

Lexia® English Language Development™ is a blended learning instructional program that accelerates language proficiency and mastery of the English language for students in Grades K-6. Decision makers in education are tasked with designing and purchasing language programs to effect change within their Emergent Bilingual (English Learner) population. Given the complexities of programs and intended change, a logic model serves to illustrate the underlying logic of the program. Logic models provide a “theory of action” that satisfies the “demonstrates a rationale” level of evidence for the effectiveness of an educational program as described by the Every Student Succeeds Act (ESSA). The Lexia English logic model is the foundation for other “promising,” “moderate,” or “strong” evidence for the effectiveness of the program.

The ultimate outcome of Lexia English, when used with fidelity, is improvement for all Emergent Bilingual students across all components of language acquisition, resulting in improved overall language proficiency. In order to support effective and engaging English language instruction, Lexia English contains various program features and aspects related to implementation which are grounded in research and theory on second language acquisition, education, and human development. The online program targets individual student cognition and linguistic development by incorporating personalized learning features (e.g. branched learning design and auto-placement tools), scaffolded language frames, and opportunities for speaking and listening practice via Lexia’s Speech Recognition Engine. Additionally, components related to program implementation, such as progress monitoring data and culturally relevant pedagogical design, target the social context of learning by helping educators support students with tailored and timely instruction, and by recognizing learner identities as part of a larger community of Emergent Bilinguals.

As students work independently in the online program, real-time performance data is collected from Lexia English’s embedded assessments and activities. This architecture provides educators with data related to individual student accuracy, program progress, program usage, as well as recommendations for student-specific resources for further instruction, whether in person or distance learning. This results in a personalized learning experience with differentiated levels of support to increase student English language proficiency and confidence. Overall, the Lexia English program frames English language learning as an opportunity for students to become bilingual and helps prepare students for future success as they acquire English as a means to engage in different domains of life (school, personal life, and later down the road in their career).

# Assumptions

# Activities (Inputs)

# Outputs

# Short-Term Outcomes (1-3 years)

## COGNITIVE ASPECTS

**Language Input:** For effective language learning to occur, learners must be provided with **comprehensible input** while listening and reading.

**Language Output:** Learners must have opportunities for **output**, or language production in order to achieve automaticity.

**Interaction of Input and Output:** **Interaction** plays a critical role in helping learners to notice areas of language in which they are misunderstood by their listener, including via various forms of **corrective feedback**.

**Growth Mindset:** embracing a growth mindset, the idea that intelligence is not fixed and can change with work, plays a crucial role in promoting student learning motivation and engagement.

**Learner Identity:** Recognizing and praising learners' unique linguistic and cultural backgrounds connects to an asset-based approach in cultivating learners as Emergent Bilinguals.

**Community and Culture:** Emergent Bilinguals form part of a larger learning community of individuals who know multiple languages and who may also have similar cultural backgrounds.

## SOCIOCULTURAL ASPECTS

### PROGRAM FEATURES

**Personalization:** An *auto-placement* tool places learners at an appropriate starting level that is not overly difficult and allows students to adequately progress through the program; students *choose* which activity to start with in program; *branched instruction* guides students through explicit instruction and extra practice when they need additional, targeted support.

**Language frames:** are provided as a form of *scaffolded instruction* to help practice listening and speaking, as well as properly use grammatical conventions in academic conversations across various contexts.

**Speech Recognition Engine:** measures correct usage of grammatical structures and is coded for phoneme blends for *accented speech* based on top 13 languages other than English in the United States; instant corrective feedback provided as students engage in *purposeful repetition* to practice speaking and listening skills.

### PROGRAM IMPLEMENTATION

**Progress Monitoring Data:** Patented Assessment Without Testing® technology allows educators to understand student areas of difficulty and provide more targeted instruction throughout the year. Students see their progress in the program (such as via content badges), and are recognized for their achievements, such as via certificates.

**Culturally Relevant Pedagogy:** Learners interact with 17 different characters from various linguistic and cultural backgrounds. The characters, who all have a unique accent, share motivational phrases from their home languages, highlighting students' linguistic backgrounds as *assets* to learning and bilingualism.

**Blended Learning:** Teachers are recommended *Lexia Lessons*® to facilitate peer-to-peer, small-group instruction and practice; this real-life application of skills recognizes and promotes the classroom as a community of practice as Emergent Bilinguals work together to learn English.

### STUDENT ACCURACY

Average overall student accuracy on Presentation of Knowledge units (PoK)

PoK accuracy by language functions or content areas

### STUDENT PROGRESS

Number of units completed

### STUDENT USAGE

Weeks the student met recommended usage

Time spent in program

Number of times a student is given a Lexia Lesson

### TEACHER ENGAGEMENT

Number of times an instructor accesses Lexia Lessons

Number of times a Lexia Lesson was administered when instructor was notified of student needing additional support

### STUDENT KNOWLEDGE AND ENGAGEMENT

Increased engagement in classroom conversations

Language assessment score increases

English language proficiency band increases

Program retention in Lexia English

### SOCIOCULTURAL AND AFFECTIVE OUTCOMES

Improved student perceptions of identity as bi/multilingual

Improved teacher self-efficacy

### Long-Term Outcomes (4-6 years)

### STUDENT KNOWLEDGE AND ENGAGEMENT

Reclassification to Fluent English Proficient