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Powering Smarter Learning

A LIQVID RESEARCH WHITE PAPER

Sculpting Language Mastery

Why ELT publishers need a Language Learning LMS now

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Executive Summary

Your catalogue and your pedagogy are not the constraint. The software beneath them is — because it was built for a different discipline entirely.

For ELT publishers, going digital is no longer a strategic option; it is a market imperative. Schools demand blended and online delivery of interactive, skill-based courses. Learners expect app-like, adaptive experiences. Print-only lists erode share every year (Mordor Intelligence, 2026). The prize is exceptional: more than 1.5 billion people are currently learning English — the largest single learner cohort on earth — inside a global language-learning market valued at roughly US$84 billion in 2025 and projected to reach about US$189 billion by 2030, a compound annual growth rate above 17 percent (British Council, n.d.; Mordor Intelligence, 2026). Yet the transition remains brutally hard. Digitising print takes twelve months or more, digital-first launches demand significant development budgets, and most platforms force publishers into compromises that dilute their pedagogical strengths.

The reason is rarely named. Most publishers attempt this on platforms never designed for language. Generic learning management systems — built for corporate compliance — offer video hosting, PDFs and multiple-choice questions. Applying them to the four-skill reality of language is like asking Michelangelo to sculpt David with a hammer and chisel. Progress happens, but the masterpiece stays trapped in the marble.

> ***"A generic LMS can put your course online. It cannot practise or measure language. That gap is architectural — and it caps not just learning quality but the entire business model a publisher can build on top of it."***

This paper explains the constraints a generic LMS imposes, and introduces **Liqvid's Language Learning** LMS as a purpose-built alternative. Section 1 sets out the market imperative and why generic platforms fail the four skills. Section 2 shows how a purpose-built toolkit changes publisher workflows, classroom delivery and the outcomes you can prove. Section 3 grounds it in two deployments — Wiley and Pearson. Section 4 offers a readiness check and a decision framework.

"Language learning is a skills-acquisition discipline, not a knowledge-transfer one. A system built to confirm an employee read a policy cannot measure whether a learner can speak or write. The gap is architectural — and it caps not just learning quality but the business built on it."

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1. The Future of ELT Publishing Is Digital

The demand is already here. The question is whether your platform lets you meet it — or quietly caps how fast you move, how well learners do, and what you can prove to buyers.

1.1 The digital imperative

English is the world's most studied language. More than 1.5 billion people are learning it worldwide — roughly 375 million who speak it as a first language and over 1.1 billion as a second or foreign language — a cohort larger than global enrolment from primary through tertiary education combined, with over 100 countries embedding English in their national curricula (British Council, n.d.; Global Market Insights, 2026). The commercial opportunity has scaled with that demand and is moving decisively to digital. Analysts put the broad language-learning market at about US$84 billion in 2025, rising to nearly US$189 billion by 2030 at a compound annual growth rate above 17 percent (Mordor Intelligence, 2026). The English-language-training segment alone is estimated near US$95 billion in 2026, climbing toward US$123 billion by 2030 (The Business Research Company, 2026). And the digital English-learning segment — the slice most relevant to publishers — is put at roughly US$14–16 billion in 2026 and is expected to almost double to about US$25–32 billion by 2030–31, growing around 15 percent a year (The Business Research Company, 2026).

Figure 1: The ELT opportunity at a glance

Three forces make the demand durable. First, learner expectations have been reset by consumer technology: most of the youngest learners study primarily on phones, and a static PDF with an end-of-unit quiz falls short of a baseline they have already internalised elsewhere (Mordor Intelligence, 2026). Second, the demand is economic, not aspirational. Pearson's global research found that while 85 percent of respondents regard English as critical for work and more than 60 percent use it weekly, only about a quarter feel confident across all four skills, and 72 percent believe their jobs would be easier with better English (Pearson, 2024). The World Economic Forum (2025) reports employers expect 39 percent of workers' core skills to change by 2030 — in that market, English is infrastructure. Third, institutions have changed what they buy: blended and online delivery is specified as standard, and buyers increasingly demand evidence of outcomes (Global Growth Insights, 2025).

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RESEARCH INSIGHT

The gap between reliance and capability is the whole opportunity. **85 percent** of people say English is critical for their work; only about **25 percent** feel confident across all four skills (Pearson, 2024). The deficit is not in *knowing* English. It is in *performing* it — speaking and writing under real conditions. That is precisely what generic platforms cannot build or measure.

The commercial consequence is visible in the largest publishers' accounts. Pearson has spent a decade shifting revenue from one-time print sales to recurring digital access; by 2022 digital exceeded 70 percent of revenue, and the company has consistently argued that subscription is more stable and predictable than print (Pearson, 2022; Rosenblatt, 2019). The strategic question is no longer whether to digitise, but whether your platform can support the subscription, analytics and multi-market models that make digital financially superior to print. That turns on its fitness for language.

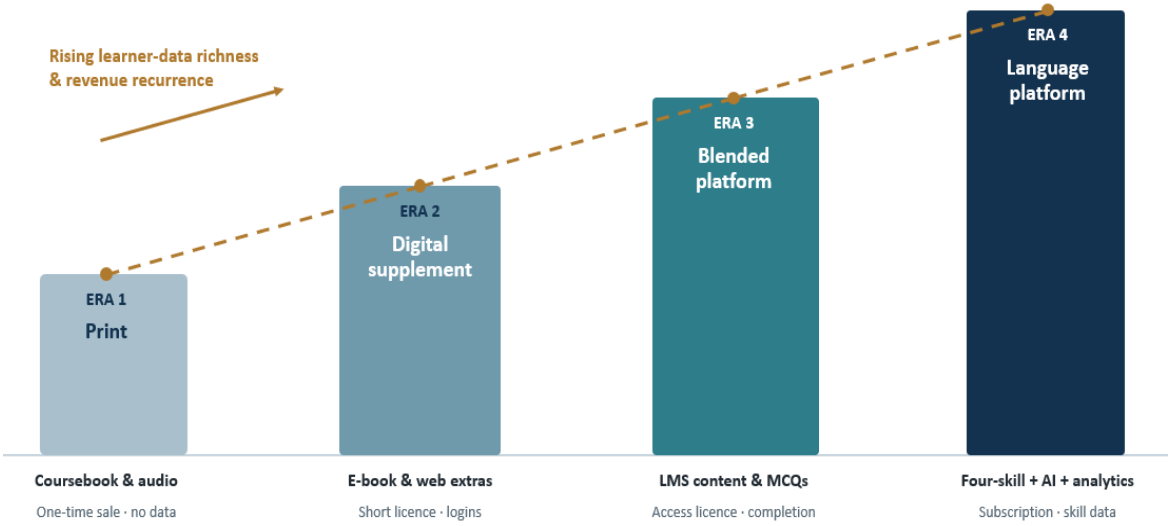

Figure 2: The evolution of ELT publishing. As learner-data richness rises, so does revenue recurrence.

1.2 The generic-LMS trap

Generic LMS platforms are designed for corporate compliance, not language mastery. These tools excel at hosting videos, PDFs, and MCQs, but choke on ELT's core: nuanced listening practice, speaking assessment, reading comprehension at speed, and scaffolded writing. Publishers spend endless hours hacking workarounds, yet learner engagement stays flat, skill data remains coarse, and courses feel like "watch and click" drudgery rather than transformative language practice.

Imagine Michelangelo tasked with creating David — but given only a hammer and chisel. He could chip away at the marble, but the masterpiece would remain trapped inside, its details forever rough and unfinished. This is the reality for most ELT publishers today.

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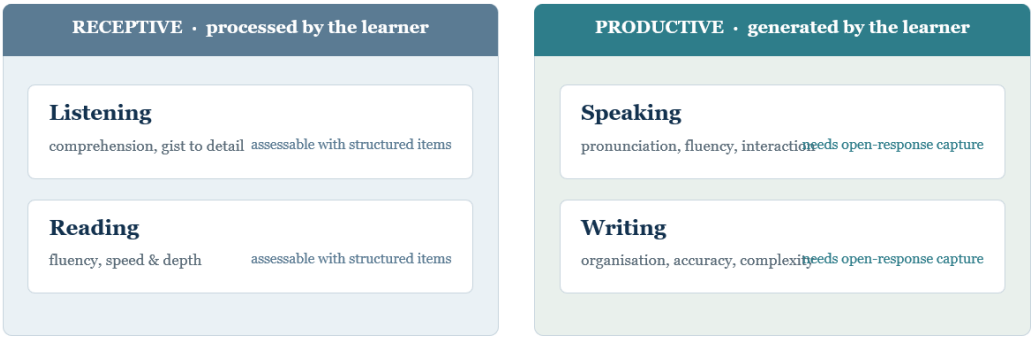
PUBLISHER PERSPECTIVE

The trap is subtle because a generic LMS can plausibly host language content. It cannot practise or measure language performance. Feature parity on video, quizzes and dashboards disguises an architectural mismatch that no configuration resolves — and none of it shows up as failure on a dashboard, because completion rates look fine. That is exactly the problem.

1.3 Generic LMS versus a Language Learning LMS

The difference is not a longer feature list; it is a different design intent. The Common European Framework of Reference for Languages (CEFR) describes proficiency not as content mastered but as what a learner can do — across reception, production and interaction, at six levels from A1 to C2 (Council of Europe, 2001). Two of the four macro-skills are productive: the learner generates open-ended language that must be captured and evaluated against a standard, not checked against a key. A completion-centred platform is built for the receptive half and improvises on the productive half — which is exactly where communicative ability is won or lost.



Generic platforms handle the receptive half and improvise on the productive half — where communicative ability is won.

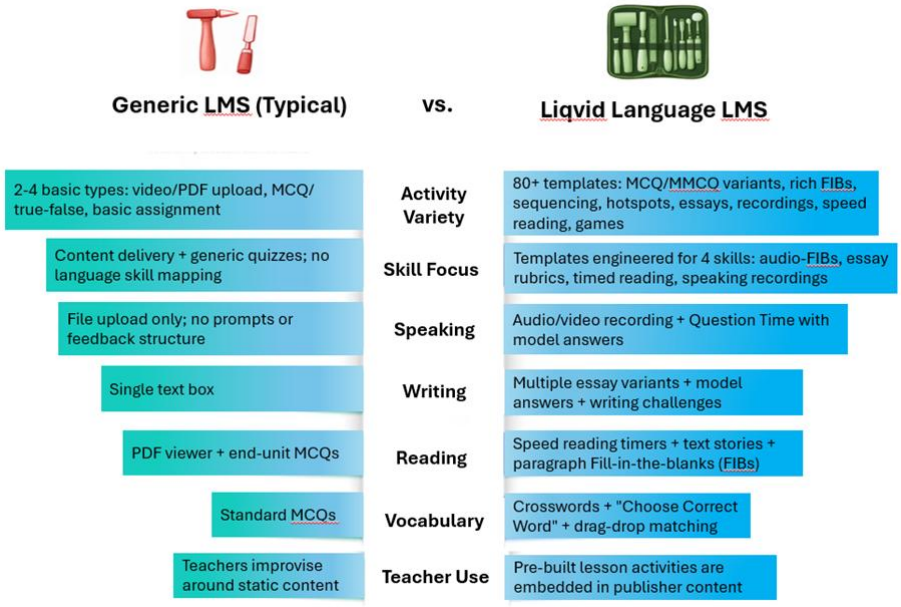


Figure 3: Generic LMS versus Liqvid's Language LMS — a side-by-side of activity variety, skill focus and teacher use. Illustrations use Freepik icons.

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Read as a whole, the table describes two different businesses, not two products. A generic LMS lets you put a course online; a Language Learning LMS lets you build a course that practises the four skills, proves the gains, and can be licensed, renewed and extended. The former competes on price against every other hosted catalogue. The latter competes on outcomes — the only durable basis for premium pricing and institutional retention.

1.4 The cost of the wrong tools: time, effectiveness, scale

Choosing a platform built for the wrong discipline imposes three compounding costs, each with a direct line to the income statement.

Slow time-to-market. Generic platforms lack language-specific activity types, so every listening gap-fill, speaking prompt or graded reading passage requires custom development. Print-to-digital takes twelve months or more; new digital-first courses become budget black holes. The catalogue modernises at the speed of the engineering queue, not editorial.

Weak learning outcomes. When a speaking task is a file upload, reading has no fluency measure, and writing offers no scaffolding, learners click through content rather than practise language. Engagement plateaus and transfer to real communication stays poor — the confidence gap Pearson (2024) documents, reproduced inside your own product.

Shallow insights. A compliance LMS reports logins and completion, not skill-level progress. You cannot tell an institutional buyer your course delivers a measurable listening or reading gain, and your editors cannot see which units underperform. The feedback loop that would improve the product is simply absent.

These costs compound because they interact. Slow launches limit how much of the catalogue modernises; weak outcomes erode renewals in a subscription model where value must be re-earned every cycle; and shallow insight prevents you proving the results that would justify premium pricing. The platform decision is not a neutral IT choice with a fixed cost. It is a lever that either enables or forecloses your entire digital business model.

> **WHAT THIS MEANS FOR YOU**
>
> Three numbers frame the business case better than any vendor claim: the elapsed time and cost of your last print-to-digital conversion; the proportion of your speaking and writing tasks that are actually evaluated rather than merely collected; and the best skill-level outcome you can show a buyer today. If those are twelve months, near zero, and none — you do not have a content problem. You have a platform ceiling.

1.5 Liqvid's Language LMS: the sculptor's toolkit

Liqvid’s Language Learning LMS is the full sculptor’s toolkit Michelangelo would have required. Built specifically for ELT publishers, this toolkit transforms how you work.

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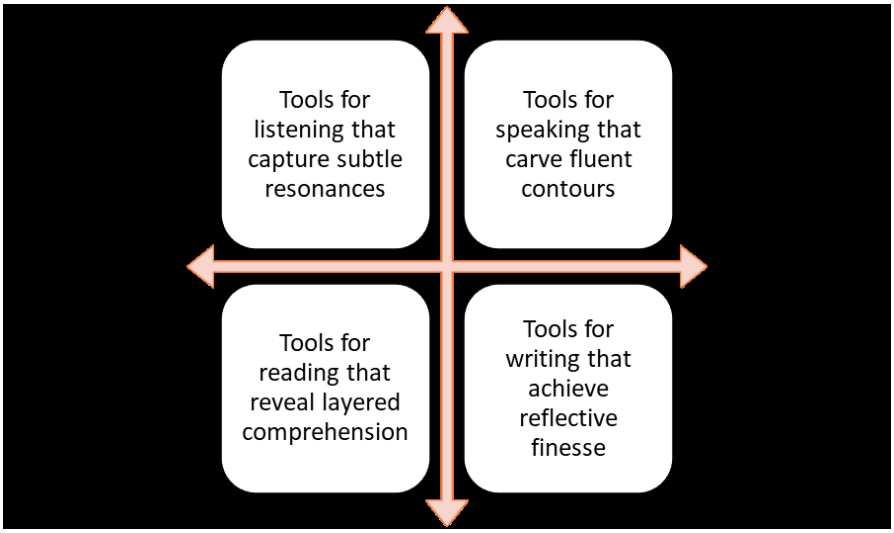

Figure 4: The sculptor's toolkit — purpose-built tools for each of the four skills.

Speaking templates in this toolkit include role-play scenarios for real-world dialogue practice, free speech exercises for fluency building, and read-aloud tasks with pronunciation feedback. Writing templates offer essay composition with rubrics, picture description prompts for descriptive skills, and guided paragraph builders. Reading templates feature speed reading challenges with timers, deep comprehension quizzes tied to Common European Framework of Reference for Languages (CEFR) levels, and interactive text annotation. Vocabulary tools bring crosswords, matching games, and contextual sentence builders to life — all pre-built, teacher-customisable, and analytics-rich.

Figure 5: The toolkit in action across listening, speaking, reading and writing. Illustrations use Freepik icons.

Three publisher outcomes of this toolkit

- **60% faster digitisation.** Convert print titles to interactive four-skill courses in months, not years — without forcing teachers to hack generic tools.
- **3× richer skill insights.** Track progress by listening fluency, speaking accuracy, reading depth and writing sophistication, not just "completion."
- **40% lower development costs.** Pre-built templates and workflows mean less custom coding, faster launches and scalable digital-first offerings.

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Figure 6: Three publisher outcomes at a glance. Illustrative and vendor-reported.

Whether you are migrating legacy print or launching innovative digital products, Liqvid equips you to sculpt communicative masterpieces — efficiently, precisely, and profitably.

RESEARCH INSIGHT

The toolkit is designed around how memory actually works. Roediger and Karpicke (2006) found learners who practised recall retained about **61 percent** of a passage after a week versus **40 percent** for those who re-read it — which is why templates that require production and retrieval, not passive review, build durable proficiency.

Retrieval practice is not a marginal optimisation. Roediger and Karpicke (2006) found learners who practised recall retained about **61 percent** of a passage after a week versus **40 percent** for those who re-read it. Re-reading raises familiarity — which *feels* like learning — but decays quickly. A platform whose activities require production is aligned with how memory actually works.

1.6 AI agents across the language skills

The capability that most distinguishes a modern Language Learning LMS is AI-assisted evaluation of open-ended production — exactly what generic platforms lack. The market is moving fast: AI in education was valued at roughly US$8 billion in 2025 and is projected to reach about US$57 billion by 2033, a compound annual growth rate near 26 percent, with adaptive learning and automated feedback among its largest use cases (Grand View Research, 2026). This is not speculative. Automated essay scoring has been operational in high-stakes assessment for two decades; ETS's e-rater evaluates writing against features validated against human raters (Attali & Burstein, 2006). Automated speech evaluation is now operational too: ETS's SpeechRater, used in scoring the TOEFL iBT Speaking section, transcribes a response and models hundreds of acoustic and linguistic features against thousands of human-rated samples (Xi et al., 2008; Chen et al., 2018). The significance for publishers is that formative feedback on speaking and writing — historically the scarcest and most expensive resource in language education, because it required a teacher's time per learner — can now be delivered at scale.

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Liqvid's AI agents cover the full spectrum of English skills — listening, speaking, reading, writing, grammar and vocabulary — and are designed to be embedded in existing digital platforms or new product lines (Liqvid, n.d.). They are grounded in ELT frameworks drawn from deployments with leading publishers; they personalise content and feedback to each learner's level and goals; they engage multimodally, conversing with learners and evaluating spoken and written responses; they deploy white-label or co-branded inside e-books, apps and platforms; and they report through real-time analytics. For publishers, the use cases are direct: embedding practice modules in online textbooks or companion apps; offering value-added digital subscriptions for English titles, test-prep series or grammar books; and creating AI tutors or chat-based companions built on your own content.

This capability carries a governance obligation, and the authorities agree on its shape. UNESCO (2023) insists that generative AI augment rather than replace educators, with meaningful human interaction at the heart of learning, flagging bias, misinformation, privacy and over-reliance. The OECD finds that generative AI supports genuine learning only when guided by sound teaching principles; used without pedagogical design it improves a learner's immediate output while producing no real learning gain (OECD, 2023). Cambridge University Press & Assessment (2025), setting out six principles for ethical AI in English language education, places a human-in-the-loop approach at the centre. For a publisher these are design constraints, not disclaimers — and, in a market increasingly attentive to AI ethics, competitive assets.

> **DID YOU KNOW?**
>
> Duolingo's first 100 courses took roughly **twelve years** to build. Its next 148 took about **one year**, using generative AI and a shared-content pipeline (Duolingo, 2025). The lesson is not to copy the approach — it drew real criticism over quality — but to recognise that the economics of producing language content at scale have been permanently reset, for everyone competing for the same learners.

1.7 Offline availability

As publishers expand beyond developed markets and outside metros, unreliable internet becomes a hard barrier — and this is not an edge case. It is the condition of the fastest-growing English markets in Asia, Africa and Latin America (Global Growth Insights, 2026). To counter it, Liqvid adopted a 'sometimes-connected' philosophy: a version of the LMS that works completely without the internet. Connectivity is typically needed once, for licensing; thereafter the entire system runs on local devices — interactive whiteboards, PCs or classroom televisions. When periodic connectivity is available, usage data synchronises to the server and appears in the dashboard for the relevant stakeholders (Liqvid, n.d.).

This removes a significant barrier to bringing the benefits of digital practice to people and places where the internet is not reliable. For a publisher weighing global reach, offline capability is not a technical footnote. It is the difference between a serviceable market and an inaccessible one — and it should be specified at platform selection, not discovered at rollout.

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2. From Toolkit to Transformation

A better toolkit only matters if it changes the day-to-day: faster launches for your teams, ready-made lessons for teachers, and outcomes you can put in front of a buyer.

Where specific efficiency figures from Liqvid deployments are cited below, they are vendor-reported and flagged as such; the underlying mechanisms are supported by independent evidence.

2.1 Publisher workflows: sculpting at scale

Under the print model, each title was a discrete production project. With the toolkit in hand, publishers follow a streamlined four-stage process — define, design, develop, deliver — that replaces bespoke build with content assembly. Define: map each syllabus objective to four-to-six pre-built activities across the skills. Design: select the appropriate templates. Develop: drop publisher assets — audio clips, reading passages, images — directly into those templates, with no custom coding. Deliver: package each lesson with classroom-ready activities and launch across web, iOS and Android, white-labelled, with analytics attached.

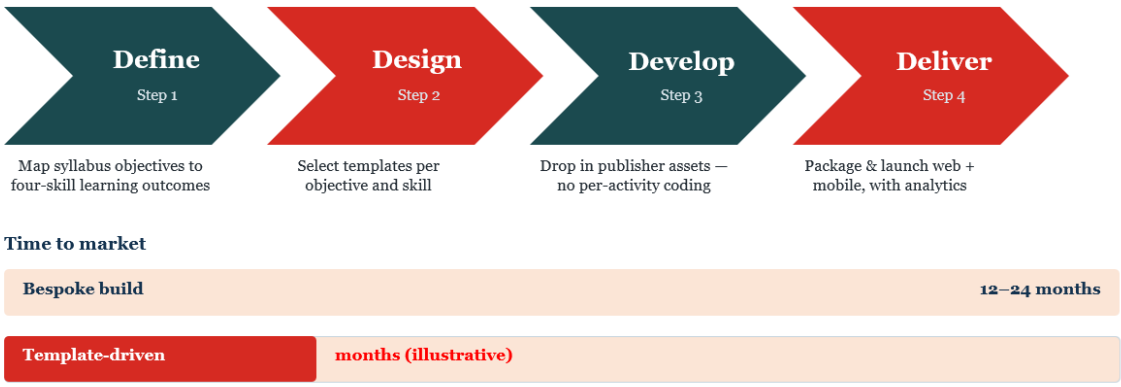

Figure 7: The publisher authoring workflow. Digitisation shifts from an engineering project to a content-assembly process.

The economic effect is that content becomes reusable rather than rebuilt. A single listening template can replace three to four generic video activities, saving ten to fifteen hours per unit; speaking templates that ship with model answers cut feedback-design time substantially. **Liqvid reports publishers digitising twenty titles in three months rather than twelve or more, and reducing development costs by around 40 percent**. These are vendor-reported figures and warrant verification in a pilot — but the mechanism is not controversial. It is the same component-and-reuse logic that led the largest publishers to XML-based, digital-first production, in which content is authored once as reusable learning objects and deployed many times (Rosenblatt, 2019).

> ***"Build the activity once; reuse it across titles, levels and markets. The library compounds — so every course after the first is faster and cheaper than the last."***

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EXECUTIVE PERSPECTIVE

The strategic prize in the authoring layer is not a faster single project; it is a compounding library. Every template and component built for one title lowers the marginal cost of the next, across levels, markets and imprints. That is what converts digitisation from a recurring expense into an appreciating asset.

2.2 Classroom impact: teachers as sculptors

The true transformation happens in classrooms. Publishers deliver each unit with embedded live lesson activities — one speaking-and-recording task, one listening gap-fill, one reading speed challenge, one vocabulary game — fully aligned to the lesson objective. Teachers simply launch them on a projector or devices for instant whole-class engagement. No authoring, no preparation beyond clicking start, no support call to arrange. Skill-level reports appear immediately.

Figure 8: Classroom implementation flow. Setup in seconds; no authoring, no worksheets, no support calls.

This design respects the strongest finding in the digital-education literature: the teacher remains central to any successful transformation. The OECD reports that teachers are the agents who help learners navigate digital tools, yet many feel underprepared — around a fifth of secondary teachers report needing further training (OECD, 2023). The picture is starker for AI: survey evidence cited by the World Economic Forum indicates more than 90 percent of teachers have never received training on using generative AI in school (World Economic Forum, 2025). A platform that removes preparation burden and keeps the teacher in control works with that reality rather than against it. Publishers win because digital components become classroom-ready tools that teachers actually use — and in a subscription business, teacher adoption is the leading indicator of renewal.

2.3 Measurable outcomes: analytics that sell

The most commercially significant difference between a generic and a purpose-built platform is what each can prove. A compliance LMS reports completion — a video watched, a file uploaded. A Language Learning LMS reports skill-level movement, which is the currency institutional buyers actually value.

Figure 9: What publishers gain from a purpose-built platform.

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Skill	Generic LMS reports	Language LMS reports (illustrative)
Listening	Video watched	Comprehension improvement, gist to detail
Speaking	File uploaded	Fluency gain measured in words per minute
Reading	Pages opened	Reading-speed increase in words per minute
Writing	Words submitted	Rise in a composition-complexity score

Table 1: What Each Platform Can Report — Completion versus Skill-Level Outcomes

The right-hand column is deliberately illustrative: the gains a given course achieves must be established empirically, and double-digit improvements quoted by any vendor are vendor-reported until you validate them. What is not in doubt is the value of reporting at this grain. Learning-analytics research finds the benefit lies in the action the data enables, not the dashboard itself: a meta-analysis found the largest effects came from personalising materials and from clear visualisations that prompted action (Liu et al., 2025). Skill-level reporting serves three audiences at once — learners see where to focus, teachers see which skills a class needs, and institutions see cohort gains they can use to justify spend.

INDUSTRY BENCHMARK

For an institutional buyer, the sentence **"our course delivered a measured 25 percent listening-comprehension gain in twelve weeks"** is worth more than any feature list. Analytics that substantiate such a claim convert a sales conversation from price to proven return — and give editors the signal to fix the units that underperform.

2.4 Why the model scales

The final advantage is structural. Because the template library compounds, you build an activity once and reuse it across titles, levels and markets, so unit costs fall as the catalogue grows. A purpose-built platform is also built for multi-tenant licensing, white-labelling, custom reporting and global distribution — which frees you to concentrate on content and pedagogy rather than technical plumbing. Vendor accounts illustrate the scale achievable: three CEFR levels digitised in around ten months, or ten proficiency levels containing some thirteen thousand interactive elements launched in roughly nine months (Liqvid, n.d.). Both are examined next. Scalability of this kind is what turns a catalogue into a platform business.

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3. Proof in Practice: Wiley and Pearson

Two global publishers put the toolkit to work — one converting legacy classroom content, one launching a digital-first employability product.

> **A NOTE ON EVIDENCE**
>
> Both cases reflect Liqvid's own account of scope, timelines and outcomes. Pearson MePro is a real, publicly documented product built on the Global Scale of English (Pearson, n.d.). Specific figures are **vendor-reported and have not been independently audited**; treat them as directional and verify them in a pilot.

3.1 Wiley: legacy content to global four-skill delivery

Background. Wiley held a substantial body of English training material built for classroom delivery — presentations, documents and static activities — aimed at young people in Turkey preparing to enter the workforce. The opportunity was to convert it into an interactive, four-skill programme for blended and mobile delivery, with wider rollout in view (Liqvid, n.d.).

Challenge. The material was pedagogically sound but structurally analogue: built for a teacher in a room, not for independent, measurable practice. Bespoke development at this scope would typically take eighteen to twenty-four months and a significant budget — with the familiar risk that schedule pressure would flatten the four skills into video-and-quiz activities.

Solution. Rather than engineer each activity from scratch, the team mapped Wiley's syllabus to the pre-built four-skill template library and populated it with Wiley's own assets — converting the problem from software development into content assembly. The programme covered A1, A2 and B1 CEFR levels across teacher-led and self-study components.

Implementation. Delivery followed the define–design–develop–deliver workflow, with a team of roughly twenty-five working in phases and piloting one level before scaling. Vendor accounts describe approximately 120 hours of classroom training supported by 300-plus presentation tools with embedded activities, and around 300 hours of self-study, delivered through web instructor-led training and white-labelled iOS and Android apps with skill-level dashboards for teachers.

Outcomes (vendor-reported). Liqvid reports delivery in approximately ten months — materially faster than a comparable bespoke build — with the template-driven approach cited as the reason legacy content could scale into interactive four-skill courses without per-activity engineering, and the dashboards credited with driving teacher adoption. Independent efficacy measurement was not part of the engagement.

Lessons learned. The transferable lesson is mechanistic, not numerical: a mature template library converts digitisation from a bespoke engineering project into a repeatable content-assembly workflow — which is what lets a publisher compress time-to-market while preserving four-skill pedagogy. The two are normally in tension; the library dissolves the trade-off. A legacy catalogue is an asset, not a liability, once the right authoring layer exists to reframe it.

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3.2 Pearson MePro: a feedback-driven employability platform

Background. Pearson has pursued a decade-long shift from print to digital, recurring-revenue products, with digital exceeding 70 percent of revenue by 2022 (Pearson, 2022). MePro sits inside that strategy: a feedback-based English platform aimed at employability, built on the Global Scale of English (Pearson, n.d.).

Challenge. An employability product must place learners accurately across a wide proficiency range, engage them with scenario-based practice rather than passive content, generate measurable skill-level outcomes employers and institutions value, and scale globally — on a timeline short enough to reach market ahead of competitors. No off-the-shelf compliance LMS could satisfy that combination.

Solution. MePro was anchored to the Global Scale of English, Pearson's more granular extension of the CEFR that places proficiency on a numeric scale for finer diagnosis and reporting (Pearson, n.d.). On that spine, adaptive placement and personalised pathways combined with a large library of interactive elements — role-plays, simulations, diagnostic tests and four-skill practice — supported by custom analytics, gamification and job-linked engagement.

Implementation. Vendor accounts describe ten proficiency levels organised into roughly 100 modules and 800 chapters, containing on the order of 13,000 interactive elements and 400-plus learner-hours, built by a team of about twenty and piloted on the web before full rollout. White-labelling preserved Pearson's brand across web and mobile; licensing was structured for institutional and global-school distribution.

Outcomes (vendor-reported). Liqvid reports delivery in approximately nine months with cost savings on the order of 40 percent relative to a conventional build. As with the Wiley case, these figures are vendor-reported and should be independently verified; the strategically important fact — that MePro is a live, framework-anchored, feedback-driven digital product — is publicly documented (Pearson, n.d.).

Lessons learned. MePro makes the platform thesis concrete: a leading publisher used a purpose-built language platform to launch a subscription-oriented, outcomes-measuring product anchored to a proficiency framework. The transferable lesson is that a granular proficiency spine, plus adaptive delivery, plus skill-level analytics, is what turns 'digital English' from a catalogue into a defensible platform business — and that anchoring to a framework before you build is far cheaper than retrofitting measurement onto finished content.

> **PUBLISHER TAKEAWAY**
>
> Across both cases the pattern holds regardless of the exact figures: a template-driven, four-skill, analytics-rich platform lets a publisher move faster, preserve pedagogy, and produce the outcome evidence institutional buyers demand. That pattern — not any single statistic — is the reason to take purpose-built platforms seriously, and the reason to test any vendor's claims against your own catalogue.

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4. The Path Forward

You don't have to replatform everything at once. Score where you are, choose a path that fits your appetite, and move one flagship first.

4.1 A readiness check

The fastest way to test whether your platform is fit for language is to ask what it can actually do across the four skills and their measurement. This checklist is outcome-oriented rather than feature-oriented; a platform that cannot satisfy most of it is a compliance system with a language veneer, whatever the marketing claims.

Capability	Generic LMS	Language Learning LMS
Listening beyond video and multiple-choice	Rarely	Audio/video with graded comprehension
Structured speaking practice with feedback	No	Recording with pronunciation and fluency feedback
Reading fluency and comprehension	Partial	Timed reading, sequencing, annotation
Scaffolded writing with rubrics	No	Templates, models and rubric-based feedback
Classroom-ready, launch-in-seconds activities	No	Embedded lesson tools for teachers
Granular, skill-level analytics	No	Per-skill gain tracking for all stakeholders
AI feedback with human oversight	No	Grounded, teacher-supervised evaluation
Offline / low-connectivity operation	Weak	Designed-in; sync when connected

Table 2: Publisher Readiness Checklist — Can Your Platform Deliver?

4.2 Three paths forward

Publishers do not face a single, monolithic decision. Depending on catalogue, capability and appetite, three paths are viable — and they are not mutually exclusive. Many begin with a pilot and progress. Path one, migrate a flagship: convert one high-value title or level as a proof point. Lowest risk, slower catalogue impact; best for publishers testing the model. Path two, digital-first launch: build a new adaptive, subscription product natively on the platform. Higher ambition, needs product capability; best for entering a new segment. Path three, platform partnership: adopt a white-label platform and reuse a compounding library across the catalogue. Fastest scale, requires governance of the partner; best for publishers scaling across markets.

Whichever path you choose, the same non-negotiables apply: the platform must practise and measure all four skills, embed the learning science, provide AI feedback under human oversight, report at skill level, and preserve your brand, your pedagogy and your ownership of learner data.

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4.3 A decision framework

For the leadership team, the platform decision reduces to five questions. Strong answers to all five indicate a platform capable of supporting a durable digital business; weakness on any one will surface later as slow launches, flat engagement or unprovable outcomes.

#	Question	What a strong answer looks like
1	Does it practise and measure all four skills, including productive ones?	Structured speaking and writing capture with rubric-based, skill-level evaluation
2	Is the learning science built in?	Spaced and retrieval practice, scaffolding and interaction native to the activity model
3	Is AI feedback grounded and overseen?	Defensible rubrics, human-in-the-loop, learner-data protection (UNESCO, 2023)
4	Can it prove outcomes to buyers?	Skill-level analytics and CEFR-aligned gain reporting for institutions
5	Does it fit our business model and markets?	Subscription-ready, white-label, offline-capable, scalable

Table 3: Five Questions Before Committing to a Platform

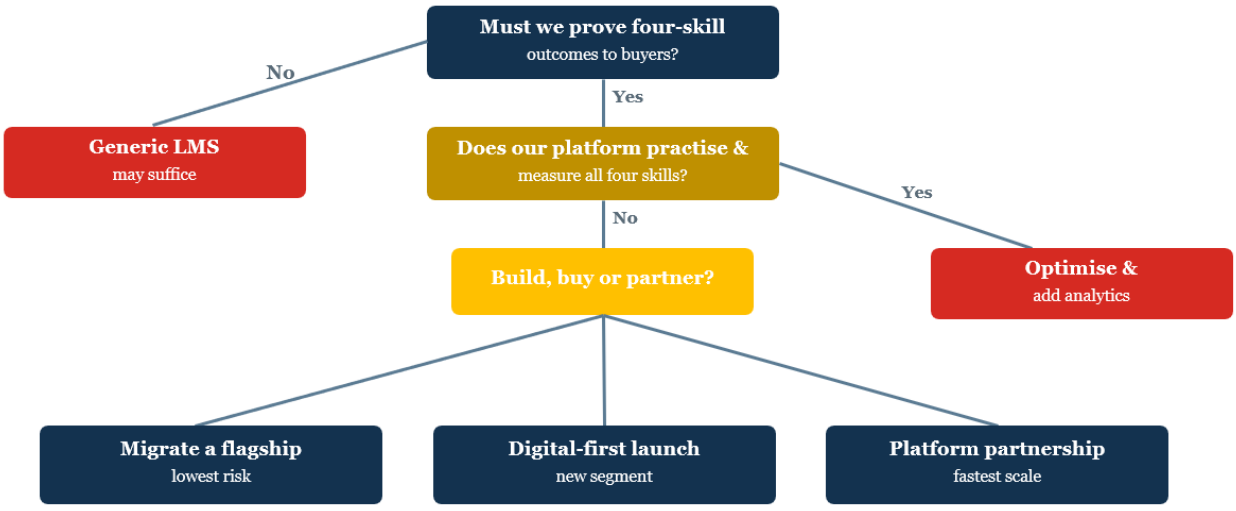

Figure 10: The platform decision tree, with the five framework questions as gating checks at each path.

BEST PRACTICE

Insist on a reference implementation, not a demo. Ask to see live skill-level analytics from a real deployment, offline mode running with no network, and the human-review workflow for AI feedback.

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Conclusion

Language learning is a skills-acquisition discipline built on productive practice, interaction and feedback. The dominant learning platforms are knowledge-transfer systems built to distribute content and certify completion. That mismatch is architectural, not cosmetic, and adding features to a compliance platform will not resolve it. The market makes resolving it urgent: an English-learning cohort above 1.5 billion, a language-learning market heading from about US$84 billion in 2025 toward nearly US$189 billion by 2030, employers expecting 39 percent of core skills to change by 2030, institutional buyers demanding outcomes, and AI making formative feedback on speaking and writing possible at scale for the first time (British Council, n.d.; Mordor Intelligence, 2026; World Economic Forum, 2025; UNESCO, 2023).

A purpose-built Language Learning LMS answers the mismatch directly: four-skill authoring and assessment, learning science embedded in the templates, AI feedback under human oversight, skill-level reporting, and operation where connectivity is unreliable. Liqvid's platform is one mature example of that category, demonstrated in the Wiley and Pearson deployments. But the decision is about capability, not brand: hold every candidate to the same standard, verify against a real deployment rather than a demonstration, and confirm the commercial model preserves your brand, your pedagogy and your data.

Time and optionality are the assets at stake. Every year on an ill-fitting platform is a year of learner data not captured, outcomes not proven, and recurring revenue not compounded. Handing a sculptor the right tools does not guarantee a masterpiece — but withholding them guarantees the statue stays in the marble. Whether you are migrating legacy print or launching innovative digital products, the right toolkit is what equips you to sculpt communicative masterpieces: efficiently, precisely, and profitably.

> **EXECUTIVE PERSPECTIVE**
>
> Evaluate the platform as you would evaluate a strategy, because it is one. Hold every candidate to the four-skill, learning-science, AI-oversight, analytics and business-model tests. The publishers who choose deliberately will define the category; the rest will rent space on systems built for someone else's problem.

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AI Practice Engines

Speaking, Reading & Conversation Practice — Scored in Every Chapter

Liqvid's Language Learning LMS puts AI-powered practice directly inside publisher content. Every chapter carries activities that capture what a learner actually produces — speech and writing — and return rubric-based feedback within seconds. Generic platforms can host a course and confirm it was completed; these engines practise the four skills and measure them, giving publishers and institutions skill-level evidence rather than completion tracking.

OUR AI PRACTICE ENGINES

ROLE-PLAY

Video Response with AI Feedback

Built into every chapter. Learners watch a real situation, respond on video, then review the recording before it is scored on task fulfilment, coherence, grammar and vocabulary.

FREE SPEECH

Open Conversation Practice

A prompt, timed preparation, then unscripted speech. The AI evaluates fluency, lexical range, grammatical accuracy and pronunciation across the whole turn, not a keyword match.

READING CHALLENGE

Timed Reading with Comprehension

Passages tagged to CEFR levels measure reading rate alongside understanding, so speed is never reported on its own and progress is judged against the right band.

SPEAKING ACTIVITY

Word-Level Pronunciation

Read-aloud tasks return per-word pronunciation, stress and intonation feedback — the correction a teacher rarely has time to give every learner, every time.

All four engines score against the **same rubric spine**, so results stay comparable across a whole catalogue — reported by skill for learners, teachers and institutions, and available online or fully offline.

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See what a purpose-built platform does for your catalogue

LIQVID
Powering Smarter Learning

Liqvid helps ELT publishers turn print and static content into interactive, **four-skill, AI-supported courses** — on **your brand,** with **your pedagogy, measured by skill,** online or offline.

Start wherever suits you:

01

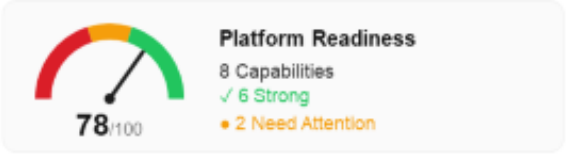
Book a 30-minute demo.

See the four-skill templates, AI feedback and skill-level dashboards on live publisher deployments.

02

Take the readiness check.

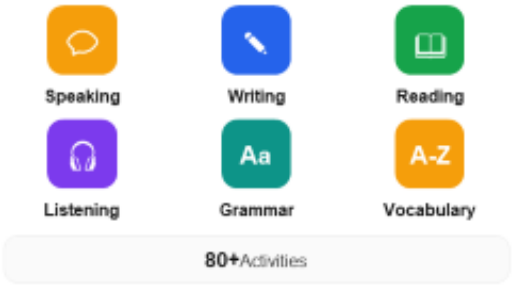
Score your platform against the eight capabilities in Table 4.



03

Explore the template library.

Browse 80+ speaking, writing, reading, listening, grammar and vocabulary activities.



04

Pilot one flagship title.

Convert a single course into a four-skill, analytics-rich edition — and verify our numbers against your own catalogue.

05

Launch with confidence.

Deliver measurable outcomes, delight learners, and grow recurring revenue.

Talk to us: | liqvid.com | info@liqvid.com

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