

Developing an Outcomes-Based Blended English Teaching Model for Teacher Education: Integrating Artificial Intelligence and Multimodal Learning under the Teacher Education Accreditation Framework

Jianhua Zhou ^{1,2}

¹ Chaohu University, Hefei, China

² University of Central Lancashire, Preston, UK

Abstract: With the rapid development of digital technologies and the reform of higher education, innovative instructional models are increasingly needed to improve language education. Under the framework of teacher education accreditation, outcomes-based education (OBE) emphasizes the alignment of learning outcomes, teaching activities, and assessment. Meanwhile, emerging technologies such as artificial intelligence (AI) and multimodal resources offer new opportunities for language learning. To address the limited integration of these approaches in existing studies, this paper proposes an outcomes-based blended English teaching model for English teacher education programs. Based on a review of relevant literature, the study develops a conceptual framework that integrates OBE principles, blended learning, AI-assisted learning, and multimodal resources. The proposed model aims to promote student-centered learning, enhance communicative competence, and support the professional development of pre-service English teachers.

Keywords: Outcomes-Based Education; Blended Learning; English Teacher Education; Artificial Intelligence in Language Learning; Multimodal Learning.

1. Introduction

With the rapid development of digital technology and the progress of educational informatization, higher education is undergoing a notable transformation from the traditional classroom-based teaching model to a learning environment that utilizes technology and achieves intelligence. The extensive development of internet technology, e-learning platforms, and artificial intelligence (AI) has made digital learning resources a key part of the global higher education system [1][2]. Especially after the global outbreak of the pandemic, online learning has been widely implemented in universities, accelerating the adoption of the blended teaching model, which blends online teaching with face-to-face teaching. Therefore, blended learning has increasingly been regarded as an important trend in contemporary higher education [3].

In the field of language education, this transformation in pedagogical methods is distinctly visible. Traditionally, university English teaching mainly relied on teacher-centered classroom instruction, focusing on imparting language knowledge such as vocabulary, grammar, and reading skills [4]. However, these methods usually provide students with limited opportunities to engage in real language use and communicative practice. Due to the limitations of classroom time, students usually lack sufficient exposure to real-life communication contexts, which may hinder the development of their language skills [5]. In the context of China, recent research has also shown that traditional teaching methods are still not sufficiently effective in cultivating students communication skills and learning autonomy [6][7]. Therefore, exploring innovative teaching models that can better support language practice and student participation in the teacher education curriculum has become a key focus of the English professional courses within the teacher education

certification framework.

Meanwhile, China has been actively promoting a teacher education certification system, which increasingly places emphasis on the quality of teacher training programs. The certification framework stresses an outcome-oriented educational approach, requiring that course design, teaching activities, and assessment practices all be consistent with clearly defined learning outcomes [8]. Under this scheme, higher education institutions should focus on students comprehensive abilities rather than merely on the acquisition of knowledge. Therefore, constructive coordination among learning objectives, teaching strategies, and assessment methods has become a key principle in curriculum design [9]. In teacher education programs, the cultivation of professional abilities, including teaching knowledge, reflective ability, and practical teaching skills, has also been widely emphasized [10]. As Chinas teacher education certification work progresses, scholars emphasize that the certification system plays a key role in establishing a quality assurance mechanism for teacher education and promoting outcome-oriented curriculum reforms in teacher training programs [11] [12]. Chinese scholars further point out that in the context of teacher education certification, curriculum reform ought to prioritize the alignment of curriculum goals with the development of students abilities [13]. Therefore, integrating outcome-oriented educational principles into English teaching has become an important direction in higher education reform.

The rapid development of artificial intelligence technology has brought new possibilities to language learning. Learning systems supported by artificial intelligence can analyze learners behavioral data and grant personalized learning paths, adaptive learning resources, and immediate feedback [14]. Moreover, the multimodal learning environment combining text, images, audio, and video can afford learners

with richer and more realistic language input, as a result enhancing comprehension and memory [15]. In the English teacher education programs of Chinese universities, artificial intelligence-assisted writing assessment systems and e-learning platforms have gradually been introduced into teaching practice to support teaching innovation [16] [17].

In this context, integrating outcome-oriented education with blended learning approaches, applying artificial intelligence and multimodal learning environments, offers new opportunities for improving the effectiveness of university English teaching. However, most existing studies focus on the application of technology or a single teaching method, and few examine the comprehensive teaching framework that combines outcome-oriented education with blended learning in the context of teacher education accreditation.

Therefore, from the perspective of teacher education accreditation, this study seeks to investigate the theoretical basis and structural framework of the outcome-based blended English teaching model. By combining theories related to outcome-oriented education, blended learning, and technology-enhanced language learning, this study intends to propose a conceptual model that can support the reform of English professional courses in teacher education programs, especially in the context of the Chinese teacher education accreditation framework.

2. Literature Review

2.1. Outcomes-Based Education

Outcomes-Based Education (OBE) is an educational philosophy that focuses on the use of clearly defined learning outcomes as the core goal of teaching and curriculum design. This concept was systematically proposed by William G. Spady, who argued that the education system should organize courses, teaching, and assessment around the skills that students are expected to demonstrate upon completing the curriculum [8]. Different from traditional education models that mainly focus on conveying knowledge, OBE places greater emphasis on students ability to apply knowledge and skills in real-life situations.

A key principle of OBE is to effectively integrate the expected learning outcomes, teaching strategies, and assessment methods. John Biggs and Catherine Tang proposed the concept of "constructive integration", which states that teaching activities and assessment tasks should be carefully designed to support the achievement of specific learning outcomes [9]. Through this integration, students can be encouraged to actively construct knowledge and develop higher-level thinking abilities.

In the field of teacher education, the application of OBE has been widely recognized as an effective method for raising educational quality. Teacher education programs are increasingly emphasizing competency-based training, which includes subject knowledge, teaching skills, and reflective practice [10]. Within the framework of teacher education accreditation, learning outcomes are typically associated with the abilities of graduates, and these abilities define the professional competencies that future teachers should possess.

In the Chinese context, the implementation of teacher education accreditation has further brought out the significance of outcome-based curriculum design. Courses must clearly articulate their instructional aims and demonstrate how these objectives contribute to the

development of students professional abilities. Therefore, applying the OBE principle to English teaching has become an important strategy for improving the language and teaching abilities of pre-service teachers.

2.2. Blended Learning in Language Education

Blended learning refers to a teaching method that blends online learning with face-to-face classroom instruction. Due to its ability to enhance flexibility, increase learner participation, and improve learning outcomes, this concept has received increasing attention in higher education. According to D. Randy Garrison and Norman D. Vaughan, blended learning combines the advantages of traditional classroom teaching and online learning environments, thereby producing a more efficient learning experience for students [18].

In the field of higher education, blended learning frequently involves a structured learning process that includes online learning before class, interactive activities in the classroom, and consolidation tasks after class. This structure enables students to independently acquire basic knowledge before class, allowing class time to be used for more in-depth learning activities, for example, discussions, collaboration, and problem-solving [3].

In the context of language education, blended learning offers an especially valuable approach for improving language exposure and practical opportunities. Online platforms are able to provide a wealth of multimedia learning resources, including videos, podcasts, and interactive exercises, facilitating students to go beyond the limits of the classroom and engage more deeply with the target language. At the same time, face-to-face interaction sessions allow teachers to organize communicative activities such as role-playing, debates, and task-based interactions, which are necessary for developing learners communicative skills [19].

Empirical research also indicates that blended learning is capable of enhancing students participation and academic results. A meta-analysis conducted by Means et al. found that students in blended learning environments tend to perform better than those in conventional classroom settings [20]. In China, blended learning has gradually been applied in English professional courses of teacher education programs. It is believed that this is an effective method that can integrate digital learning resources and promote learners autonomy [21].

2.3. Artificial Intelligence and Multimodal Learning in Language Teaching

The latest developments in artificial intelligence have had a significant impact on educational practice, including language teaching and learning. Technologies such as intelligent tutoring systems, automatic writing assessment tools, and speech recognition applications, among others, utilize artificial intelligence to offer learners personal feedback and adaptive instruction paths [14]. These technologies permit learners to receive timely feedback on their performance, thereby enhancing learning efficiency and motivation.

In the language learning environment, systems based on artificial intelligence are increasingly being used to assist in writing instruction, pronunciation training, and vocabulary learning. For instance, automatic writing assessment systems could analyze learners' written texts and provide feedback on aspects such as grammar, vocabulary usage, and coherence

[22]. Similarly, speech recognition technology can help learners improve their pronunciation through providing real-time correction feedback to achieve this goal.

Apart from artificial intelligence technology, multimodal learning has also become an important concept in technology-assisted language education. The theory of multimodal learning states that when information is presented through multiple sensory channels, such as visual, auditory, and textual modes, the learning outcome of individuals will be better [15]. In the language learning environment, multimodal resources such as videos, images, and interactive media are able to create a more realistic and motivating learning experience.

Furthermore, the multimodal learning environment can facilitate contextualized language learning. For instance, video-based materials enable learners to not only observe spoken language but also observe facial expressions, gestures, and cultural cues, all of which are important components of communication skills [23]. By combining various forms of media, multimodal learning can help learners better understand the application of language in real-life situations.

In the higher education environment of China, the combination of artificial intelligence technology and multimodal resources in English teacher education courses has been gradually expanding. E-learning platforms, artificial intelligence-assisted writing tools, and multimedia teaching materials are increasingly used to support the blended learning environment of university English courses.

Although existing research has thoroughly explored outcome-oriented education, blended learning, and technology-enhanced language learning, these fields have often been studied independently. Many studies focus on applying digital technology to language teaching, while others stress curriculum design based on the principles of outcome-oriented education. However, there is relatively little research on integrating these methods into a comprehensive teaching model, especially in the context of teacher education certification. Moreover, although blended learning has been widely adopted in university English courses, a systematic theoretical framework is still needed to connect the outcome-based course design with the technology-supported learning environment.

Therefore, this study attempts to fill this gap and propose a results-based blended English teaching model that combines the OBE principle with AI-supported blended learning strategies and multimodal learning environments. By constructing a conceptual framework for this teaching model, this study attempts to provide theoretical guidance for university English teaching reform and English teacher education programs in higher education.

3. Conceptual Framework of the Outcomes-Based Blended English Teaching Model

Based on the theoretical foundation discussed above, this study puts forward an outcome-based blended English teaching model, which integrates the principles of outcome-oriented education, blended learning, artificial intelligence-assisted learning, and multimodal teaching resources. This model intends to support the development of students language skills, learning autonomy, and professional abilities within the context of teacher education accreditation.

The proposed framework emphasizes a student-centered

learning model, in which learning activities, teaching strategies, and assessment methods align with clearly defined learning objectives. According to the principles of outcome-oriented education, the course outcomes should first be derived from the skills which learners are expected to possess, including language proficiency, pedagogical knowledge, and communication skills [8][9]. Then, these learning objectives shall guide the design of teaching activities, the development of learning resources, and the formulation of assessment strategies.

Under this framework, blended learning has become the main teaching method. Blended learning blends online and offline learning environments to integrate the flexibility of digital learning with the interactive advantages of face-to-face teaching [3]. In the language teaching environment, this integration permits students to utilize a wealth of learning resources outside the classroom while taking part in meaningful communication activities in class.

In order to put this teaching concept into practice, the outcome-based blended English teaching model is constructed around three interrelated stages: pre-class learning, in-class interaction, and post-class consolidation. Each stage plays a unique role in supporting the achievement of learning outcomes.

Firstly, the pre-class learning stage focuses on the acquisition and preparation of knowledge. During this stage, students use the digital learning materials available on online platforms to study. These materials may include video lectures, multimedia courseware, reading texts, and interactive exercises. By independently studying these resources before class, students can gain a basic understanding of the course content and prepare themselves for the in-depth learning activities in class. In this stage, artificial intelligence technology can also be used to provide adaptive learning paths and personal feedback based on students learning progress [14].

Secondly, the classroom interaction stage focuses on communicative practice and joint learning. Since students have already acquired the basic knowledge through online learning, the class time can be used for interactive activities such as group discussions, role-playing, presentations, and task-based learning activities. These activities enable students to apply their language knowledge in real communicative situations, consequently enhancing their communicative skills[4]. The teacher plays the role of a facilitator, guiding discussions, providing feedback, and supporting the students' learning process.

Thirdly, the post-class consolidation stage aims to reinforce the learning outcomes through reflection and further practice. After the classroom activities, students will complete subsequent tasks such as reflective writing, online discussions, or project-based assignments. With the support of AI-powered writing assessment tools and online feedback systems, teachers are able to promptly provide feedback on learners performance, helping them locate areas that need improvement. Moreover, learning analytics can help teachers monitor students learning progress and adjust teaching strategies accordingly.

Another important feature of this model is the combination of multimodal learning resources throughout the entire learning process. According to the theory of multimodal learning, providing information through multiple sensory channels, such as visual, auditory, and textual modes, is able to enhance learners understanding and memory [15]. In the

language learning environment, multimedia resources such as videos, podcasts, interactive simulations, and digital stories are able to create a more realistic language environment and increase students engagement.

The outcome-based blended English teaching model thus integrates multiple teaching elements, including outcome-based course design, blended learning environment, artificial intelligence-assisted learning tools, and multimodal teaching resources. These components collectively support a student-centered learning process, promoting active participation, autonomous learning, and the cultivation of communication skills.

The conceptual structure of this model is shown in Figure 1, which illustrates the relationships among learning outcomes, blended learning stages, and the technical support system. As depicted in the figure, the learning outcomes of students are the core objective of the teaching model, and the three learning stages, pre-class, in-class, and post-class, constitute the core teaching process supported by artificial intelligence and multimodal learning resources. Figure 1 is as follows, used to explain the overall structure of the outcome-based blended English teaching model in the context of English teacher education.

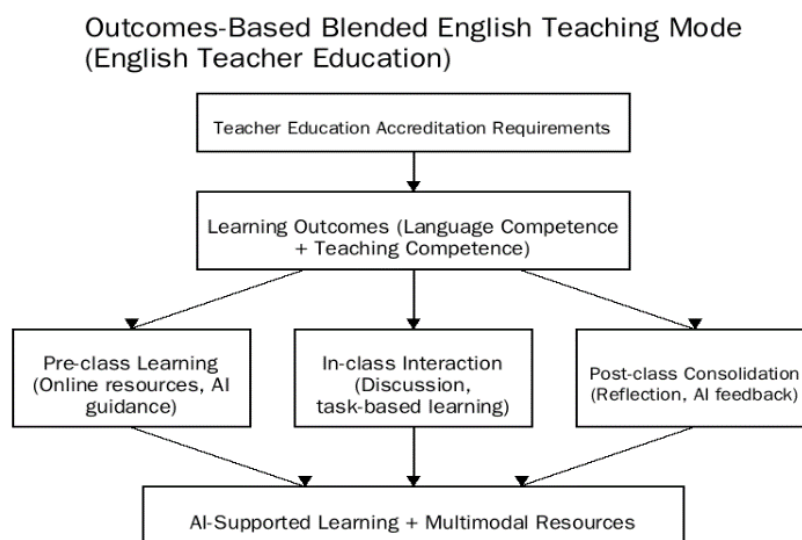


Figure 1. Conceptual Framework of the Outcomes-Based Blended English Teaching Model for English Teacher Education

Note. The model is developed based on the principles of outcome-oriented education [8][9], the theory of blended learning [3] [18], and technology-enhanced language learning supported by artificial intelligence and multimodal resources [14] [15]. The model combines three learning stages, pre-class learning, classroom interaction, and post-class consolidation, to support students learning outcomes in the English teacher education program.

The proposed framework not only provides a theoretical basis for designing blended English professional courses in teacher education programs, but also delivers practical guidance for implementing curriculum reforms in teacher education under the framework of teacher certification. By matching teaching activities with clear learning outcomes and applying digital technologies, this model intends to improve teaching performance in higher education and students learning experiences.

4. Implementation Strategies of the Outcomes-Based Blended English Teaching Model

Based on the aforementioned conceptual framework, the outcome-based blended English teaching model can be realized using a systematic instructional design that aligns learning outcomes, teaching activities, and assessment strategies. In English teacher education programs, particularly in English professional courses designed for the training of future teachers, the implementation of this model mainly involves four key aspects: learning outcome design, blended learning process design, AI-supported learning activities, and the combining of multimodal teaching resources.

4.1. Learning Outcome Design

The first step in implementing the outcome-based blended English teaching model is to define the learning outcomes clearly. According to the theory of outcome-oriented education, the course targets should stem from the expected competencies that students need to acquire after completing the course (Spady, 1994). These competencies typically include language knowledge, communication skills, critical thinking skills, and professional teaching skills in the context of teacher education.

In the English teacher education program, the learning outcomes are usually in line with the national teacher education standards and certification requirements. Therefore, the course targets should not only focus on students language proficiency, but also stress their teaching knowledge and teaching abilities. For instance, the learning outcomes might include the ability to communicate effectively in English, the ability to study the language learning process, the ability to design teaching activities, and the ability to reflect on teaching practices.

Once the learning outcomes are identified, teachers can design teaching activities and assessment methods that directly support the realization of these outcomes. Such consistency among goals, teaching strategies, and assessment methods is important for guaranteeing the effectiveness of the outcome-oriented teaching model [9].

4.2. Blended Learning Process Design

The second key aspect of the implementation process centers on designing a structured blended learning framework. The blended learning environment blends online learning with face-to-face classroom instruction to increase flexibility

and interactivity [3]. In the proposed teaching model, the learning process is divided into three stages: pre-class preparation, classroom learning, and post-class consolidation.

During the pre-class stage, students conduct self-study through an online platform. Teachers provide digital learning resources such as video lectures, reading materials, vocabulary exercises, and discussion questions. These resources enable students to acquire basic knowledge before participating in classroom activities. This approach is similar to the flipped classroom model, which encourages students to be responsible for their own learning and prepares them for more in-depth participation in the classroom.

The in-class stage focuses on interactive learning activities to improve communication skills. Teachers can organize group discussions, debates, role-playing, problem-solving tasks, and project-based learning activities. These activities motivate students to apply language knowledge in real communication situations and develop cooperative learning skills. During this stage, the teacher acts as a facilitator, guiding discussions, monitoring the learning progress, and giving immediate feedback.

The post-class stage aims to consolidate the learning outcomes through reflective practice and expansive learning activities. Students can complete reflective diaries, online discussions or project reports, which encourage them to analyze their learning experiences and apply the knowledge to new situations. Such activities help deepen students' understanding and encourage long-term memory of the knowledge.

4.3. AI-Supported Learning Activities

Artificial intelligence technology has a significant part in facilitating the implementation of the outcome-based blended English teaching model. The educational system based on artificial intelligence can analyze learners' behaviors and provide personalized feedback and adaptive learning resources [14]. This function helps teachers better understand students' learning progress and design more effective teaching strategies.

In English teaching, artificial intelligence-assisted tools can be used in various ways. The automatic writing assessment system can give immediate feedback on grammar, vocabulary usage, and text organization, helping students to revise their writing more effectively. The speech recognition technology can assist in pronunciation training, facilitating learners to compare their own pronunciation with the standard pronunciation model. The intelligent tutoring system can also recommend learning materials based on students' performance and learning preferences.

The application of AI technologies not only enhances the efficiency of learning but also facilitates teachers to offer more individualized assistance. Through learning analysis, teachers can track students' participation and performance in the online learning environment, thereby identifying learning difficulties and adjusting teaching strategies appropriately.

4.4. Integration of Multimodal Instructional Resources

Another important strategy for implementing the proposed teaching model is to integrate various teaching resources. The multimodal learning environment combines different media forms, including text, audio, images, and videos, to create a richer learning experience [15].

In English teaching, multimodal resources can increase

students' opportunities to encounter authentic language input. For instance, video materials can provide language usage in context, including facial expressions, gestures, and cultural information. Audio materials such as podcasts and interviews allow students to practice listening skills in real interaction situations. Interactive digital materials, including simulations and multimedia presentations, are able to further enhance learners' engagement.

The utilization of multimodal resources holds great value in a blended learning environment as it enables students to access a wide range of learning materials beyond the time constraints of the classroom. By means of online platforms, students can review their study materials repeatedly, participate in interactive tasks, and collaborate with their peers in virtual learning communities.

Through combining outcome-based curriculum design, blended learning strategies, AI-assisted learning activities, and multimodal teaching resources, the proposed teaching model provides an inclusive framework for improving the quality of English teaching in higher education. The implementation of this model can facilitate student-centered learning, improve language proficiency, and support the professional development of future English teachers.

5. Implications for English Teacher Education and English Major Curriculum Reform

The outcome-based blended English teaching model proposed in this study provides several important perspectives for university English teaching reform and the development of English teacher education programs. Through integrating the principles of outcome-oriented education with artificial intelligence-supported blended learning strategies and multimodal resources, this model presents a systematic framework for improving teaching effectiveness and students' learning outcomes.

5.1. Promoting Student-Centered Learning in English Teacher Education Programs

One of the most important impacts of this proposed model is the shift in teaching mode from teacher-centered to student-centered. In teacher education courses, traditional English major teaching often focuses on knowledge transmission, with teachers taking the dominant role in classroom instruction. However, this teaching method may limit students' opportunities to actively participate in language learning and communication practice [4].

The outcome-based blended teaching model stresses students' active participation in the learning process. Combining e-learning platforms with in-class interactions motivates students to take greater responsibility for their own learning. In the pre-class stage, students independently acquire learning materials and deepen their insight into key concepts. In class, interactive activities provide opportunities for cooperative learning and communication practice. This learning process makes students active participants rather than inactive receivers of knowledge.

Furthermore, a student-centered learning environment can promote the development of learners' autonomy, which is regarded as an important factor of effective language learning. By engaging in autonomous learning activities and considering their own learning progress, students can acquire the skills necessary for lifelong learning [5]. Therefore,

implementing the outcomes-based blended teaching model helps to cultivate more independent and self-motivated language learners.

5.2. Enhancing Communicative Competence through Blended Learning

One more significant aspect of this proposed teaching model is that it has the potential to develop students communication skills. Communicative skills have long been regarded as the core objective of language education. However, the traditional classroom-based teaching approach, due to time constraints and the emphasis on language knowledge, often fails to provide students with sufficient opportunities for real communication.

The blended learning environment can effectively overcome this obstacle by extending the scope of language learning beyond the physical classroom. Online learning platforms permit students to access various multimedia resources and participate in interactive activities, which are conducive to language practice. For instance, students can engage in online discussions, collaborative writing tasks, and multimedia presentations, all of which require meaningful communication in English.

At the same time, face-to-face classroom teaching can be used to organize some communicative tasks, such as group discussions, role-playing, and problem-solving activities. These tasks encourage students to apply language knowledge to real contexts and cultivate their oral and communication skills [19]. Therefore, the blended learning model creates a more comprehensive learning environment, which is conducive to the cultivation of communication skills.

5.3. Supporting the Professional Development of Pre-Service English Teachers

The outcome-based blended English teaching model is also of great significance for the English teacher education program. Within the framework of teacher education accreditation, the teacher training program should seek to cultivate a series of professional skills, including language proficiency, teaching knowledge, and reflective teaching ability [10].

Through combining blended learning with technology-enhanced teaching strategies, the proposed model offers pre-service teachers the opportunity to experience advanced teaching methods. During the learning process, students not only improve their language skills as well as acquire practical knowledge on how to integrate digital technology into language teaching.

For instance, pre-service teachers may learn how to design online learning activities, develop multimedia teaching materials, and use AI-based tools for language assessment. These experiences help them acquire increasingly important digital teaching skills, which are crucial in today's education.

Furthermore, the outcome-based approach prompts pre-service teachers to reflect on their learning outcomes and teaching practices. Through reflective activities such as learning logs and teaching portfolios, students may gain a deeper understanding of effective teaching strategies and continuously improve their professional proficiencies.

5.4. Facilitating Technology-Enhanced Language Teaching

Finally, the proposed teaching model stresses the importance of integrating emerging technologies into

language education. With the rapid development of artificial intelligence and e-learning platforms, technology-supported language teaching has become an important direction in educational innovation.

AI technologies can provide support for language learning in various aspects, such as automatic feedback, adaptive learning paths, and learning analysis [14]. These technologies help teachers to better monitor students learning progress and provide personal support. At the same time, students can benefit from a personalized learning experience tailored to their specific learning needs.

Furthermore, multimodal learning resources such as videos, interactive media, and digital simulations may create a more attractive and immersive language learning environment. These resources enrich the learning experience and enable students to come into contact with various languages and cultural backgrounds [15].

Therefore, applying technology into the outcome-oriented blended teaching model not only enhances the effectiveness of language teaching but also assists students in adapting to the constantly developing digital learning environment.

Overall, the outcome-based blended English teaching model provides important insights for improving university English teaching and strengthening teacher education programs. By promoting student-centered learning, strengthening communication skills, supporting the professional development of pre-service teachers, and facilitating technology-based teaching, this model offers a complete framework for English language education in higher education.

6. Conclusion

With the rapid development of digital technology and the continuous reform of higher education, innovative teaching models have proven increasingly important for improving the effectiveness of language education. Against the backdrop of teacher education accreditation and educational informatization, the traditional teacher-centered instructional methods in English major courses in teacher education programs have been unable to fully meet the needs of contemporary language learning and the professional training requirements for future English teachers. Therefore, exploring a new teaching framework that combines teaching theories with technological innovation has become an important issue in the reform of higher education.

This study proposes an outcomes-based blended English teaching model that integrates the principles of outcomes-based education, blended learning, artificial intelligence-assisted learning, and multimodal instructional resources. Drawing on relevant theories and research in language education and educational technology, the study developed a conceptual framework that highlights student-centered learning and the alignment between learning outcomes, teaching activities, and assessment methods. Within this scheme, the teaching process is organized into three interconnected stages, pre-class learning, in-class interaction, and post-class consolidation, which jointly support the development of students' language competence and learning autonomy.

The study is based on the concept of outcome-oriented education and incorporates principles such as blended learning, artificial intelligence-assisted learning, and multimodal teaching resources. It proposes a blended English teaching model based on outcomes. By applying relevant

theories and research in language education and educational technology, this study designs a conceptual framework that highlights student-centered learning and the coordination among learning outcomes, teaching activities, and assessment methods. Within the present framework, the teaching process is divided into three interrelated stages: pre-class learning, classroom interaction, and post-class consolidation, which jointly support the cultivation of students language abilities and learning autonomy.

From a theoretical perspective, this study makes a contribution to the existing research by providing a complete framework that links outcome-based education with blended learning and technology-enhanced language teaching. Previous research commonly focused on these areas separately, while this study stresses the importance of joining these methods to create a more extensive and efficient teaching model. By highlighting constructive coordination and student-centered learning, the proposed framework affords a new perspective for course design in university English teaching and English teacher education.

From a practical perspective, the outcome-based blended English teaching model provides important guidance for the teaching reform in higher education institutions. For English courses in teacher education programs, this model supports the cultivation of communicative skills by combining online learning resources with interactive classroom activities. For English teacher education programs, this model helps trainee teachers develop language skills and digital teaching abilities that are important for conducting teaching work in the modern learning setting.

Although these studies have made contributions, this research still has certain limitations. As a theoretical study, the proposed teaching model mainly focuses on conceptual exploration and has not been fully verified through empirical research. Future studies can conduct classroom experiments, surveys, or longitudinal studies to evaluate the effectiveness of this model in different instructional settings. Additionally, further research can be conducted on emerging technologies such as intelligent tutoring systems, learning analytics, and virtual reality environments to explore how they could further improve the effectiveness of blended language learning.

In conclusion, integrating outcome-based education with blended learning and emerging technologies offers a highly encouraging path for reforming English teacher education and designing English professional courses within the framework of teacher education accreditation. By coordinating teaching practices with clearly defined learning outcomes and making use of digital learning environments, higher education institutions can develop more effective and attractive learning experiences for students. Therefore, the outcome-based blended English teaching model proposed in this study provides a useful conceptual model for directing future research and practice in English language education.

Acknowledgment

Fund: Research Project on Overseas Visiting Training Program for Outstanding Young Backbone Teachers of Universities in Anhui Province (gxgwfx2021004); Key Project of Educational Science Research in Anhui Province: Research on the Coordinated Development Mechanism of Basic Education Grouping under the Mode of County and City Collaboration (JKT24039).

Reference

- [1] HOLMES W, BIALIK M, FADEL C. Artificial intelligence in education: Promises and implications for teaching and learning[M]. Boston: Center for Curriculum Redesign, 2019.
- [2] ZAWACKI-RICHTER O, MARÍN V I, BOND M, et al. Systematic review of research on artificial intelligence applications in higher education[J]. *International Journal of Educational Technology in Higher Education*, 2019, 16(1): 1-27.
- [3] GRAHAM C R. Emerging practice and research in blended learning[A]// MOORE M G. Handbook of distance education[C]. 3rd ed. New York: Routledge, 2013: 333-350.
- [4] RICHARDS J C. Teaching English through English: Proficiency, pedagogy and performance[M]. Singapore: RELC Press, 2017.
- [5] ELLIS R. Understanding second language acquisition[M]. 2nd ed. Oxford: Oxford University Press, 2015.
- [6] HAN Y, GAO X. A review of teachers' cognition and practice in blended foreign language teaching[J]. *Foreign Languages and Their Teaching*, 2022(1): 89-98.
- [7] ZHANG Z, WANG X. Bibliometric analysis of blended learning research in college English teaching in China[J]. *Modern Business Trade Industry*, 2024(16): 95-97.
- [8] SPADY W G. Outcome-based education: Critical issues and answers[M]. Washington: American Association of School Administrators, 1994.
- [9] BIGGS J, TANG C. Teaching for quality learning at university[M]. 4th ed. London: Open University Press, 2011.
- [10] DARLING-HAMMOND L. Powerful teacher education: Lessons from exemplary programs[M]. San Francisco: Jossey-Bass, 2006.
- [11] WANG D H. Construction of a quality assurance system for teacher education under the background of teacher education accreditation[J]. *Teacher Education Research*, 2019, 31(2): 1-6.
- [12] CHEN J J, LIN Y. Progress and trends in practice teaching research under teacher education professional accreditation: A CiteSpace-based visual bibliometric analysis[J]. *Creative Education Studies*, 2024, 12(11): 217-224.
- [13] FENG X, WU Y, CAO J. Strategies for designing blended learning activities in the "Internet+" era[J]. *Distance Education in China*, 2021(6): 9-16.
- [14] LUCKIN R, HOLMES W, GRIFFITHS M, et al. Intelligence unleashed: An argument for AI in education[M]. London: Pearson, 2016.
- [15] MAYER R E. Multimedia learning[M]. 2nd ed. Cambridge: Cambridge University Press, 2009.
- [16] CHEN R. Application of blended teaching method in college English teaching[J]. *Studies in Digital Media Education*, 2024, 1(1): 1-8.
- [17] LI X. Research on foreign language teaching reform based on blended learning[J]. *Education Forum*, 2022, 4(11): 45-49.
- [18] GARRISON D R, VAUGHAN N D. Blended learning in higher education: Framework, principles, and guidelines[M]. San Francisco: Jossey-Bass, 2008.
- [19] CHAPELLE C A, SAURO S. The handbook of technology and second language teaching and learning[M]. Hoboken: Wiley, 2017.
- [20] MEANS B, TOYAMA Y, MURPHY R, et al. The effectiveness of online and blended learning: A meta-analysis

- of the empirical literature[J]. Teachers College Record, 2013, 115(3): 1-47.
- [21] YANG F, WEI X, ZHANG W. An exploration of the blended teaching model in college English[J]. Computer-Assisted Foreign Language Education, 2017(1): 70-75.
- [22] RANALLI J, LINK S, CHUKHAREV-HUDILAINEN E. Automated writing evaluation for formative assessment of second language writing[J]. Language Learning & Technology, 2017, 21(2): 25-45.
- [23] JEWITT C. The Routledge handbook of multimodal analysis[M]. 2nd ed. London: Routledge, 2014.