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[President's Message – News from Members – Short Article – Website of Interest –
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PRESIDENT'S MESSAGE

We have had another interesting year while seeing the growing impact of AI on our society and education. It is always nice to see a variety of achievements actively made by our members. We continue our work to promote good research and practice in the field of CALL. I thank you for your ongoing collaboration and support. I wish you an inspiring year ahead.

Jeong-Bae Son
President

NEWS FROM MEMBERS (January – December 2025)

► Publications

- Alm, A.** (2025). Reconceptualising literacy as co-literacy in language education with AI. In Y. Wang, A. Alm, & G. Dizon (Eds.), *Insights into AI and language teaching and learning* (pp. 53–76). Castledown.
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- Alm, A.** (2025, November). *"It felt a bit cheesy": Learner resistance and the limits of creative agency in AI-mediated language learning* [Conference presentation]. GenAI Conference, The Open University, UK.
- Alm, A.** (2025, November 11). *AI-generated voices in language education: Resistance, agency and legitimacy* [Symposium presentation]. Deepfakes & Society: A Humanities' Approach to the Technology, University of Otago, New Zealand.
- Alm, A. & Uehara, S.** (2025, August). *Rasch validation of the AI language learning mindset inventory (ALLMI)* [Conference presentation]. EuroCALL Conference, Catholic University of Milan, Italy.
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- Kılıçkaya, F.** (2025, November 28). *From detection to decision: Educators' practices and policies for AI-generated/assisted EFL writing* [Online conference presentation]. The Third Technology-Enhanced Language Learning International Conference (TELIC 2025), The University of Texas Permian Basin, Odessa, Texas, USA.
- Ranjbaran Madiseh, F.** (2025, February 19). *Exploring students' intercultural communication skills through technology-enhanced language learning* [Conference presentation]. The Fourth Hawaii International Conference on English Language and Literature Studies (HICELLS 2025), A'Sharqiyah University, Ibra, Oman.
- Ranjbaran Madiseh, F.** (2025, April 17). *How confident are language teachers? Assessing preparedness to use GenAI in education* [Conference presentation]. The 23rd Oman ELT International Conference, Sultan Qaboos University, Muscat, Oman.
- Ranjbaran Madiseh, F.** (2025, August). *Enhancing L2 essay writing with non-physical robotics: A study on GenAI-enhanced positive affective feedback* [Conference presentation]. EuroCALL Conference, Università Cattolica del Sacro Cuore, Milan, Italy.
- Santosa, M. H.** (2025, November). *Reclaiming learner/teacher agency in the English language education in the AI era* [Conference presentation]. The 12th International Language and Language Teaching Conference (LLTC), Sanata Dharma University, Yogyakarta, Indonesia.
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- Son, J.-B.** (2025, October 5). *AI literacy and AI-powered language teaching: Key questions and practical actions* [Conference presentation]. CALL Research Conference 2025, University of Queensland, Brisbane, Australia.
- Uehara, S. & **Alm, A.** (2025, October). *Language learning mindsets in the age of AI: A quantitative cross-skill analysis* [Conference presentation]. CALL Research Conference 2025, University of Queensland, Brisbane, Australia.
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► Awards and Grants

- Antonie Alm: Te Whatu Kairangi National Teaching Award, 2025.
<https://ako.ac.nz/programmes-and-services/te-whatu-kairangi/teaching-and-learning-profiles/2025/antonie-alm>
- Made Hery Santosa: The Marc Helgesen Global Scholarship Program for the 7th Extensive Reading World Congress (ERWC), Sapporo, Hokkaido, Japan.
https://erfoundation.org/erwc7/?page_id=152

SHORT ARTICLE

Using Generative AI to Support the Teaching and Learning of Less Commonly Taught Languages (LCTLs)

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Introduction

Language is not just a form of communication, but also a treasure trove of knowledge, history, culture, and memory. In a rapidly globalizing world, where English and a few more languages loom large on the linguistic horizon, minority languages face numerous threats such as shrinking chances of usage, lesser influence, and in worst-case scenarios, extinction (Tsunoda, 2006). According to Chidambaram (2024), “A language dies every two weeks”. The year 2019 was declared as the Year of Indigenous Languages to raise awareness of both the current situation of endangered languages and their importance (UN, 2019). It is widely believed that the disappearance of a language means the disappearance of valuable cultural heritage and the knowledge within it – not just a way of communication (Woo & Choi, 2021).

There are about 7,000 languages in the world spoken by 7 billion people (Ethnologue, 2022), which means that there are many languages that are hardly learned or taught outside smaller communities. While large-scale and diverse language data has long been available for training computational models, and substantial progress has been made across many languages, the role of such technologies in advancing our understanding of linguistic knowledge and addressing broader language-related issues (e.g., language teaching, revitalization, sociolinguistic equity) was, for a long time, largely neglected.

That is why any technology that can enhance and promote learning, preservation, and transmission of such languages must be embraced. From this perspective, language technologies can help widen the accessibility of lesser-taught languages.

Advances in large language models (LLMs), a class of deep neural networks trained on vast corpora to understand, generate, and manipulate human language, have led to the emergence of generative AI tools with remarkably broad practical utility for less commonly taught languages (LCTLs), such as ChatGPT, Gemini, and many more (Hockly, 2024; Law, 2024). The functions of these tools include training in language conversation, writing-style correction, dialog simulation, and speech synthesis (Godwin-Jones, 2024). AI tools and services based on pre-trained language models offer a wide range of functions for language learners and users. Teachers of a language today are integrating AI tools and services in a variety of ways to support instruction and target language practice. Pedagogical applications of AI are involved in assessing oral or textual interactions; carrying out text summarization, question generation, or answering; as well as enhancing writing with vocabulary hints, stylistic recommendations, paraphrasing, rewriting, correction, etc. (Kohnke & Zou, 2025; Woo & Choi, 2021). This conceptual-pedagogical article aims to discuss how generative AI tools can be of use to support the teaching and learning of LCTLs, together with some example activities and lesson plans.

LCTLs and Challenges





English is the most taught language worldwide primarily due to its status as a global lingua franca. Following several historical, cultural, and economic developments, this status has been cemented since the mid-20th century. English serves as a bridge for individuals and countries in a globally interconnected society. It is also the leading language for international communication, particularly in academic research and international business. The issue of LCTLs and the factors that determine whether a language is classified as an LCTL is rather a complex phenomenon (Gor & Vatz, 2009; Kakoyianni-Doa et al., 2020). The designation often relies on sociopolitical, demographic, institutional, and educational factors that differ across regions. In the United States, LCTLs typically include languages outside dominant European ones like Spanish, French, and German, reflecting educational policies and historical trends (Halima & Yerian, 2024). However, this classification can change due to geopolitical interests and economic needs, leading to increased focus on languages such as Arabic, Chinese, or Russian based on international events (Gil, 2021). While in Türkiye, geographical and cultural proximity leads Middle Eastern languages such as Arabic to be frequently taught next to English and therefore not considered LCTLs, the same languages are classified as LCTLs in Poland. In other words, what is considered as an LCTL in one country may not be in another and vice versa. Furthermore, the availability of resources, teacher expertise, and institutional backing play a significant role in how languages are categorized and valued in academia (Karmaker, 2025). This underscores that “less commonly taught” is shaped by broader ideological and structural dynamics influencing language education. Scholars advocate for a more nuanced understanding of LCTLs, acknowledging the dynamic relationship between language status, representation, and sociopolitical context.

The challenges associated with LCTLs stem largely from a cycle of low demand and limited resource availability. The small number of learners of these languages discourages publishers and educational organizations from investing in the development

of comprehensive, high-quality materials. Without sufficient profit potential, the production of textbooks, workbooks, or multimedia resources is deprioritized, leaving learners and teachers reliant on fragmented or outdated content. While the internet provides access to some materials, these often lack the pedagogical structure required for beginner learners, such as graded vocabulary, leveled grammar explanations, or scaffolded activities. Consequently, learners and teachers face significant obstacles in building a structured curriculum that caters to different proficiency levels and learning needs, hampering the effective teaching and acquisition of LCTLs.

Given these challenges, the advent of generative AI seems to have emerged as a promising and innovative solution to tackle and address these persistent challenges effectively. By facilitating the creation of skill-specific, highly adaptable, and culturally relevant educational materials, these technologies promise to revolutionize language learning. Tools like ChatGPT, ElevenLabs, Twee, and MagicSchool (see Figure 1) can be strategically employed and utilized to develop engaging and effective resources aimed at enhancing reading, listening, speaking, and writing activities alike (Godwin-Jones, 2024; Kılıçkaya, 2025; Son et al., 2025; Sucháňová, 2023; Xu, 2024; Zulaiha et al., 2024).

Figure 1. Selected AI tools for supporting language skills

Reading 	Writing 	Listening 	Speaking 
Generating texts, activities, and dialogues based on any given topic and vocabulary <ul style="list-style-type: none"> • ChatGPT • Claude • Gemini • Microsoft Copilot • Twee • Diffit • MagicSchool 	Generating writing prompts and model texts, and language improvement <ul style="list-style-type: none"> • Aithor • ChatGPT • Claude • Gemini • Microsoft Copilot 	Converting text to speech, creating audio files based on text <ul style="list-style-type: none"> • ElevenLabs • Luvvoice Generating songs <ul style="list-style-type: none"> • Suno Generating questions based on videos <ul style="list-style-type: none"> • Brisk Teaching Chrome Extension 	Generating speaking prompts <ul style="list-style-type: none"> • ChatGPT • Claude • Gemini • Microsoft Copilot ChatBots <ul style="list-style-type: none"> • Mizou Pronunciation Practice <ul style="list-style-type: none"> • Speechtyping • GoogleVoice Typing

Note. Icons from <https://www.freepik.com/>

Developing Reading and Writing Materials for LCTLs with AI tools

Reading comprehension is a critical component of language learning, particularly when it comes to mastering LCTLs (Özçelik & Kent, 2023). However, the task of creating engaging and suitably appropriate reading materials for these languages can often prove to be quite challenging due to the lack of materials. Fortunately, AI tools such as ChatGPT (<https://chatgpt.com>), Claude (<https://claude.ai>), Gemini (<https://gemini.google.com>), Microsoft Copilot (<https://copilot.microsoft.com>), Twee

(<https://twee.com>), Diffit (<https://web.diffit.me>), and MagicSchool (<https://www.magicschool.ai>) can be used to create reading materials in an LCTL, including poems, stories, dialogues, or any type of text on any topic and for any level (Çıraklı & Kılıçkaya, 2023). Although these tools vary in features, tools like Diffit can generate texts that are not only linguistically accurate but also culturally relevant to learners' backgrounds and experiences. These generated texts can be customized according to different proficiency levels, providing learners with reading materials that precisely match their comprehension abilities and areas of interest (Binhammad et al., 2024). In addition to this, Twee and MagicSchool can also be employed to create supplementary activities, which include comprehension questions, vocabulary lists, and quizzes, all of which significantly enhance the overall reading experience for learners. By thoughtfully integrating various AI tools like these into the educational process, teachers can offer LCTL learners a rich and diverse variety of reading materials that are carefully tailored to meet their unique needs and reflect the cultural context of the language they are studying, ultimately enriching their learning journey (Mishra et al., 2023).

Teachers can mainly use generative AI tools to assist in creating targeted writing tasks that concentrate on specific genres, such as crafting formal emails, composing essays, or engaging in casual conversations. ChatGPT, Gemini, Claude, and Microsoft Copilot can also use prompts to practice writing in relevant and real-world contexts as well as obtaining suggestions and feedback on improvements and revisions. By utilizing advanced AI tools to design these purposeful activities, learners are encouraged to actively engage with the language in a dynamic way, ultimately fostering both fluency and accuracy in their efforts to learn LCTLs.

Designing Listening and Speaking Activities for LCTLs with AI tools

Listening skills are frequently overlooked in instruction for LCTLs, primarily because of the inadequate audio resources that are often available to educators and learners alike (Goh & Vandergrift, 2021). Another challenge in providing listening input for learners is to obtain not only good quality but also relevant audio for classroom activities. One solution to this is for the teachers to record their voices to prepare for learners, but it might not appear the best choice in most cases considering the need for different voices and accents (Peachey, 2024a, 2024b). However, advancements in technology, particularly through generative AI tools such as ElevenLabs (<https://elevenlabs.io>) and Luvvoice (<https://luvvoice.com>), might appear as the solutions to the lack of audio materials. These innovative tools can transform listening scripts into high-quality audio files, thus crafting authentic listening experiences for learners of these languages. ElevenLabs and Luvvoice can generate natural-sounding audio that mirrors real native speaker patterns, intonations, and even cultural nuances, all of which are critical for effective language learning. Luvvoice, for example, includes over two hundred voices and 70 languages. In addition to these tools, Brisk Teaching Chrome Extension (<https://www.briskteaching.com/ai-tools-for-teachers>) can generate listening comprehension quizzes and activities from YouTube videos. This powerful combination of automated script generation using tools such as ChatGPT and Twee and audio production using these tools not only simplifies the process of offering varied listening experiences but also enhances the educational value for learners, especially for those engaging with LCTLs that may have limited resources. Furthermore, this seamless integration of AI-generated audio with reading materials creates a robust framework for language learning, ensuring that learners can hone both their reading and listening skills

concurrently. By harnessing these modern tools, educators can significantly enrich the learning environment, providing learners with a more engaging and comprehensive approach to language acquisition.

Speaking is also essential for building and enhancing productive language skills among learners, with a direct link to listening (Schmidt & Strasser, 2022; Zhai & Wibowo, 2023). Generative AI tools can significantly support the creation of various tasks that encourage active and meaningful language use. Tools like Twee and MagicSchool can be effectively employed to generate engaging speaking prompts that simulate real-life conversations, focusing on a wide array of common situations that learners may encounter in their daily lives. These prompts can vary in complexity and depth, allowing learners to practice their speaking skills at different levels of proficiency and comfort. Moreover, other tools such as Mizou (<https://mizou.com>), can be used to create specific AI chatbots based on previous reading or listening resources and activities. Learners can interact with these chatbots on specific topics and respond using spoken language in addition to the written mode. In order to practice speaking and pronunciation, learners can also benefit from dictation tools such as Speech Typing (<https://speech-typing.com>) and Google Voice Typing for Google Docs and Slides (<https://docs.google.com>), converting speech to text. In this way, learners can be guided to practice pronunciation at the word/sentence/paragraph level.

Integrating the Four Skills

Creating a singular experience that encompasses the four skills - reading, listening, speaking, and writing - for effective language learning is vital, and the potential of generative AI can impact the integration of the skills. Various generative AI tools can facilitate the development of project-based, or inter-relevant tasks where learners engage and enact the different skills in ways that align with real-life language use and interactions (Al-khresheh, 2024). For example, learners could start by reading a passage that is generated by ChatGPT to begin the engagement. The learners could then listen to audio created by ElevenLabs to further develop their listening comprehension. In addition, the learners could listen to a song created using Suno (<https://suno.com>) about the reading or related to the themes and/or key words in the text. After that, the learners can respond to comprehension questions in the written form in relation to the text (i.e., connect their thoughts). Finally, they would have the opportunity to participate in a speaking task related to the reading, allowing them to articulate their understanding verbally using Mizou. This holistic approach not only enhances proficiency across each individual skill but also significantly promotes the development of overall communicative competence in an LCTL by continually reinforcing the skills within meaningful context and practical application.

Challenges and Ethical Considerations

Despite the immense potential that generative AI holds to significantly transform the landscape of LCTL education, there are numerous important challenges and ethical considerations that must be thoroughly addressed. (Baidoo-Anu & Ansah, 2023; Liang et al., 2022). One of the primary concerns relates to the overall quality and accuracy of content generated by AI systems. It is essential to recognize that AI tools are fundamentally only as effective as the specific data on which they are trained. If the data contains inherent biases, it can lead to the production of misleading or culturally inappropriate materials that can negatively impact learners. Therefore, teachers and

educators must exercise a high degree of caution when utilizing AI-generated content, ensuring it is meticulously reviewed for both accuracy and relevance to the local context. Moreover, while AI tools can generate educational materials at an impressive scale, they cannot and should not replace the nuanced understanding, insights, and teaching strategies that experienced educators bring to the classroom. The effectiveness of teaching, particularly in the realm of language acquisition, heavily relies on the human ability to interpret subtleties, foster empathy, and engage with learners on a personal level (Brown, 2014; Lightbown & Spada, 2021). As a result, AI must be adopted as a tool that works alongside conventional teaching, improving the learning experience but not diminishing the role of teachers, who are invaluable in fostering a rich and effective learning environment (Kim et al., 2022).

Conclusion

Given the many challenges related to teaching LCTLs, generative AI might provide an incredibly promising solution. By utilizing sophisticated algorithms and models, generative AI can produce and customize a variety of culturally relevant materials geared towards reading, listening, speaking, and writing. The generative AI process of constructing basic texts around goals and projections for learning is a potentially game-changing approach that can tackle the educational gap in the context of LCTLs, where students do not typically have easy access to materials. However, the successful integration of these AI tools into language teaching approaches will require careful and thoughtful consideration of the ethical implications involved. Additionally, ongoing research will be essential to uncover and establish the most effective methods for combining AI capabilities with established pedagogical practices. Ultimately, when applied thoughtfully, AI technology has the potential to greatly enhance the overall learning experience for LCTL learners. It can provide teachers and learners with the vital resources and numerous opportunities they need to thrive in the continual process of mastering an LCTL, equipping them for future success in an increasingly interconnected world (Chiu, 2024).

Note

During the preparation of the current article, the author used ChatGPT to improve readability and language. The author reviewed and edited the content as needed and takes full responsibility for the content.

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WEBSITE OF INTEREST

LingoLesson: A New Platform for Authentic Speaking Practice

Paul Raine (paul.raine@gmail.com)

We are pleased to announce the private beta release of LingoLesson (<https://www.lingolesson.com>), a new platform designed to support meaningful speaking practice and teacher-driven assessment in language education. LingoLesson was developed in response to current challenges in CALL environments, including the growing use of AI tools that allow learners to complete traditional online tasks with minimal engagement. To maintain authenticity, LingoLesson requires students to produce real spoken responses through recorded audio or video. These submissions are automatically transcribed and organized, giving teachers clear insight into learner progress and making it easier to review performance, track development, and prevent overreliance on L1. LingoLesson is currently available in private beta, and language educators are invited to sign up for a free account here:
https://docs.google.com/forms/d/1xCZs9C_O8nhsgQkViuW_91I2qWESxyhQPNv7eEExNy8/preview

We welcome early adopters who would like to test the platform, provide feedback, and help shape future development.



FORTHCOMING EVENT

♦ 2026 TaiwanCALL & GLoCALL Joint Conference: This conference will be held at Tunghai University, Taichung in Taiwan from 7 to 9 May 2026. For more information, please visit the conference website (<https://conference.twcall.org/>).

→ Proposal submission link for international presenters:

<https://forms.gle/Z9Ymc9gHaPDJM6BMA>

→ Proposal submission link for local presenters (residents of Taiwan):

<https://conference.twcall.org/index.php?inter=abstractSubmission>



TELTRI

The Technology-Enhanced Language Teaching Research Institute (TELTRI) conducts and disseminates research on the ways in which digital technologies can improve language learning and teaching and educational outcomes for language learners and teachers. It also develops resources and provides professional development for language teachers, teacher educators, and researchers. APACALL members who are willing to participate in collaborative projects are welcome to join TELTRI teams. If you have any questions and suggestions, please feel free to contact the Director:

<https://drjbson.com/teltri/>

ADDITIONAL NOTES

- Members are invited to send the APACALL Webmaster (webmaster@apacall.org) their names and resource website addresses to be listed on the 'Resources' page (<https://www.apacall.org/resources/resources.html>) of the APACALL website.
 - Your contributions to this Newsletter series are always welcome. Please send your news items to the APACALL Webmaster (webmaster@apacall.org).
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