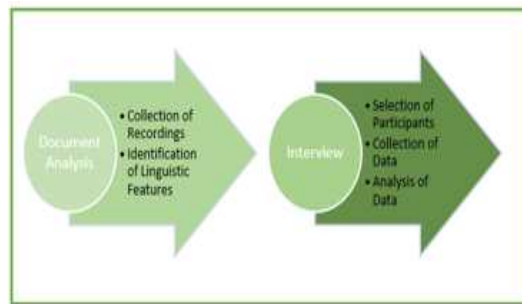
2.2 Sample/ Participants

The study participants are the purposely selected instructors of three State and Private Universities and Colleges in Davao Region: University 1 in Panabo City, University 2 in Tagum City, and University 3 in Malita, Davao Occidental. Creswell and Poth posit that the researcher tries to learn and understand essential scenarios under study by selecting participants intentionally to yield valuable and adequate information.

These instructors teach English core subjects. They must have at least three years of teaching experience at the tertiary level, must have earned academic units or have a master's degree in the field of English, and must have employed blended instruction in teaching. These participants are three instructors from each institution, with a total of nine participants. The researcher recorded their class sessions. Data collection occurred before implementing the data analysis procedures using the focus group discussion with three participants per institution.

Within the context of this present investigation, exclusion criteria are as follows: instructors with less than three years of teaching experience at the tertiary level; instructors without academic units in their master's degree in the field of English; instructors who never had any prior experience with teaching using blended instruction; instructors from universities or colleges outside Davao Region; instructors who have hardly taught both online and face-to-face classes; instructors who are unable or unwilling to allow the researcher to record their class sessions; and instructors who never provided informed consent to participate in the study. As a whole, this study adhered to the withdrawal policy, which includes the following criteria: participants may choose to withdraw from the study at any point; if participants do not actively engage in the activities of the survey, like failing to allow the researcher to record their class sessions or not participating in focus group discussions; and if participants revoke their informed consent during the study.

2.3 Data Collection Procedure

The analysis framework utilizes the linguistic feature analysis of simplification, explicitation, and normalization. Specifically, this study employs a framework through this diagram:

Figure 1. The Methodological Framework of the Study

Figure 1 shows the two main phases indicating the sequential flow of the study. Phase 1: Document Analysis involves collecting existing documents by identifying linguistic features such as simplification, explicitation, and normalization through the recorded classroom instructions. The findings from the document analysis point toward Phase 2: Interviews. This process involves the selection of participants, interview sessions, and collection and analysis of data. Voluntary participation serves as the basis of the selection of participants.

Further, the researcher selects teacher participants based on the criteria set in the study. This move ensures they can provide further insights and elaboration on the information gathered from the documents. The researcher collects qualitative data directly from the participants during the interview sessions. Through a robust analysis, this study aims to provide valuable views into the interplay of these linguistic features and the framework of blended instruction.

2.3 Data Analysis

Before the data collection commenced, the researcher sought permissions and consent from the State and Private Universities and Colleges. Upon approval, the English instructors received letters following the inclusion criteria for this study. Data were collected through documentary analysis of the class session recordings and a focus group discussion. Data were processed and analyzed for a clear sense of purpose, meaning, and significance (Stake).

The researcher facilitated the discussion by thinking and observing all the health safety protocols. The study followed several steps to ensure the researcher's partiality, as suggested by Moustakas. The researcher demonstrated the techniques by finding a phenomenon to examine, bracketing out one's own experiences, and gathering data from multiple others who have witnessed the phenomenon from the perspective of an observer. As pointed out by Creswell and Poth, these lived experiences are also conscious and directed towards a specific target. The researchers omitted as much of his personal experiences as possible to adequately characterize how participants see the phenomenon. That is why the researcher ensured the interview process was free from biases. The interview protocol guide underwent the processes of validity and reliability by experts.

Consequently, the participants validated all the transcripts and translations. An expert handled the transcription of the interview recording to ensure the integrity of the result. Also, the researcher employed a coding method to analyze the results of the document and the focus group discussion sessions. This process

adheres to the principle postulated by Kalpokaite and Radivojevic, which states that a coding system must minimize any personal judgment on the recording and theming of the data. Interview guide protocols followed Colaizzi's seven steps of thematic analysis, namely, familiarization, identifying significant statements, formulating meanings, clustering themes, developing an exhaustive description, producing the fundamental structure, and seeking verification of the basic structure.

3. Results and Discussion

3.1 The Linguistic Features of English Blended Instruction in Selected Universities in terms of Simplification, Explicitation, and Normalization

The gathered data show that the teacher participants employ linguistic features of simplification, explicitation, and normalization. The classroom sessions of the teacher participants show that they used these features equally, with explicitation as mainly used, followed by simplification and then normalization. These data show the interplay of these language features to cope with meaningful learning experiences for the learners. This implies that simplification, explicitation, and normalization are actively employed, though the teachers may be unaware of these situations, as shown in the excerpts:

> *"I am even unaware that I am using these linguistic features."*
> UNIV1_C_L169-170_T1

> *"And the side note is that we don't know that we are already using simplification, explicitation, and normalization."*
> UNIV2_A_L242-243_T2

> *"How they communicate their thoughts because at one point, even us, we don't have that conscious understanding 'Ah, this is simplification' 'Ah, this is like this.' But actually, we've been doing this, whether it's pre-pandemic, during the pandemic, or post-pandemic. We've been doing this already, maybe it's just being reinforced during the blended setup because you're placed in a situation where you have no choice. We don't know that we do simplification."*
> UNIV3_A_L676-681_T3

The statements above show that the teacher participants need to be made aware that they are employing linguistic features in the daily conduct of their lessons. They simplify, explicitize, and normalize without knowing the exact terms.

3.1.1 Simplification

Excerpts from the learning sessions show that the teacher participants, through simplification, aligned with the intended learners from which purpose was set beforehand. This is reflected in the following example:

> *"Okay, very good. That is why we have different lesson plan formats because we have to follow the correct order, in an orderly manner. Because it's not possible to give an assignment before you have covered it in your lesson or before you have introduced it. You should be systematic and in order."*
> UNIV1_RPA_1_L297-300

To emphasize the proper order of lesson plan formats, the teacher participant expounds more about the appropriate order of elements in the lesson plan. This idea projects being systematic, according to her. Also, there was even a code-switching to simplify her view. The same scenario is seen in the following:

> *"So, even if you don't see the person, even if it's just over the phone, if that person says 'Oyaji,'*
> *it means the one speaking is a man. The same rule applies in Korean, right? For example,*
> *if you are a man, in referring to your older brother, you will say'hyung.' But if it's an older*
> *sister, 'noona.' But if you're a woman, you will call your older brother 'oppa' or, more*
> *formally, 'hyungnim.' And if you're a woman addressing an older sister, it's 'unnie.' So based*
> *on the choice of words, you canidentify the gender,there's a difference in language. Is there, or none?"*
> UNIV1_RPC_2_L371-376

Exemplifying a deeper understanding of the difference in language used and preference between males and females through concrete examples and precise explanations is shown in this excerpt. The teacher participant didn't just explain the subject matter but went the extra mile, even using the mother tongue to get to her point for meaningful and lasting learning. The same pattern is shown below:

> *"The house. So, don't equate the subject automatically as the doer, don't assign it. Your*
> *focus should not be on who, it's like falling into the trap that in active voice, the doer is*
> *automatically the...the subject. It's passive if the subject is the receiver. Our first consideration*
> *is not who the subject is, but whether it is the doer or receiver of the action. In passive voice,*
> *the emphasis is indeed on the receiver."*   UNIV3_RPC_2_L203-L215

Simplification stands out among the linguistic features, as the text prevents learners from immediately assuming the position of the doer and instead urges them to focus on whether the subject is the doer or the recipient of the action. By diverting focus from possibly false presumptions, this method aids in the simplification of the comprehension of active and passive voice.

It was also evident from the excerpts that there were specific situations where sentences, clauses, and concepts created an authentic and meaningful learning atmosphere. Simplification in the context of this study is not the reduction of any language element but rather the opting for the maximum learning experience with a more simplified explanation and elaboration (Meankins, Hua, Algy, and Bromham).

3.1.2 Explicitation

Explicitation from the excerpts shows that the teacher participant and even the students showcase the text's intended meaning, selection, or topic during the class discussion. The teacher participant managed the translation process in the classroom discussion. This can be seen in the following excerpts:

> *"Thus, success is more likely when students engage and show interest. As a teacher, at your end*
> *you should have realized that if you deliver your lesson properly, the students will be engaged,*
> *and interactive in your class."*   UNIV1_RPA_1_L207-210

> *"So, an effective speaker uses verbal and non-verbal tactics to advance and grasp an audience*
> *attention. So, example is verbal tactics like the tone of your voice. You could modulate it.*
> UNIV3_RPB_1_L721-723

The teacher participants explicitly pointed out her contention on the importance of student engagement, interest, research, and verbal and non-verbal tactics. They switched from the second language to the mother tongue. The same is true in the excerpt that follows:

> *"Fear God, oh history, and afflict me no more..."* what kind of figure of speech is that? It's just
> *basic. That particular line, what kind of figure of speech is that? You are calling somebody or*
> *something that is now present at the time of talking. What's that? Because the speaker there is*
> *talking on or talking to history, right? And history is not there actually.. So, that's actually apostrophe*
> *because you are calling something, you are talking to history as if you are talking to it face to face."*
> UNIV2_RPA_1_L161- L165; L187-L188

This statement made by the teacher participant is an example of explicitation because it breaks down and explains the figure of speech used in the quoted line, "Fear God, oh history, and afflict me no more." Additionally, when students failed to respond to the question because of their implicit understanding of the statement, the teacher participant labelled the figure of speech as an apostrophe. Nevertheless, another concrete example is from the excerpt:

> "*So when we say technical language, a language in line with your discipline. For example,*
> *if you are a doctor the jargon you will be using is medical jargon. This way, you could easily relate*
> *with. Another is Home Economics.. the jargon could be cooking... or in teaching, the technical term*
> *could be demonstration class or reporting. So, those are technical language refers to specific terms*
> *to particular field of discipline.*"   UNIV3_RPB_1_L421-426

This is explicitation because the teacher participant explicitly defines technical language as discipline-specific terms or jargon. By providing examples related to various fields, such as medicine, home economics, and teaching, the teacher participant clarifies the concept for the students, helping them understand the relevance of using specialized language in different contexts. From the given examples, there was a clear shift in translation from implicit in the source of the text to explicit in the target text (Murtisari). Kamenicka posited that in an environment where explicitation is used, the teacher introduces or explains a topic in the details of the target language that remains implicit in the source language, but this becomes clear by employing the relevant context or situation used by the teacher.

3.1.3 Normalization

On the other hand, normalization involves dynamic interaction that shows the exaggeration of the target language norms. It answers how the translation dynamic/language interactions show the exaggeration of the target language norms. This phenomenon is clearly seen in this excerpt:

> "*So, if we speak, you have something to say or you have an idea to point or an idea to share,*
> *that is already a product of what you have listened. Maybe you've listened during discussion*
> *or something you have listened from a friend or from technology itself, TV, or videos.*"
>   UNIV1_RPA_2_L87-90

The teacher participant exaggerates the idea of the interrelatedness of listening and speaking by bringing the students to their experiences in watching television or having a simple conversation with a friend. This scenario is localization, which is normalization in nature. Another example is from this excerpt:

> "*Used by everyone. But what about the second one? 'Prices...'it's very noticeable, especially among*
> *the boys,I mean males,many use the word 'gas'. And that is usually applicable in the context of*
> *American English. Also, in the Philippines, because we usually follow the American English system.*
> *A 'petrol' is also for British, same goes with Australia, New Zealand, also Hong Kong and Singapore,*
> *they would use the word 'petrol' over 'gas'*"UNIV1_RPC_2_L197-201

Based on the given statement, terms differ from one country to another. This process even involves differences in perception and gender. The teacher participant emphasizes the differences by including the Philippines, Hong Kong, and Singapore. These are nearby countries that the students may easily relate to, which is normalization. The same notion is depicted in the following excerpt:

> "*So, for many people, speaking in front of a large audience is a daunting task. Why? Because*
> *it is quite natural to become nervous. This is usually what we feel when we are going to speak*
> *in front of many people. For strangers, it would be hard to start a conversation. Why it's natural*
> *to become nervous though effective training, this could be overcome.*"
>   UNIV3_RPB_1_L312-316

By presenting public speaking anxiety as a shared experience, the teacher helps normalize the nervousness that many individuals may encounter when speaking in front of large audiences.

As Oster worded it, normalization refers to using acceptable language forms and structures. These are aligned with the norms to ensure effective and efficient communication within specific acceptable contexts. This scenario is depicted in the excerpts whereby teacher participants tried to maximize learning situations, ensuring that learning is a process of contextualization and localization. Rahate and Chandak supported this when they contested that normalization transforms informal writing, translation, or discussions into acceptable standard forms in each language.

Generally, the data provides means to better understand the nature of these language features within the context of universities, which afford insights into the cognitive phenomenon of language use in blended instruction. Also, data may spearhead further research to delve more into these language features that help predict more meaningful language experiences. This concept may provide researchers and curriculum designers feedback for curriculum revision and relevant extension programs.

3.2 Table 1. Themes on how the Linguistic Features of Simplification, Explicitation, and Normalization Contribute to the Improvement of English Blended Instruction

Emergent Themes	Cluster Themes
Pedagogical effectiveness	Comprehension, performance, and appreciation of students
	Clear expression of ideas and perspective
	Reinforcements of activities
	Boosting student confidence
	Lessening of student anxiety
Collaborative learning environment	Creation of a meaningful learning atmosphere
	Collaboration of teachers and students
	Sparking interest in addressing salient points
Practical applicability	Connecting lessons with real-life situations
	Applicability of the lessons learned
	Authentic learning opportunities
Teacher dedication and innovation	Open new opportunities to level up
	Ease and effectiveness of using linguistic features
	Prompting teachers to go an extra mile

Within the paradigm of English blended instruction, leveraging linguistic features of simplification, explicitation, and normalization impacts various factors involved in students' overall language experience and performance. When employed adeptly, these linguistic features contribute to several aspects that have crucial roles in pedagogical effectiveness, collaborative learning environment, practical applicability, and teacher dedication and innovation, as reflected in the emergent themes. As shown in Table 1, these themes are aligned with linguistic features of simplification, explicitation, and normalization and ultimately lead to an improved learning experience.

3.2.1 Pedagogical Effectiveness

The emergent theme of pedagogical effectiveness underscores the pivotal role of linguistic features in fostering a meaningful and conducive learning environment. Under this emergent theme are the cluster themes of comprehension, performance, and appreciation of students; clear expression of ideas and perspective; reinforcements of activities; boosting student confidence; and lessening student anxiety. All these themes point back to their connection to a meaningful and conducive learning environment. For example, comprehension, performance, and appreciation among students in English blended instruction create a

supportive learning environment where students feel empowered to engage actively. Vasileva-Stojanovska emphasized this idea when she stressed that students are genuinely empowered when the blended learning environment is conducive. Key factors are comprehension, performance, and appreciation among students. The same idea is pointed out by Zhang and Zhu when they say that diverse factors are involved in blended instruction to succeed.

The contentions above are supported by the excerpts of the statements of the teacher participants, such as:

> *"Generally, sir, we could see an improvement in terms of comprehension and appreciation of a student,given the fact that they are not native speakers."* UNIV1_A_L73-74_T1

> *"Ah okay, generally it really helps a student to understand concepts because often times if they encounter or come across terms and concepts in English language which are difficult for them, so what I normally do in blended environment is simplify by means of giving them a very simple concept and by trying to relate these concepts to things they can easily relate with. Sometimes, I can look for another term that may correspond to the difficult terms that they find it difficult to understanding. Aside from that, I even make translations at some points from the text."* UNIV2_A_L217-228_T2

> *"Learners would be more comfortable in learning the language,…we may actually develop appreciation towards the language."* UNIV1_C_L122-123_T1

> *"I think it also makes it easier for the students to understand the content, sir. Like when you teach a lesson with these specific linguistic features, it helps us, the teachers, to make them understand more so they can grasp the idea."* UNIV1_B_L1OO-102_T1

> *"So, of course, when you simplify, they understand. They can internalize that this word means this. So, they can understand more easily."* UNIV3_A_444-445_T3

Based on the transcripts above, it is evident that in blended instruction employing simplification, explicitation, and normalization, it is possible to have a better understanding and appreciation of the lessons, reflected in the students' performances through their quizzes and assessments. Murtisari supported this when he said that students' better understanding of concepts is observable in a learning situation where linguistic features are employed, such as explicitation. This is because concepts are reinforced with personalized discussions and activities (Meakins). The flow of learning becomes more accessible because there is a clear expression of ideas and perspectives (Palmer), and students have the inner confidence to speak up their minds for they understand the lessons well (Poon).

One notable cluster theme is the lessening of student anxiety, which is based on the statement:

> *"And to add sir with what they've said, I also believe that using these linguistic features in teaching the language it can also lessen the anxiety of the students as they enter our class…"*
> UNIV1_C_L116_117_T1

Using linguistic features like simplification, explicitation, and normalization aims to strengthen the learning process. If, along the way, lessons are not conveyed well and learning expectations are not met, this might result in anxiety among students (Bouilheres, Le, Mcdonald, Nkhoma, and Jandug-Montera). However, interview transcripts tell a clear message that the use of simplification, explicitation, and normalization significantly impacts the students' language learning. This concept shows that these linguistic features in blended instruction truly aid in creating meaningful language learning. Bowyer and Chambers said that blended instruction needs to bring the elements together. This is reflected in the following:

"...these simplification, explicitation, and normalization, actually have a significant impact on the learning of the language because when you simplify, of course, the students reflect that in their quizzes, assessments, and their scores are significantly higher, meaning they understand. There is now a difference in their performance." UNIV2_C_L621-625_T2

"In blended set-up sir using simplification, explicitation, and normalization, these deepen their understanding of the subject matter. They can grasp knowledge making it their own."
UNIV3_B_L662-664_T3

3.2.2 Collaborative Learning Environment

Another emergent theme is the collaborative learning environment. This theme has three cluster themes: creating a meaningful learning atmosphere, collaborating with teachers and students, and sparking interest in addressing salient points. These are reflected in the following:

"Most of the time I could incorporate these linguistic features like during setting the motivation before you begin the class because will set the atmosphere in the entire duration of the class."
UNIV1_C_L217-219_T1

"Same thoughts, sir, the use of these linguistic features in teaching the language is definitely helpful as long as we will not compromise the goal which is to teach the target language. That can be made possible, I believe with the collaboration of both the teachers and learners."
UNIV1_C_L916-918_T1

"Yes. Definitely, because in blended learning, their participation still matters. The type of questions you provide, the level of interest in how relatable your examples are to the interests of your students. Sparking their interest will prompt them to ask more questions. The more they raise questions, the more prompted you are to simplify your examples, address abstract concepts, and sometimes prompt yourself with 'how can I explain this?"
UNIV3_A_L360-364_T3

Fostering a collaborative learning environment in education has become of great interest in the 21st century (Colbert). Student engagement, knowledge acquisition, and critical thinking skills are key to successful language learning. The multifaceted dynamics of collaborative learning environments uncovered an emergent theme in this study, which may shape and define educational spaces, programs, and support systems (Kuhn).

The central idea of the success of collaborative learning environments is hinged on providing a conducive learning atmosphere that enables students to participate actively, have mutual respect, and develop a sense of inclusivity. Griffin, Care, and McGaw said that creating a conducive learning environment involves physical space design, pedagogical approaches, and socio-emotional support. Gross even stated that when students feel valued, heard, and supported, they usually take ownership of their learning journey. Furthermore, to ensure that all students are empowered in a collaborative learning set-up, incorporating diverse perspectives like cultural sensitivity and responsiveness and differentiated instruction add flavor and meaning to it (Van Grinsven, O'Brien, and Rudelle).

To sum it up, collaborative learning environments pose the potential to address student engagement, collaboration, and academic achievement. Understanding the three cluster themes of creating a meaningful learning atmosphere and facilitating collaboration between teachers and students can create and cultivate dynamic and empowered learning situations as the involved stakeholders navigate the complexities of education in the 21st century. In advancing time, it is imperative to recognize the transformative impact of the collaborative learning environment in nurturing today's learners.

Another significant cluster theme that emerged is the collaboration between teachers and students in knowledge construction and facilitation of learning experiences. In a practical collaborative learning setting, teachers opted to adopt facilitative roles to guide students in their learning activities, including problem-solving and critical-thinking tasks (Atwood). Damsa, in his study, supports this claim by saying that by reshaping perspective to embrace a more responsive stance, teachers empower students to take ownership of their learning process, foster team learning, and develop collaboration strategies. Also, open communication and reflective practices enable teachers to be more flexible in their instructional deliveries anchored on student needs analysis and interest (Tomlinson). These, according to Atwood, foster dynamic and responsive learning environments.

The last cluster theme that emerged revolves around the importance of sparking interest among the students in addressing salient points in the curriculum. A collaborative learning environment becomes a platform for students to engage with real-life problems, enabling them to respond to authentic inquiries and connect ideas and concepts with practical applications (Zhang and Zhu).

3.2.3 Practical Applicability

The next equally significant emergent theme is practical applicability with three cluster themes: connecting lessons with real-life situations, applicability of the lessons learned, and authentic learning opportunities. This is based on the following interview transcripts:

> *"Then, in the blended setup, more likely, we give exercises or drills to the students through Google Forms or activities. It opens new opportunities for both teachers and students to level up."*
> UNIV3_C_L645-647_T3

> *"Like they say, it's authentic. These linguistic features enable blended instruction to be meaningful."*
> UNIV3_A_L752-755_T3

Integrating technology and traditional face-to-face modality in education has become a trend that gives rise to blended instruction. In teaching English as a second language, for example, blended instruction gained attention for its potential to enhance learning outcomes. One of the critical cluster themes in the linguistic exploration of this study is the significance of linking lessons with real-life scenarios. Within language learning, this so-called link is crucial to fostering engagement and facilitating meaningful understanding (Van Grinsven, O'Brien, and Rudelle). This is shown in the interview transcript:

> *"And even when they are outside of the four corners of the classroom, they can still make use of the lessons. So, you have to make them realize the applicability of the lesson even when... because, you know, I advocate for treating English not only as a topic or a subject matter but as a means to an end. This is afforded by blended instruction."*
> UNIV3_A_L476-482_T3

The statement above says that simplification, explicitation, and normalization in English blended instruction effectively bridge the gap between classroom learning and real-life application. The lessons learned apply to the availability of authentic learning opportunities. Kenny and Newcombe clearly explained that the online teaching modality stimulates imaginative minds, which the conventional teaching modality reinforces. This idea enables students to practice language skills in contextually relevant real-life situations, implying they can be flexible. Roy's study supports this contention, stressing that collaborative activities encourage students to apply linguistic concepts to authentic communication. Aligning instructional content with practical applications, English blended instruction cultivates essential skills for success.

3.2.4 Teacher Dedication and Innovation

The last on the list of emergent themes is teacher dedication and innovation, with three cluster themes: opening new opportunities to level up, ease and effectiveness of using linguistic features and prompting teachers to go the extra mile. This can be shown in the following interview transcripts:

"Then, in the blended setup, more likely, we give exercises or drills to the students through Google Forms or activities. It opens new opportunities for both teachers and students to level up."
UNIV3_C_L645-647_T3

"Ah okay, generally it really helps a student to understand concepts because often times if they encounter terms and concepts in English language which are difficult for them, so what I normally do in blended environment is simplified they can easily relate with. Sometimes, I can look for another term that may correspond to the difficult terms that they find it difficult to understanding. Aside from that, I even make translations at some points from the text."
UNIV2_A_L217-223_T2

"But actually in blended situation teaching these language features, sir,it's more effective, sir, because it's easier."
UNIV3_C_L662-664_T3

The emergent theme highlights the crucial role of teachers in giving justice to the use of technology in enhancing students' language learning experiences. This encapsulates the commitment of teachers to adopt innovative practices to facilitate effective English blended instruction.

One cluster theme, 'Open New Opportunities to Level Up,' stresses how blended instruction allows teachers to diversify their teaching pedagogies to reach a broader range of learners (Tuckler). By integrating technology into the traditional classroom set-up, teachers can conceptualize dynamic learning opportunities for the students. This caters to diverse learning styles and preferences (Hargis). This stance, according to Shibley, enhances students' language skills.
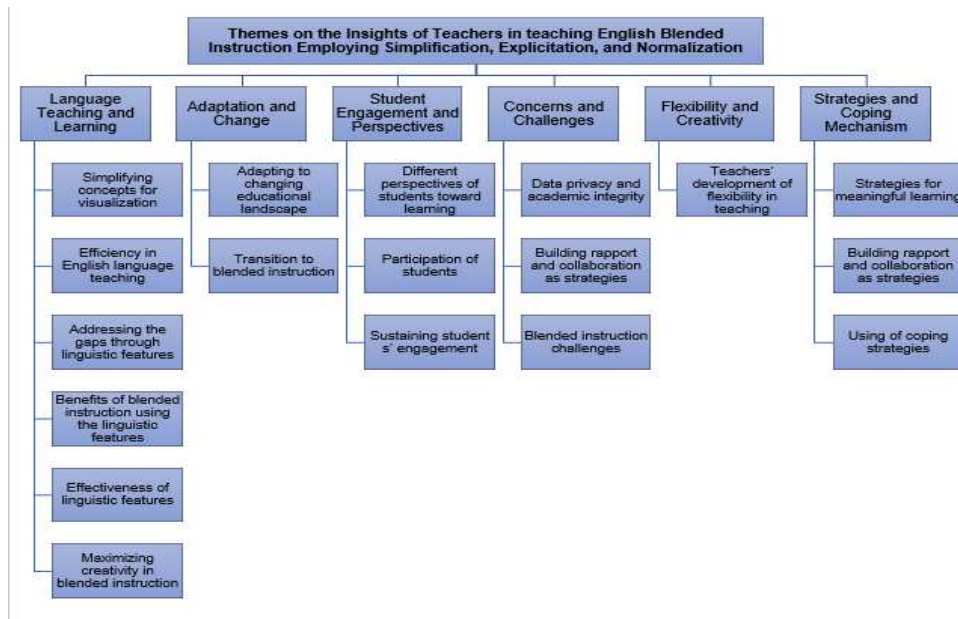
In mindful of this is another cluster theme, 'Ease and Effectiveness of using Linguistic Features.' This highlights the practical aspects of incorporating linguistic features into blended instruction. Through the seamless integration of technology into the classroom set-up, either virtually or traditionally, teachers can maximize the use of linguistic features in the lessons (Chapman, Peterson, Turano, Box, Wallace, and Jones). This is supported by Ippolito, who said that this ease of access to linguistic resources enhances the effectiveness of blended instruction through immersive learning experiences that promote active participation and meaningful learning.

The third cluster theme, 'Prompting Teachers to Do an Extra Mile,' clearly worded out the importance of the initiative and dedication of teachers in maximizing the benefits of blended instruction. Garrison, Anderson, and Acher said that while technology can enhance teaching practices, it is ultimately the commitment and creativity of teachers that propel meaningful learning outcomes. Bouilheres et al. even added that teachers are willing to invest time and effort into exploring innovative instructional approaches, adapting evolving technologies, and personalizing learning experiences. They are positioned to inspire and motivate not just students but their fellow teachers as well.

In conclusion, the discussions of the different cluster themes shed light on the transformative potential of blended instruction in English language learning. By embracing the role of technology in the 21st century, pedagogical effectiveness, collaborative learning environment, practical applicability, and teacher dedication and innovation can open new perspectives for learning, instruction, and empowered learners.

3.3. Figure 2. Themes on the Insights of Teachers in Teaching English Blended Instruction Employing Simplification, Explicitation, and Normalization

With the advent of technology decades ago, the landscape of English language teaching has also advanced, with teachers exploring innovative ways to optimize learning experiences. With blended instruction becoming a trend, the need to delve into the insights of teachers utilizing blended instruction, focusing on the application of simplification, explicitation, and normalization to enhance language teaching and learning may provide valuable insights to understand the paradigm more which may lead to coming up with intervention programs that will help teachers in their journey of using a more responsive English blended instruction.

Presented in Figure 2 is the concept map depicting several emergent themes such as language teaching and learning, adaptation and change, student engagement and perspectives, concerns and challenges, flexibility and creativity, and strategies and coping mechanisms. Each of these has several cluster themes.

3.3.1 Language Teaching and Learning

First on the list is 'Language Teaching and Learning" with cluster themes: simplifying concepts for visualization, efficiency in English language teaching, addressing the gaps through linguistic features, benefits of blended instruction using the linguistic features, effectiveness of linguistic features, and maximizing creativity in blended instruction.

Simplifying concepts for visualization is one of the primary challenges in language teaching because there is a need to convey complex linguistic concepts. Through blended instruction, as Suharti, Suherdi, and Setyarini explained, teachers using interactive online tools can simplify abstract ideas, making them more accessible and engaging for students facing challenges in their learning journey. This idea is supported by Chapman et al., who said that limited interactions between teachers and students can be a factor in ineffective learning. Hence, focusing on enhancing these interactions is necessary to simplify concepts. Moreover, by incorporating videos and infographics, teachers can facilitate a more interactive and visualized learning

atmosphere that caters to diverse learning styles and preferences (Tuckler). With simplified language and contextualized examples, a deeper understanding of lessons facilitates active participation.

Another key cluster theme is 'Efficiency in English Language Teaching.' Blended instruction offers unparalleled efficiency in English language teaching. This is aligned with another cluster theme, 'Maximizing Creativity in Blended Instruction.' These optimize the use of time and resources (Hargis). The delivery of asynchronous materials allows for self-paced learning. Hargis expressed that blended instruction provides a fertile ground for creativity and innovation in language learning. Furthermore, teachers can focus on collaborative activities and discussion-based learning, tapping into the students' interests that may foster a sense of mutual support that contributes to the overall language learning experience (Duffy).

Other related cluster themes address the gaps through linguistic features, the benefits of blended instruction using linguistic features, and the effectiveness of linguistic features. These themes provide the perspective of the support that the linguistic features have been extended to blended instruction. Integrating language features of blended instruction offers benefits for teachers and learners (Becher). These are reflected in the following:

> *"And I think, sir, these linguistic features are effective…the students understand the topic more."*
> UNIV1_A_L506-509_T1

> *"…but when we use these linguistic features during discussion, our students tend to participate."*
> UNIV1_B_L674-675_T1

The statements above strongly support the contention of Poon, who expressed that in the given situation, this provides clear explanations. Examples and opportunities for constant upgrading of practice as teachers empower students to internalize language features and use them correctly in real-life communication.

3.3.2 Adaptation and Change

Another emergent theme is "Adaptation and Change," with two cluster themes: adapting to the changing educational landscape and transitioning to blended instruction. Over the years, the academic landscape has undergone significant transformation, as seen in the involvement of technology in education. As Palmer worded it out, the educational landscape is primarily driven by technological advancements that have significant implications for pedagogical approaches. Educators, researchers, and curriculum designers strive to keep pace with this changing tide, and the central to navigating this dynamic educational atmosphere is adaptation and change (Meakins). This is shown in the following:

> *"So, it's very timely that we use these linguistic features because before, we were just supposed to understand based on our teachers' explanations without even translating or elaborating more."*
> UNIV1_B_363-365_T1

> *"It's one way of adapting to the 21st century teaching learning approaches. But, because of our traditional mindset when pandemic hit, blended instruction not only became an option but it really became the only option. It transitioned from being one of the options to becoming the most... what's the term... the most... in terms of utility, it seemed to be the most practical, the most practical at that time."* UNIV3_A_L142-146_T3

The interrelated cluster themes of adapting to the changing educational landscape and transitioning to blended instruction tell of a reality in the 21st-century educational landscape. The paradigm has revolutionized how education is perceived, planned, delivered, accessed, and experienced. From the traditional blackboard-

lecture teaching perspective to online learning platforms, upgrading and updating are the only options for teaching and learning to thrive. This has expanded exponentially (Lacka, Wong, and Haddoud). Based on their study, they added that the transition to blended instruction is one of the prominent manifestations of adaptation to the educational landscape. This benefits both teachers in terms of flexibility and personalized learning experiences.

From the findings on adaptation and change, the context of the educational landscape presents both opportunities and challenges. It may be true that technological innovations offer new perspectives, advances, and possibilities in teaching and learning, but the real challenge is the underlying shift of mindset and practices.

3.3.3 Student Engagement and Perspectives

The third emergent theme is 'Student Engagement and Perspectives.' This has three cluster themes: different perspectives of students toward learning, student participation, and sustaining student engagement. This is depicted in the following interview transcripts:

> *"They can be even more resourceful, sir, because they don't just focus on one... For example, if you provide a reading material, they can search for other sources that can help them better understand what you provided."* UNIV2_B_894-896_T2

> *"They can also collaborate, sir, so there's strategic collaboration, right?"* UNIV2_A_890_T2

> *"...but when we use these linguistic features during discussion, our students tend to participate."* UNIV1_B_674-675_T1

The transcripts above show that when the students are involved in the learning process, it is natural that active participation, collaboration, and meaningful learning are achieved. Delving much into this concept may provide valuable insights into optimizing English blended instruction practices.

The three listed cluster themes are banked on the common idea that students bring diverse backgrounds, experiences, and learning styles to educational settings. This phenomenon inevitably shapes their perspectives toward learning. According to Duffy, understanding this perspective is crucial for teachers to develop responsive and timely instructional approaches that would expectedly cater to diverse learning needs. Doing this would result in active student participation, which is the result of understanding the learning process's flow. Active student participation becomes a cornerstone of effective learning environments, particularly in English blended instruction, where students can engage virtually or face-to-face.

However, sustaining these engagements within and throughout the class sessions is an impending challenge. Vasileva-Stojanovska answered this concern by stressing that the understanding of effective pedagogical practices within the context of English blended instruction, maximizing and sustaining students' engagement, is putting a value on student-centeredness. This prioritizes active participation, which results in meaningful interaction and contextualized learning experiences. Teachers can take advantage of these situations by empowering students, motivating, and valued, for these may impact student outcomes (Islam, Sarker, and Islam).

3.3.4 Concerns and Challenges

The next equally crucial emergent theme is concerns and challenges. This has three cluster themes: data privacy and academic integrity, building rapport and collaboration as strategies, and blended instruction challenges. These are reflected in the following interview transcripts:

> *"Aside from the pedagogical aspect, sir, one main problem with blended learning is the issue of students' data because it is not completely safe. Data privacy awareness is not yet into the system of the students."* UNIV3_C_L1130-1132_T3

> *"They can also collaborate, sir, so there's strategic collaboration, right?"* UNIV2_A_890_T2

> *"Maybe, sir, as an English teacher, one downside is the availability of the teacher's resources as well… because not all have access to these due to stable internet connectivity."* UNIV3_B_L849-850_T3

The transcripts depict the realities of English blended instruction. The current understanding and application of this English blended instruction in language education pose concerns and challenges in exploring linguistic features. One concern is data privacy and academic integrity.

Student data collection, storage, and sharing have become a priority when integrating online platforms into education. Ensuring robust data protection and privacy mechanisms is paramount in compliance with security measures. This is a call for all stakeholders in education to safeguard student information. The same concern is applied to maintaining academic integrity. The digital landscape opens doors for plagiarism and unauthorized collaboration. This is added by Khun, who stressed that some students take advantage of technology. Instead of using it for the greater good within the ethical standards, they use it for their selfish, easy-made intentions.

Building rapport and fostering collaboration among the stakeholders, particularly teachers and students, emerge as crucial strategies in English blended instruction. Online class sessions present barriers to meaningful engagement compared to traditional classroom interactions (Gillet-Swan). Furthermore, promoting student collaboration enhances learning outcomes and cultivates a sense of community (Colbert). Group activities and collaborative tasks are valuable means of facilitating knowledge exchange.

The last cluster theme is the challenges faced in blended instruction. This necessitates careful consideration, strategic planning, and dealing with technical issues, stable internet connectivity, software glitches, and limited resources. All these can disrupt the learning process and impede student engagement (Finardi & Rojo). They even added that these limitations are the reality teachers and students face.

Further, designing and delivering effective blended instruction requires pedagogical expertise and skills in instructional design (Bowyer & Chambers). With this in mind, adept integration of online and traditional teaching modalities components is needed, including properly selecting appropriate tools and interactive learning activities to optimize learning outcomes (Griffin, Care, and McGaw).

This investigation's linguistic exploration of English blended instruction unveils multifaceted concerns and challenges. By addressing these things proactively and adopting innovative approaches, universities can harness the transformative potential of technology in English language learning experiences.

3.3.5 Flexibility and Creativity

Flexibility and creativity are another significant emergent theme. This theme has a cluster theme, 'Teachers' Development of Flexibility in Teaching.' These overarching themes of flexibility and creativity are pivotal in understanding education's dynamic nature in the modern era. This can be seen in the interview transcript:

> *"For me, sir, in order for a teacher to appreciate blended instruction, he/she should be flexible in terms of his or her teaching styles. The teaching styles are different when it comes to online and face-to-face. It's not possible to use the same teaching style for both."*UNIV3_C_L1222-1224_T3

The statements show that flexibility is needed for teachers to appreciate blended instruction. It further tells that teachers need to navigate the complexities of the blended learning environment. Bonk and Graham pointed out that the teacher's ability to adapt, innovate, and integrate traditional and online teaching modalities become increasingly crucial. Flexibility in teaching is a critical component of blended instruction. It is desirable and fundamental for efficient and effective pedagogy (Garrison, Anderson, and Acher). Understanding this role would have a seamless transition between different modes of instruction as expected of the teachers.

The importance of teachers' development of flexibility and creativity in the realm of blended English instruction is paramount. Their ability to adapt pedagogical approaches, integrate technology into their daily classroom routine, and foster creativity are of most interest for achieving meaningful learning.

3.3.6 Strategies and Coping Mechanism

Finally, the last emergent theme is the strategies and coping mechanism, which has three cluster themes: strategies for meaningful learning, building rapport and collaboration as strategies, and using coping strategies. These are reflected in the following:

> *They can also collaborate, sir, so there's strategic collaboration, right?"* UNIV2_A_890_T2

> *"In my case sir, my coping mechanism is I tend to give activities in advance reading knowing that our time during online classes is short so that during face-to-face, we will do direct to the point, then the discussion."*   UNIV1_B_875-877_T1

Exploring strategies and coping mechanisms in English blended instruction has intrigued many researchers. Exploring these strategies and mechanisms may shed light on the multifaceted challenges teachers and students face in their journey of hybrid learning environments. Studying such would lead to different cluster themes.

The first theme is strategies for meaningful learning. Meaningful learning is at the heart of effective English blended instruction, where teachers strive hard to engage students to be reflective, responsive, and innovative (Griffin, Care, and McGaw). These skills are needed in the digital era, where various instructional strategies are assumed to accommodate diverse learners. On this note, blended instruction offers several opportunities for innovative teaching strategies.

Next is building rapport and collaboration as strategies. This idea is integral for promoting effective communication and interpersonal connection since these skills are needed in English blended instruction. Establishing a supportive learning community where students are valued, respected, and engaged is pivotal for creating conducive learning spaces (Hargis). Teachers can leverage various strategies to build rapport through feedback, support systems, and open communication.

The last theme is utilizing coping strategies. Facing the challenges of English blended instruction requires resilience and adaptability for both teachers and students (Palmer). This is where coping mechanisms come in. They play a vital role in managing stress, overcoming struggles, and maintaining a healthy sense of well-being amidst the challenges caused by academic pressures. Teachers are given the burden of supporting students in developing coping strategy mechanisms (Zhang and Zhu). He suggested that these could be done by providing guidance on time management, stress reduction, and self-care activities.

To conclude the discussion, the significance of simplification, explicitation, and normalization in the improvement of English blended instruction in selected universities cannot be underrated. By simplifying complex concepts, making implicit ideas explicit, and contextualizing language usage, teachers can be agents of change to enhance clarity, comprehension, and accessibility in blended instruction. These linguistic features facilitate effective communication, promote meaningful learning experiences, and foster responsive pedagogical practices. Furthermore, using these linguistic features, teachers can accommodate diverse learning needs, optimize student engagement, and enhance learning outcomes in English-blended instruction.

As technology continues to impact the educational landscape, integrating simplification, explicitation, and normalization into the design and delivery of instruction poses immense potential for creating an equitable learning atmosphere in selected universities and beyond.

4. Implications and Concluding Remarks

The linguistic exploration of simplification, explicitation, and normalization in the context of English blended instruction in selected universities has yielded valuable insights into enhancing the effectiveness and accessibility of blended learning environments. It becomes evident that simplification aids in making complex ideas more understandable, explicitation clarifies implicit concepts, and normalization establishes personal touch in language usage. These linguistic features contribute significantly to improving comprehension, confidence, and engagement among students in blended instruction settings.

Furthermore, this present investigation highlights the importance of incorporating the results and findings into instructional design and delivery to optimize learning outcomes as these enrich the overall language learning environment through seamless integration of traditional face-to-face classroom interactions with its online counterpart which could play an important role in coming up with intervention programs for help teachers in the blended instruction set-up.

While this study has provided valuable insights into the role of simplification, explicitation, and normalization in English blended instruction in selected universities, several implications are acknowledged for linguistic practice and future research undertakings. Teachers may incorporate the linguistic features of simplification, explicitation, and normalization in their instructional design processes. Universities and policymakers may consider the implications of this study for the development of intervention programs aimed at supporting teachers in the blended instruction set-up. Further, these policymakers may facilitate opportunities for teachers to deepen their expertise through continuous professional development.

Future research may delve deeper into the specific details of simplification, explicitation, and normalization. Investigating specific instructional design models, pedagogical approaches, and technological tools could provide guidance to teachers. Next is conduct longitudinal studies to assess the long-term impact of simplification, explicitation, and normalization on learning outcomes in blended instruction settings. This would provide valuable data on the sustainability of these linguistic features.

Understanding the nuances of language use and communication styles across diverse student populations may give another perspective on the inclusivity and equity of English blended instruction. The last is to integrate student feedback and perspective into the design of instructional materials and activities. This may ensure the authenticity and relevance of the research results and findings that may lead to the co-construction of knowledge in blended learning environments.

In conclusion, this study has provided valuable insights that enabled the researcher to ponder on his role as an educator. The findings are clear which give a reminder that there are still a lot to be done to strengthen English blended instruction. This may shed light to equip teachers and researchers to better understand the pedagogical paradigm related to simplification, explicitation, and normalization. This contributes to the existing body of knowledge that may be deemed significant in creating meaningful and lasting learning environments for the learners and beyond.

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