Some Recommendations on the Application of the Six Principles of Exemplary Teaching in College English Teaching under the Post-pandemic Situation in China

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Abstract

Following the Covid-19 outbreak, Chinese college students' lives and academics were disrupted, and traditional offline instruction was replaced with online mixed offline or totally online teaching. This paper investigates how to adapt blending, or online education to the TESOL six principles pedagogy and how to insist on achieving (1) know your learners; (2) create conditions for language learning; (3) design high-quality lessons for language development; (4) adapt lesson delivery as needed; (5) monitor and assess student learning and (6) engage and collaborate within a community of practice.

Keywords

Recommendations; Six Principles of Exemplary Teaching; College English Teaching; Post-pandemic.

1. Introduction

1.1. Chinese College Students' Current Situation under Covid-19 Pandemic Aftermath

Covid-19 Epidemic swept through the global world in 2019, while the novel corona-virus pneumonia pandemic is still spreading worldwide. The COVID-19 pandemic has sent the global economy into a tailspin and significantly impacted higher education (Rashid & Yadav, 2020). Work from home (WFH) has become increasingly popular, especially in service industries (Arora & Srinivasan, 2020). Thousands of school closures have been enacted worldwide due to COVID-19's vulnerability, even in educational settings. According to UNESCO (2020), 1 576, 021, 818 pupils, that is 91.3 per cent of the total enrolled learners among 188 countries, were affected at all levels of learning up to April 6, 2020. As a result of government orders, academic institutions were obliged to close temporarily, impeding educational delivery. As a result, they needed to develop new ways to deliver theoretical knowledge, and virtual classes seemed to be the best option (Arora & Srinivasan, 2020). The epidemic has exposed the fragility and flaws in today's educational system, emphasizing the importance of digital literacy, especially in times like these. All developing countries require digital literacy. In the aftermath of a pandemic, the increasing digitalization of educational services and communication could become the norm.

However, the current scenario calls into question long-held beliefs about the role of higher education institutions in providing high-quality education, delivery methods, accessibility, and other factors (Alqurashi, 2019). Firstly, the essential pandemic precaution, known as "social distancing" or "physical distancing," was to decrease interpersonal contact and thereby reduce the type of community transmission that could occur fast in dense social networks such as a university campus (Weeden & Benjamin, 2020). Therefore, the expansion of the pandemic has had a significant detrimental impact on people's mental health, including fear, panic, and grief, in addition to the physical health consequences of its toxicity and contagiousness (Xu, Xing, Wang, Liu, Yin, Wang, Chu, Guo, Meng, 2021). Furthermore, interaction elements, including d

their interaction with the course content (LCI), course instructor (LII), and other learners (LLI), count for the efficacy of the digitalized teaching method. Bernard et al. (2009) conducted 74 distance education studies meta-analysis. They discovered that the three types of interaction (LLI, LII, and LCI) are positively connected to achievement outcomes. Good interaction can only happen if learning and instruction are well-designed and implemented. It's all about the quality of the exchange, not the number. Last but not least, in today's culture, there is a significant amount of "digital inequality." Outside of their university, it is impossible to expect all students and educators to have access to internet connectivity and sophisticated gadgets with which to interact (Rashid & Yadav, 2020). In a nutshell, during the Covid-19 epidemic, universities' digitalization of teaching methods became the standard, while their ideal results were barely impossible to realize.

Since the pandemic in China has been brought under control, the necessity for digitalization in the classroom has lessened, allowing students and teachers to return to regular schooling and teaching. Students' campus life studies have finally returned to face-to-face classes, and students now have more opportunities to communicate in detail with their peers and lecturers. However, the post-epidemic era's impact on campus life should not be overlooked. When a positive case of the new coronavirus is reported in the city where the university is located, the university will implement a total lockdown, which means that students will not be allowed to go outside for more than a short period. Classroom teaching will be interrupted or suspended depending on the outbreak's severity. Overall, while higher education institutions can continue to employ their previous offline teaching approaches in the post-epidemic period, combing offline and online teaching to deal with unanticipated breakout situations is even more vital.

1.2.   The Possible Solutions to Chinese College English Teaching under Covid-19 Pandemic Aftermath

The author started to work in a senior college in Guangdong city in China, teaching English to undergraduate students in 2021, the beginning of the aftermath of Covid-19 in China. Even though students live and normally study most of the time, which means that they can have offline courses and unrestricted access to campus, several sudden attacks of the epidemic still affect their lives and studies to a large extent. For example, in December 2021, there were 6 Covid-19 certified positive cases in Dalang town, Dongguan city, when this university had taken emergency nucleic acid testing measures for its entire staff and students. The offline courses continued to be operated at that time, though they were often interrupted by the constant emergency nucleic acid testing measures. It was often the case that students needed to go for nucleic acid testing while the teacher had a regular class. When it came to March in 2022, Dalang town, Songshan Lake town and Dalingshan town in Dongguan City experienced severe outbreaks, with Dalang Town and Songshan Lake Town implementing a no-entry-no-exit closure policy. The city's students are suspended from school, and all kinds of offline activities and the university where the author works has been teaching online for a month since the outbreak began. Relying solely on offline teaching methods did not work during the epidemic. Like the author's university, most colleges opted to "stop classes and continue to teach" using online teaching methods.

However, because of the speciality of English language teaching, online and offline hybrid teaching methods or purely online teaching methods have become more challenging. University English teaching features a comprehensive and integrated teaching purpose, the flexibility of language teaching methods, and the interactive nature of the teaching process. Students must use English in an integrated way independently, interactively and communicatively (Fan, 2019). Therefore, online and offline blending teaching or solely online teaching relies heavily on the role of the instructor using internet-based instructional technologies. High-quality, dedicated instructors, are the most critical investment in increasing education quality. Teachers' teaching

practices must be used to implement any educational reform. The efficacy of learning is directly tied to the effectiveness of teachers' instructional actions. Similarly, the advantages of blended learning and teaching are not inherent. It's not just a mix of technology and teaching but a mix of technology and pedagogical innovation, with teachers controlling the efficacy and quality of blended instruction (Jia, 2019). Regarding the above situations and concerns, the author observed applying the six principles of exemplary teaching in English teaching in the senior mentioned above in the post-pandemic case.

2. Literature Review

2.1. The Concept and the Application on Six Principles of Exemplary Teaching in English Teaching for College Students

"The 6 Principles are research-based and set a foundation for teachers and learners to be successful in various program types. The principles are applicable for classrooms focused on English as a second or new language or English as a foreign language" (TESOL, 2018, p. viii). At the very beginning, the "Six Principles" are based on decades of research and are meant to serve as universal guidelines for effective English-language teaching and learning for students of grades K-12, including (1) know your learners; (2) create conditions for language learning; (3) design high-quality lessons for language development; (4)adapt lesson delivery as needed; (5) monitor and assess student language; (6) engage and collaborate within a community of practice (TESOL, 2018). These principles suggest that instructors should encourage educators to get to know their students and create a safe environment for community and language development, to think critically about the lessons they're teaching and how they adapt them to meet the needs and abilities of their students, and to evaluate both their students and their personal development as educators. (Blok et al., 2020; Hellman et al., 2019; TESOL, 2018). When it comes to adult English learning in adult education and career development contexts, the six principles and associated suggested practices are the benchmarks for teaching excellence. They equip teachers with the information they need to improve instruction and evaluation. Educators will benefit from these six principles to their enhancements in (1) developing English language instruction that directly serves learners' needs and goals; (2) respecting, affirming, and promoting learners' native language and cultural knowledge and experiences as resources; (3) implementing engaging, relevant curricula that develop 21st-century job skills; (4) supporting learners' cultural adaptation to new countries; and (5) teaching learners strategies that can sustain their language learning (Hellman, Harris, Wilbur, 2019). The six principles fit in the English teaching for college students who own long-years academic learning experience, independent thinking, and promising aspiration for the forthcoming career development. In sum, exemplary teaching in English for higher education requires the practical application of the six principles mentioned above, while more applications in different contexts should be studied further.

2.2. The Concept and the Applications on Blending Teaching in Higher Education

Oliver and Trigwell (2005) proposed that blended learning is defined in three ways: first, as a mix of media and tools used in an e-learning environment; second, as a mix of some instructional approaches independent of the learning technology used. And third, as a mix of traditional learning and web-based online methods. While other scholars assumed that blended learning is a novel idea of education that uses online resources due to the ongoing and significant increase in technological resources, referring to a combination of face-to-face and online learning (Carla et al., 2020). The advantage of this multi-method approach is that it allows for achieving goals related to long-term education. Carla et al. (2020) concluded that

blended learning approaches had been found to give a high level of value for students and teachers, resulting in a long-term holistic learning experience for students based on student involvement in the classroom. Apart from learning sustainability enhancement, adult students will find higher education more appealing and accessible if it is taught in a blended format. It's worth noting that the instructor's participation in this educational trend is critical because it helps to facilitate the usage of online technologies to some level (Lin & Wang, 2012). Besides, as for the learning attainment, the teaching and learning objectives and requirements can be met using a blending teaching and learning model with deep integration in terms of course teaching model, learning environment, learning techniques, and assessment (An & Qu, 2020). Geng et al. (2019) also claimed that because self-directed learning plays a crucial role in influencing cognition in mixed learning environments, they support learning better than in non-blended learning environments.

Alammary, Sheard and Carbone (2014) had summed up three kinds of design approaches to blended teaching, including low-impact, medium-impact and high-impact blended education. Low-impact blended teaching requires the instructor to add additional online activities to a regular face-to-face course. Medium-impact blended teaching suggests that educators should identify the possible offline teaching activities suiting the online format, as replacing specific offline components enhances class effectiveness and student participation. High-impact blended teaching means building up a brand-new blended class from scratch based on a comprehensive evaluation, planning and radical changes. From low-impact blended teaching to high-impact blended teaching, the expectations on an educator's technical knowledge, teaching experience, overall curriculum management, and the degree to which the education system supports the educator are all significantly increasing. Above all, it is not advisable to choose online teaching in a broad-brush manner but needs to be analyzed on a case-by-case basis. The six TESOL principles achieve exemplary teaching, and during the epidemic, online and offline combined education became necessary for consistent learning during epidemic containment. The theme of this study is how to employ the six TESOL principles to improve blended teaching.

3. Recommendations for Higher Education Utilizing the Six TESOL Principles

The six TESOL principles are designed to give students systematic linguistic and literacy training that meets them where they are on their language learning journey and guides them in the right direction. This training could be anything from basic survival English to advanced academic English as a second language course (Crandall & Sheppard, 2004). Furthermore, in the aftermath of the Covid-19 outbreak, blended teaching has emerged as a critical component of continuing education, with excellent blended teaching and learning requiring multidimensional integration of instructors, students, teaching resources, instructional media, and other factors. As a result, the author concludes with some recommendations for using the six TESOL principles in special situations where blended teaching is more essential than ever.

3.1. Know Your Learners

From the perspective of life progress, the journey from high school to college is a significant life event. Most students must adjust to a new set of academic and social responsibilities, learn to live alone for the first time and meet society's demands. When it comes to attending class and finishing homework on time, college students must learn to be self-motivated. Academic motivation plays a significant role in students' decisions and whether they achieve these numerous norms and expectations. Understanding why students choose to attend college might help you predict how they will cope with the multiple pressures on campus and how well they will perform academically (M.H. & Christopher, 2009). On the other hand, when it comes to the psychological necessity of learners being known for more effective learning motivation, it is

proven that learning and motivation are natural processes that occur when the environment and context of learning complement individual learner needs, capacities, experiences, and interests, according to the research-validated Learner-Centered Psychological Principles (APA, 1993, 1997). This foundation is critical for developing programs and practices that address the needs of all learners, including students, teachers, administrators, families, and community members, holistically and systematically. To know your learners as the centre of the class is a viewpoint that combines a focus on individuals - their genetics, experiences, perspectives, backgrounds, talents, interests, abilities, and needs - with a focus on learning - the best available knowledge about learning and how it occurs, as well as the most effective instructional practices that promote the highest levels of motivation, learning, and achievement for all learners. As a result, educational decisions are guided and informed by this dual focus (APA, 1993, 1997). In these circumstances, teachers must have an essential awareness of their cultural and educational backgrounds to better engage students in the classroom and prepare and deliver lessons. Intake protocols and needs assessments can be used to better engage students in the class and design and provide courses (Short, Becker, Cloud, & Hellman, 2018). Adults who study English often have long-term aspirations of bettering their jobs and gaining financial independence. This also applies to adult college students who are about to enter the workforce and see English as a means of achieving their objectives, either because the jobs they want require English communication or because English proficiency will allow them to attend school and receive training in their chosen field. All these come from English being widely utilized around the world, from trade and tourism to industrial and service industries (British Council, 2013).

In the light of the current epidemic, the author believes that teachers should learn more about students' ideas, interests, and life situations through a non-contact approach to improve learning. Before the start of the semester, each teacher creates an online information questionnaire for students, which includes questions about their family and studies, such as educational background, first and second language status, previous semester's language scores, expectations for learning the language, future career paths, and so on. Before the start of the semester, students are encouraged to fill out their personal edits so that teachers may have a better understanding of their student's personal information, as well as their objectives for learning the language, and develop a syllabus that is suited for them. Virtual communities, transportable digital gadgets, text messaging, and blogging, as Graham (2006) argues, are now being used to bring the "human" component to technology. Therefore, the author proposes that each teacher collects online feedback, both acknowledge feedback confirming or assuring students are hearing by pressing 1 in the online class platform and information feedback by answering questions during and after each class (Graham, Cagiltay, Craner, Lim & Duffy, 2000), to obtain feedback on students' knowledge of the course, their interest in classroom activities, their thoughts on the class's difficulty level, and their outlook on future activities when students complete an individual electronic portfolio reflecting on what they have learned through their projects as Liz Pape (2010) said. At the same time, teachers should pay attention to the psychological state of students in the severe stage of the epidemic and collect information through questionnaires to understand the mental condition, learning condition, and difficulties faced by students in the state of continuous epidemic blockade, to provide students with appropriate assistance in life and learning, and to help them better focus on improving their learning state. The end-of-semester quiz should consider students' concerns about the epidemic's impact, and it might incorporate online debates, short essays, and significant essay assessments relating to the epidemic's issue. To pass the quizzes, students are given the option of using the most appropriate model of communication for them, such as a storybook, PowerPoint, drawing, web pages, podcasts, and so on, demonstrating students' various learning and communication styles and, as a result, engaging them more in their learning (Pape, 2010).

3.2. Create Conditions for Language Learning

The second principle in six suggests that teachers should create a teaching environment in which students feel at ease regarding the physical setting, the teaching resources, and the student social integration to enhance English language acquisition (TESOL, 2018). The humanistic school emphasizes the importance of a high level of learner participation in co-constructing progress toward desired goals, as well as the need for a highly supportive and respectful environment in which learners can identify and express their personal goals; the eloquent school emphasizes the importance of a high level of learner participation in co-constructing progress toward desired goals, as well as the importance of a highly supportive and respectful environment in which learners can identify and express their personal goals (Boud, 1987). Based on this, Mary Hanrahan conducted a qualitative study in hot Russia in 1998, claiming that emotive components of learning, such as feelings of self-worth and autonomy, may be essential drivers of deep involvement (Mary, 1998). The physical learning environment described here is distinct from the physical environment used in regular classrooms. Online courses have become commonplace in today's epidemic-ridden world, and a stable online learning environment contains flexible but stable online teaching materials, platforms, course formats, teaching activities, etc. Even though instructors are generally motivated to do an excellent job teaching in an online setting, they aren't always sure which strategies will work best. In this case, colleges should provide and encourage professors to exchange outstanding online teaching approaches through academic development workshops, seminars, and other opportunities for sharing. At the same time, incentives such as reward awards and recognition as well as development resources should be employed to encourage achievement (Graham, Cagiltay, Craner, Lim & Duffy, 2000). At the same time, providing a safe and comfortable learning environment for students necessitates faculty learning and implementing course management practices that do not jeopardize instruction quality. For example, providing opportunities for students on group work lets the students discuss and generate subjects with peers they know well, work in teams, and completely participate in the classroom, or they can be invited to anonymously publish their ideas for online discussion, truly speaking their opinions build up a free learning environment for them. Graham, Cagiltay, Craner, Lim & Duffy also suggested in 2000 that instead of learning a separate interface for each course, allowing all online courses to share the same familiar interface shortens the learning curve for students taking online courses. After completing the first course, students can immediately access and participate in the second. By taking the example of the college the author is working in, no matter which subject is in which major, the institution employs Tencent Conferences and the Chaoxing Learning Platform for online teaching, giving students a high degree of application familiarity with the online classroom. Students can employ the channels and abilities learned in the first class in their online courses as long as they master the channels and skills needed to use the platform software to engage with the instructor. Simultaneously, after teachers have designed the ideal teaching project and mode on the online platform, they could repeat these proper steps for their particular classroom pace, leaving students utterly comfortable in the online teaching classroom environment.

3.3. Design High-quality Lessons for Language Development and Adapt Lesson Delivery as Needed

The third set of six principles guides teachers in creating engaging classes that boost language learning while also assisting students in developing learning methods and critical thinking skills with learning objectives guiding the development of these lessons. The fourth set of six principles requires teachers to assess students' progress during instruction by observing and reflecting on their responses to see if they are accomplishing their learning objectives (TESOL, 2018). Teachers explore various explanations and adapt their teachings if students are

struggling or not being pushed enough. Because the primary focus is on how instructional design can be altered throughout the course of training if the epidemic necessitates online classes, the author examines these two ideas together. During the COVID-19 epidemic, remote learning tools and operational procedures are crucial, especially for educational professionals and students with various levels of technology and internet connection, with an urgent need for a cost-effective and efficient instrument and approach. This study provides the tools and methods for cost-effective and efficient distance learning. Tecent Meeting, Wechat/QQ, and Chaoxing Xuexitong Application are the best options for distance learning. All three applications can be used together despite their different names. Tecent Meeting is a face-to-face education and quick communication platform that may also be used as a learning app. For assignments and online interactions, the Chaoxing Xuexitong APP is used, and the Wechat group can be used for broadcast instant messaging and student discussion boards (Utomo, et,al, 2021).

Language classrooms can be viewed as sociocultural contexts (Cazden, 1988) or discourse communities (Hall and Verplaetse, 2000) wherein learners' language learning is facilitated by interaction. Long's Interaction Hypothesis (1985) also claimed that meaning negotiation leads to the generation of input that is beneficial for second language development in verbal interactions, and several studies have backed up this claim. Regarding instructional design on how to maintain language development in the face of the epidemic, the authors argue that in online courses, instructors should design student-centered interactive lessons that are highly engaging for students, such as leading online discussions and guiding students to ask targeted, personalized questions and encouraging thought-provoking discussion. Specifically in relation to the operation of StudyTalk, WeChat, and Tencent Conferences, teachers should be able to set up a selective response session on Xuexitong Application and ask students selected to respond to open their personal microphones for free speech in Tencent Meeting, or teachers can ask volunteer students to open their microphones directly for a joint discussion. Furthermore, teachers should encourage students to turn on the camera in Tencent Conference during distance learning so that teachers can directly observe students' class status and facial expressions, as well as understand students' degree of digestion and immediate reflection of knowledge through their facial expressions, and make timely adjustments to their teaching content output. Professors can assess students' knowledge by asking them to take notes to stimulate and retain their interest in the content. Some students, for example, may not respond well to dictation examinations in class. For example, if some students are tired and bored with the teacher's question-and-answer model, the teacher can detect this through their responses and facial expressions and should adjust the interaction as soon as possible by having students form teams of 2-3 people to communicate on WeChat and come up with the results of the discussion in a short amount of time, and select a few representative teams to present. Overall, depending on the immediate response of the students, the teacher can change the pre-planned teaching output or switch the teaching platform.

3.4. Monitor and Assess Student Language Development

The fifth six principles draw attention to the fact that language learners learn at varying rates. Thus teachers must keep track of their progress and assess it frequently in order to improve their learning effectively. Teachers often collect data to track their students' language development. Teachers serve as the medium for language assessment, making decisions based on their own teaching experience, personal understanding of academic learning, and language proficiency, and taking into account the most appropriate and best-fitting teaching materials for students' learning interests (Rea-Dickins, 2004). This is the pre-lesson stage of student assessment, where teacher-led assessment defines what will be taught in the lesson. Following that, teachers should guide student engagement in in-class observation-driven monitoring of

language growth. According to a study conducted at a large Russian public university, students' test scores improved significantly after taking in-class language development tests, on whether testing students' progress in language development enhances the quality of English language instruction. The findings further emphasize broadening the English language competency framework and including productive language abilities (Becker, Nekrasova-Beker, & Petrashova, 2017). Based on these considerations, the author suggests that before and during the online teaching period during the pandemic, teachers should monitor and test students' language progress, which may be accomplished through teacher-based evaluation (TBA).

TBA is a term that refers to teacher-mediated, context-based, classroom-embedded assessment techniques rather than massive formal tests that are typically administered externally and assessed primarily for selection and/or accountability purposes. More specifically, it refers to the teacher's involvement in the assessment process, from planning the assessment program to identifying and/or developing appropriate assessment tasks to making assessment judgments, allowing for the collection of multiple samples of student work overtime, using a variety of tasks and activities, teachers adapting and modifying assessments to meet the instructional goals of the particular class. Assessments are delivered in the regular classroom and offer teachers the opportunity to promote student inquiry. Teachers adjust and modify assessments to match the instructional goals of the individual class and students being assessed (Davison & Leung, 2009). Given the atypical nature of the epidemic's management, the author suggests that all of these assessment approaches should be based on online procedures. The pre-class assessment teacher can conduct online examinations and information gathering through questionnaires. In contrast, the pre-class teacher should better understand the class's learning objectives and combine them with the students' pre-class assessment results to make a pre-judgment and adjust classroom teaching during the course. The assessment in the class should be flexible, not only summative but also formative, and the online applet can be used to administer words, phrases, grammar, and language assessments. Oral exams can also be used to create a language scenario. Students are asked to include the class's language knowledge into the scenario's design, then film the video and submit it after class as the foundation for marking the in-class test. During these online assessments, teachers instruct students face-to-face via WeChat or Tencent Meeting, demonstrate example answers to students, encourage them to actively participate, patrol each student's webcam and guide and monitor their participation, and choose the best assessment cases and screen sharing for further discussion with students, among other things. Furthermore, summative assessment at the end of each study period is also necessary, and it can take a variety of forms, including traditional paper-based exams turning to online exams to answer questions, and changing the assessment method, such as using a small essay, a large essay, or practical activities to assess.

3.5.   Engage and Collaborate Within a Community of Practice

The sixth of the TESOL six principles encourages teachers to collaborate with others in the field to provide the most excellent possible support for their students in terms of curriculum, instruction, and advocacy and provide themselves with complete professional learning. For example, prior online teaching experience is one aspect that may influence a teacher's ability to teach remotely. Knowledge and skills particular to online language pedagogy are required to effectively deliver online teaching (Moser & Brenner, 2021). Because not every teacher had the opportunity to teach online and gain relevant practical experience before the epidemic, and because prior teaching experience has a significant impact on today's online teaching, teachers in the same community must help one another, share their experience, and share resources. As a result, instructors should continue to engage in community learning and discourse with colleagues in the same area to further their professional growth even amid the epidemic. Maintaining a high level of faculty-to-faculty communication requires appropriate internet

platforms. The cooperative and dialogic nature of the online communities is often considered more suited to the way people learn, that is, not in a linear sequential flow series of steps, but in an iterative and complex way that mimics the interconnectedness of other academic pursuits, particularly those related to developing multilingualism, and teachers' learning as they transition between professional development and classroom experience (Wesely, 2013).

The research conducted by Wesely in 2013 also concluded that teachers using Twitter for communication of the same domain having a shared commitment and competence joined in specific communities best suit their interests to have practice with their colleges. As a likewise example, the author discusses Zongshi Yun's platform. In addition to suggestions, processes, and resources for the declaration of important vocational education quality projects, the forum contains many teaching competition instances for higher vocational and undergraduate competitions. A PowerPoint template is also made for teaching competitions to go with the projects. In the same way that Wesely's research on teachers' online communication using the Twitter platform in 2013 established a community, this platform not only has a variety of hands-on videos, but it also establishes a community for teachers in the same domain to quickly find a community that matches their interests and share, exchange, and discuss related topics. There are many other platforms similar to Zhongshiyun. Each teacher is accustomed to using different media. Still, it should be determined that in the event of an epidemic, teachers should make appropriate use of various community networking platforms to communicate with community teachers on various aspects of student curriculum, teaching, second language learning, and student psychological development, among other things.

4. Conclusion

The Covid-19 outbreak has swept the globe as 2019 begins, while the novel coronavirus pneumonia pandemic continues to spread over the planet. COVID-19's vulnerability has resulted in tens of thousands of school closures worldwide, including in educational contexts. Although China's pandemic is now under control, the post-pandemic era's impact on campus life should not be disregarded. When a new coronavirus is discovered in a city where a university is located, the university will implement a full lockdown, which means students will not be allowed to leave for a short period, and classroom instruction will be interrupted or suspended depending on the severity of the outbreak.

Suppose a new corona virus is detected in the city where the university is located. In that case, the university will implement a total lockdown, which means that students will not be allowed to leave the campus for more than a short period, and classroom instruction will be interrupted or suspended, depending on the severity of the outbreak. Overall, while higher education institutions can continue to employ their old offline teaching methods in an outbreak, it's even more critical to separate offline and online teaching in an emergency. The comprehensive and integrated nature of the teaching objectives, the flexibility of the language teaching methods, and the interactive nature of the teaching process characterize college English teaching. Students are expected to use English interactively and communicably, independently integrally (Fan, 2019). As a result, the role of teachers who employ Internet-based teaching technology is critical in hybrid online and offline education and exclusively online teaching.

The six TESOL principles are evidence-based and offer a basis for teacher and student success in a wide range of course formats. These guidelines apply to classrooms where English is being taught as a second or new language and classrooms where English is being taught as a foreign language. They involve (1) getting to know your students, (2) providing conducive learning environments, (3) designing high-quality language development programs, (4) modifying program implementation as needed, and (5) monitoring and assessing students' language. (In addition, since the launch of Covid-19, blended instruction has grown in importance as a part

of continuing education, and successfully blended teaching necessitates a multidimensional integration of teachers, students, instructional resources, instructional media, and other aspects.) As a result, the authors conclude with some recommendations for applying the six TESOL principles in the scenario. The paper has some reference value for using English education in worldwide institutions under the effect of the current epidemic. Still, it also has several limitations: first, it lacks survey data, and second, time constraints limit the reading of related literature. Under the particular circumstances of the epidemic, the author will stick to the direction of the TESOL study and look into new improvements in English teaching methods.

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