

Software Review



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✉ Iz'an Rosmani izanrosmani@uitm.edu.my

<https://orcid.org/0009-0002-7788-3959>

Software Review: Cathoven Language Hub

Iz'an Rosmani

Academy of Language Studies
Universiti Teknologi MARA, Kelantan
Malaysia

Wan Muhammad Fitri Wan Amir Nizam

Academy of Language Studies
Universiti Teknologi MARA, Kelantan
Malaysia

Name of the tool	Cathoven Language Hub
Website	https://www.cathoven.com
Tool type	A dynamic AI platform with multiple functions for learning English
Supported Platforms	It can operate on many browsers such Chrome, Firefox, Safari, and Edge. The tool also supports both desktop and mobile devices.
Pricing Option	Full-access subscription is available monthly at \$13.50 or \$108 annually but there is a referral function for users to gather 'catnip' coins.

INTRODUCTION

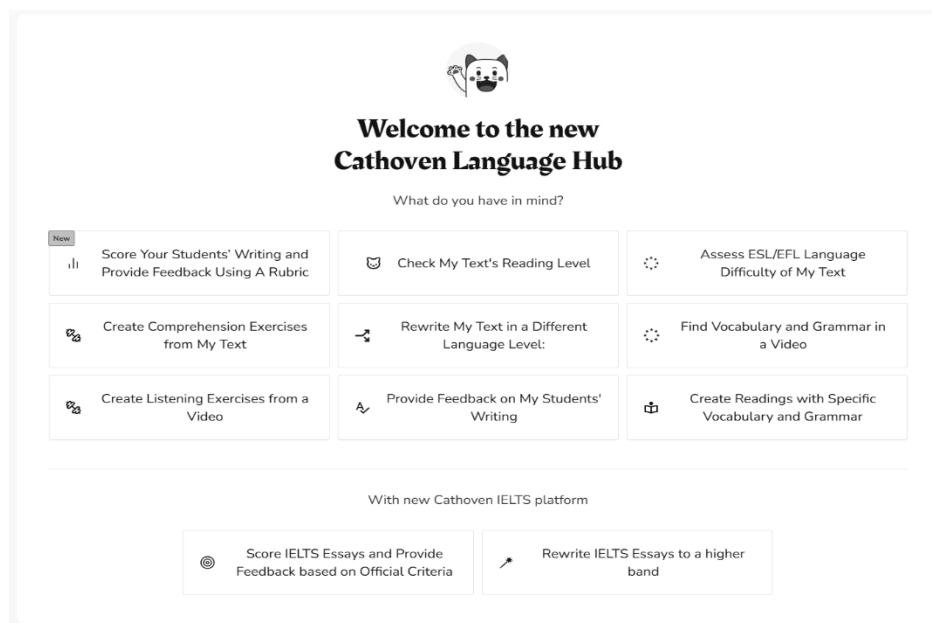
The alignment of the Common European Framework of Reference for Languages (CEFR) with national ELT syllabi has had a significant impact on how teaching materials are developed in many countries in Asia, such as Malaysia, Indonesia, Thailand, and Vietnam (Mihat et al., 2023; Foley, 2019). When creating materials, item builders must carefully consider several factors, such as the level of vocabulary, grammatical structures, types of sentences, and length of text, to ensure alignment with the specific CEFR level they are targeting. To achieve this, item builders typically go through at least three stages: (1) writing

a text, (2) ensuring that post-reading items reference the text, and (3) verifying the appropriateness of words and sentence structures. This verification process relies on certain tools that are not publicly accessible and have limited functionality. As a result, aligning texts to CEFR levels is laborious and time-consuming, leading many teachers to purchase ready-made materials. This challenge, however, is being addressed with the introduction of Cathoven, an AI tool for ELT practitioners. This review introduces the Cathoven Language Hub, an AI-powered, interactive platform for English language teaching designed to help teachers align materials with CEFR levels.

Cathoven Language Hub (*Figure 1*) is a robust digital platform designed to help ELT teachers to develop reading materials for the classrooms. It offers tools like the CATILE Analyser, CEFR Analyser, Readability Analyser, Level Adaptor, Reading Generator, Exercise Creator, IELTS Essay Checker, IELTS Rewriter and Writing Reviser. These tools help users assess text difficulty, create customised exercises and generate reading materials. While the tool under discussion possesses a range of functionalities, this paper will specifically concentrate on how educators or item developers can utilise Cathoven to create reading materials that align with their students' CEFR levels. To this end this software review will focus on its three functions CEFR Analyser, Level Adaptor and Exercise Creator.

Figure 1

Cathoven Language Hub Dashboard



CEFR ANALYSER

In order to align reading materials with the CEFR levels, item developers are typically provided with a set of vocabulary lists categorised by CEFR levels, a guide detailing the features of CEFR reading materials that differentiate short and long texts across levels, and criteria for sentence patterns and grammatical structures. As item developers create reading materials, they must keep these features in

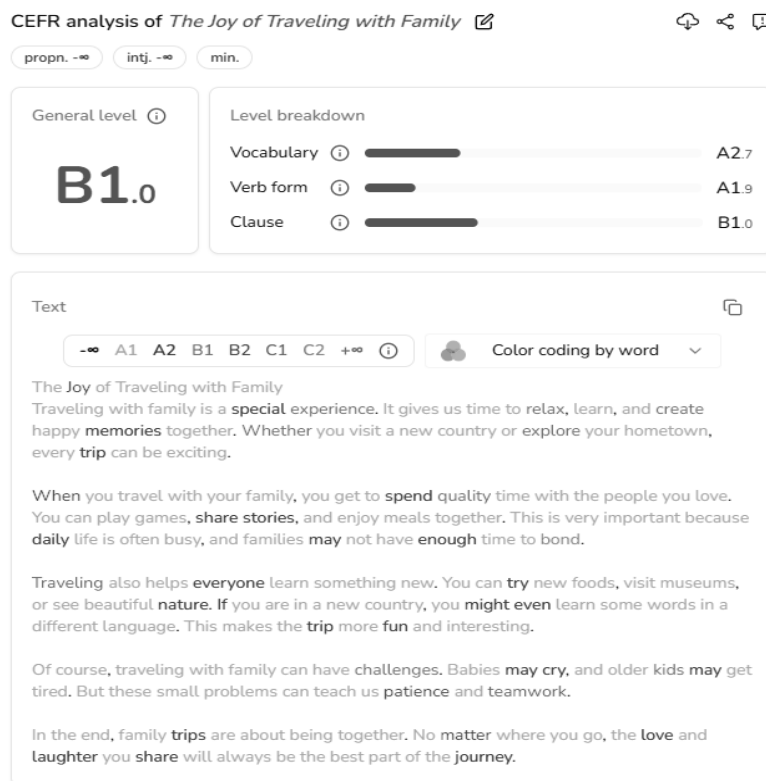
mind. Once the first draft is completed, it is essential to cross-check and ensure that the materials are appropriate for the students and adhere to the specified structures.

Figure 2
CEFR Analyser

The screenshot displays the CEFR Analyser web interface. At the top, there are two tabs: 'Text' (selected) and 'Video (Beta)'. Below the tabs, a prompt reads: 'Enter an English text you want to analyse below [upload a file](#) or [use an example text](#).' A text input area follows, containing four paragraphs of sample text about family travel. A character count '185/300' is visible in the top right corner of the text area. At the bottom of the interface, there are three buttons: a dark 'Analyse' button, a dark button with a speech bubble icon and '-1', and a light 'Clear' button.

However, the process of manually evaluating each draft where the teachers have to check the clause types, grammatical structures, verb forms and vocabulary use against the CEFR criteria is both laborious and time-consuming. This manual checking process could slow down the reading material development workflow, thus could possibly lead to fatigue and reduced motivation among ELT teachers. With Cathoven, item developers simply need to input their drafted text, and the tool will evaluate the input based on vocabulary, verb forms, and clauses. Figure 2 illustrates the main interface of the CEFR Analyser prior to analysis, while Figure 3 displays the results generated by the tool. The automation of reading material development offers significant time saving and it could serve as a motivation for ELT teachers to keep producing tailored reading materials for their students. Alam & Mohanty (2023) highlighted the impact of AI in improving teacher's motivation as it could be used to automate certain teaching tasks. The streamlined workflow allows item developers to focus more on refining the materials instead of performing repetitive checks manually to ensure the quality of the final product.

Figure 3
Output of CEFR Analyser



LEVEL ADAPTOR

The initial stage of developing CEFR-aligned reading materials may result in texts that fall below or exceed the target levels. While this may not pose an issue for learning materials, it necessitates further amendments by item developers, particularly for assessment purposes. In the past, the item builders had to once again manually amend the work based on the feedback that they received from their team leader. This is where the following function of Cathoven, the Level Adaptor, becomes invaluable.

Level Adaptor is developed to empower ELT item builders with the ability to modify and tailor the text levels based on various parameters such as CEFR, CATILE, Age, and Grade. For example, Figure 4 shows how an item builder can effortlessly transform a text at the B1 CEFR level into a more advanced C1 level text. Another interesting feature of Level Adaptor is that it also reports the changes that have been done to the vocabulary, verb forms and clauses (see Figure 5). This feature is prudent as it acts as a reminder to item builders on the concepts that they have to adhere to as they develop CEFR-aligned materials.

Figure 4
Level Adaptor

Level system

☒ CEFR ☐ Catile ☐ Age ☐ Grade

Target CEFR level

C2 - Proficient ▼ Middle ▼

* This is a beta feature for directing the model to adapt in a smaller target range, although the exact range is not guaranteed.

Enter an English text you want to adapt upload a file or use an example text.

Text 185/300

The Joy of Traveling with Family

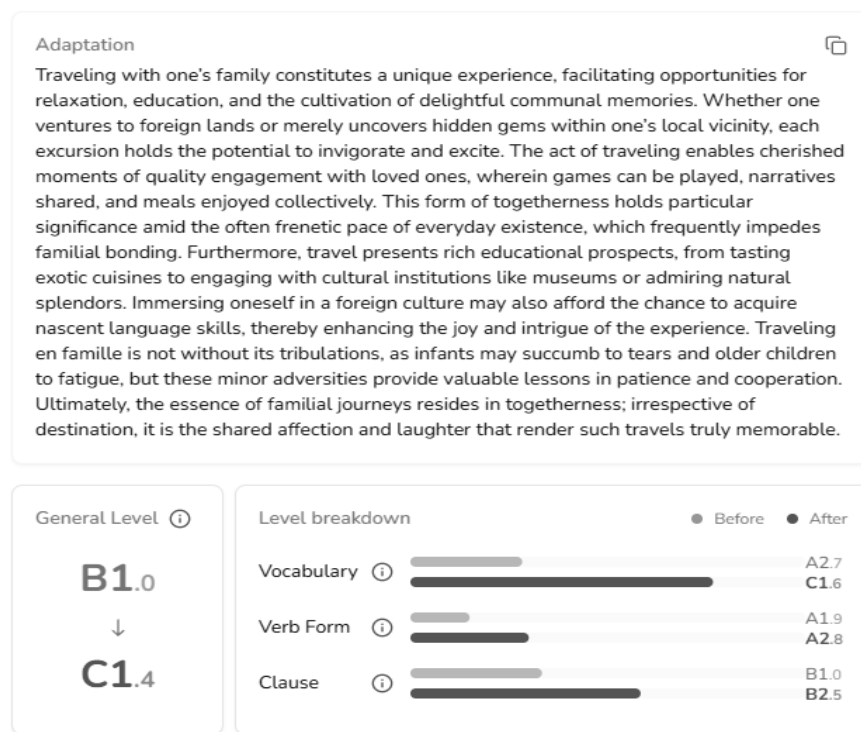
Traveling with family is a special experience. It gives us time to relax, learn, and create happy memories together. Whether you visit a new country or explore your hometown, every trip can be exciting.

When you travel with your family, you get to spend quality time with the people you love. You can play games, share stories, and enjoy meals together. This is very important because daily life is often busy, and families may not have enough time to bond.

Traveling also helps everyone learn something new. You can try new foods, visit museums, or see beautiful nature. If you are in a new country, you might even learn

Adapt 🗑️ -2 Clear

Figure 5
Level Adaptor Results



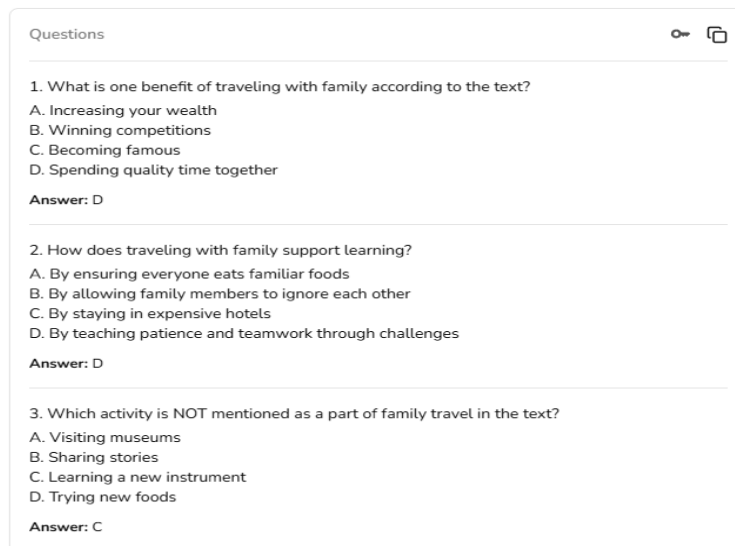
As Cathoven refines multiple aspects of the draft and combines the results with item builders' professional judgement, the process ensures that the adapted material maintains its coherence and fluency while adhering to advanced linguistic requirements. Such a situation has made the function especially valuable for item builders as they can get instant feedback to further work on the draft compared to working without the assistance of AI.

EXERCISE CREATOR

After leveraging the two tools in the Cathoven Language Hub—CEFR Checker and Level Adaptor—item builders can further enhance their teaching resources to design enrichment activities with the Exercise Creator. This innovative tool enables the creation of diverse exercise types, including multiple-choice questions, multiple-choice cloze tests, short answer questions, and True/False tasks. This flexibility empowers item builders to design an extensive range of questions, or even compare between the types of activities, tailored to the specific text, as demonstrated in Figure 6. Moreover, the tool allows item builders to predefine the desired number of questions, ensuring that the exercises align with the learning objectives and text complexity. For example, Figure 7 showcases questions generated by the Exercise Creator when the Multiple-Choice-Four-Option questions are selected. Each question is accompanied by an answer key provided at the end, further streamlining the process for item builders. This feature, in our humble opinion, simplifies the creation of well-structured and tailored exercises, allowing items builder to focus more on editing process to deliver high-quality learning materials and activities.

Figure 6
Exercise Creator

The screenshot displays the 'Exercise Creator' interface. At the top, there is a dropdown menu labeled 'Type of exercise' with 'Multiple choice' selected. Below this, a list of exercise types is shown, including 'Comprehension' (with a checkmark next to 'Multiple choice'), 'Multiple choice cloze', 'Short answer question', 'True/False', 'True/False/Not given', 'Pronunciation', and 'Coming soon'. The background of the interface shows a text passage about family travel. At the bottom, there are buttons for 'Create', a minus sign with '-2', and 'Clear'.

Figure 7*Example of generated questions by Exercise Creator*


The screenshot shows a web interface titled "Questions" with a search icon and a copy icon in the top right corner. It displays three multiple-choice questions generated by the Exercise Creator. Each question is followed by four options (A, B, C, D) and the correct answer is indicated below the options.

Questions

1. What is one benefit of traveling with family according to the text?

A. Increasing your wealth
B. Winning competitions
C. Becoming famous
D. Spending quality time together

Answer: D

2. How does traveling with family support learning?

A. By ensuring everyone eats familiar foods
B. By allowing family members to ignore each other
C. By staying in expensive hotels
D. By teaching patience and teamwork through challenges

Answer: D

3. Which activity is NOT mentioned as a part of family travel in the text?

A. Visiting museums
B. Sharing stories
C. Learning a new instrument
D. Trying new foods

Answer: C

LIMITATIONS





While the Cathoven Language Hub offers impressive features that assist ELT item builders in creating reading materials and generating customized exercises, there are certain limitations that, if addressed, could enhance its usability and overall experience for end users.

Firstly, although it is user friendly, the platform's is not free access, and its functionality depends on a virtual currency called "catnips." Without subscribing to the Premium Tier, which costs \$13.50 per month, teachers are restricted to only 10 catnips per week — an amount insufficient for consistent daily use. The Premium Tier, on the other hand, offers 250 catnips per month, significantly expanding the platform's usability but at an added cost that may not be accessible to all educators. Alternatively, users can get free catnips by using referral links, which they can share with their students to register. For every successful referral registration, users will get extra 40 catnips. Nevertheless, Cathoven is still a better option compared to previous tools used by item builders in developing CEFR-aligned materials, such as the Text Inspector. Secondly, it is essential to highlight the importance of exercising professional judgment when employing this tool. Although Cathoven has functions called 'Reading Generator' to automatically create reading texts and Exercise Creators to generate questions for users, the authors suggest that item builders manually create the text before getting the help from the AI. This step is to ensure, all necessary contents are mentioned in the text. Similarly, item builders also must verify that distractors and key answers developed by the Exercise Creator are accurately represented within the text and function as intended. This meticulous oversight is critical and requires a high level of professional judgment from the item builders.

Lastly, the limitation of the Exercise Creator in curating the tasks should also be recognised. At the moment of reviewing, Cathoven Exercise Creator is only limited to short answers and Multiple-

Choice Questions (MCQ). Within the CEFR framework, learners are expected to undertake progressively more complex communicative tasks as they advance to higher levels of language proficiency. Hence, it is crucial for such a tool to offer a wider range of item formats to fully support tasks according to proficiency levels and not to be limited to those two types only. For example, it would be beneficial if the Exercise Creator could generate matching activities for reading materials, where students are presented with two sets of information: Set 6-10 and Set A-H. They would then be required to match each item in Set 6-10 with the corresponding information in Set A-H (see Figure 8).

Figure 8
Limitation of Exercise Creator

<p>Reading • Part 2 Questions 6–10</p> <p>The teenagers below all want to visit a museum exhibition in their city. On the opposite page there are descriptions of eight different exhibitions to visit. Decide which exhibition would be the most suitable for the following teenagers. For questions 6–10, mark the correct letter (A–H) on your answer sheet.</p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div> <p>6</p>  <p>Sarah likes inventing useful things and finding out how new inventions are designed and produced. She's good at using computers, and wants to see how they can be used in design.</p> </div> <div> <p>7</p>  <p>Jake is keen on large vehicles and machines, and would like to go somewhere he can have experience of one actually working. He'd also like to take some good photos.</p> </div> <div> <p>8</p>  <p>Marta is doing a project on the environment and the effects of waste products we throw away. She wants to learn more about the problem and what individuals can do about it.</p> </div> <div> <p>9</p>  <p>Tom likes animals and wants to understand more about them. He wants to go somewhere he can take part in activities and buy a souvenir to make at home.</p> </div> </div>	<div style="display: grid; grid-template-columns: 1fr 1fr; gap: 10px;"> <div> <p>A Smithsonian Museum</p> <p>Come along and see this exhibition of everything to do with animals – from unusual animal prints to the latest computer designs of cartoon animals for films. Try designing a new and fantastic film creature on the computer – you might even see it appear in a film!</p> </div> <div> <p>B The Willis Centre</p> <p>Come and join the museum's guided walks along the river bank. You'll collect objects that have come from the river, such as interesting stones and old pieces of wood and machines. And then try making pictures with what you've picked up!</p> </div> <div> <p>C Raiton Museum</p> <p>A visit to this museum all about the city's river includes a 40-minute ride in a huge boat along the water – at great speed! You can also have your photo taken during the trip – but don't even think about trying to take your own. You'll be too wet!</p> </div> <div> <p>D Park Pavilion</p> <p>Art galleries not usually for you? Then visit this Art in the Park exhibition – young people's art and photography about problems in our environment. There's everything, from art produced on computers to teenagers' wildlife photos. Come and put some of your work in the display!</p> </div> <div> <p>E The Allen Centre</p> <p>Got a great idea to share? Come and take part in this exhibition about how machines are made, from the idea to the finished product. See how IT can help with plans for models. And come and work on your idea here – the best ones will go into the display!</p> </div> <div> <p>F Hampton House</p> <p>This technology museum is full of models of engines – and a big wheel! Climb on, sit down and be taken up high enough to see over the rooftops! And don't forget your camera – you'll get some amazing pictures! Model engines are on sale in the gift shop.</p> </div> <div> <p>G Bedford Lock</p> <p>Come down to the river bank and take photos of this temporary exhibition – 200 kilos of plastic rubbish, collected from our river! Get ideas about how we can each help to tidy up our world – but also don't miss the display of useful</p> </div> <div> <p>H Camford Museum</p> <p>The exhibition here is based around large models showing how living creatures use their amazing skills in the wild. Dress up like a jungle creature to discover how they deal with a changing</p> </div> </div>
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RESEARCH PRACTICES

Despite its limitations, Cathoven Language Hub and its tools could still prove beneficial to the English language researchers. Firstly, it has the ability to streamline item development and piloting through the use of Exercise Creator where the researchers could accelerate the initial item drafting (MCQs, cloze, short answers). Shuhra et. al. (2025) highlighted the advantages of using AI tool in research especially in ELT field, allowing teachers to work faster compared to the traditional item drafting. By utilising this specific tool, they could focus more on piloting and psychometric validation as the time for mechanical item production had been significantly reduced.

Lastly, Cathoven Language Hub supports teacher-researcher collaborations, making it feasible than ever before. By reducing traditional teaching routine workload, teachers now have more time for reflective practice and collaborative research, like co-design the syllabus and materials as well as classroom trials. Tan et. al. (2024) stated that AI enhances teaching efficiency, allowing teachers to dedicate more time for other tasks aside from teaching in the classroom.

CONCLUSION

In conclusion, the Cathoven Language Hub is a game changer for item builders in aligning their teaching and learning materials to CEFR standards. Its suite of integrated tools, comprising the CEFR Checker, Level Adaptor, and Exercise Creator serves as assistants for item builders. The CEFR Checker ensures that reading materials are appropriately aligned with students' proficiency levels. The Level Adaptor enables educators to adjust and customize text complexity to correspond with various CEFR levels, thereby maintaining student engagement and challenge. Additionally, the Exercise Creator facilitates the rapid development of engaging reading comprehension exercises, thereby reducing preparation time while upholding high standards of quality. While there are certain limitations that must be addressed to enhance its efficacy and better reflect its commitment to aligning materials with CEFR standards, the Cathoven Language Hub remains an invaluable resource for ELT item developers and teachers alike.

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