AI Diversifies Graded Reader Production in Latin America

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ABSTRACT

The increased access of Artificial Intelligence (AI) will change the field of graded readers published for the teaching of languages of Latin America in a substantial way due to the automatization of processes that previously could takes months or years to complete on a novel. Leveraging AI, graded reader authors can produce adaptations for specified audiences quicker than before with unique apparatus and adaptation focuses. The AI revolution in terms of access makes the production of the language that graded readers produce also a more realistic language in a postmodern world. With the acceleration of production and the variation of those productions, graded readers will be able to focus on the intricacies of subjectivity in the human experience which they have arguably lacked until now. AI will affect the graded reader field more so in a foundational way as well with the blurring of what can be considered authentic texts. The argument against graded readers and their authenticity will be weakened substantially in a world full of AI generated news articles and literature. This paper aims to demonstrate that the increased access of AI will lead to the production of more effective and specific graded readers and it also aims to demonstrate how AI will weaken one of the more fundamental arguments against graded readers due to its challenge to the definition of authentic texts.

KEYWORDS:

Artificial Intelligence, Graded Readers, Portuguese as a Foreign Language, Interagency Language Roundtable, Authentic Resources

RESUMO

O aumento do acesso à Inteligência Artificial (IA) irá alterar de forma substancial o campo dos graded readers publicados para o ensino de línguas da América Latina, devido à automatização de processos que anteriormente poderiam levar meses ou anos para serem concluídos em um romance. Aproveitando a IA, os autores de graded readers podem produzir adaptações para públicos específicos mais rapidamente do que antes, com aparatos únicos e focos de adaptação. A revolução da IA em termos de acesso torna a produção da linguagem que os graded readers produzem também uma linguagem mais realista em um mundo pós-moderno. Com a aceleração da produção e a variação dessas produções, os graded readers poderão focar nas complexidades da subjetividade na experiência humana, que, argumentavelmente, tem faltado até agora. A IA afetará o campo dos graded readers de maneira mais fundamental, com a diluição do que pode ser considerado textos autênticos. O argumento contra os graded readers e sua autenticidade será substancialmente enfraquecido em um mundo repleto de artigos de notícias e literatura gerados por IA. Este artigo tem como objetivo demonstrar que o aumento do acesso à IA levará à produção de graded readers mais eficazes e específicos, e também tem como objetivo demonstrar como a IA enfraquecerá um dos argumentos mais fundamentais contra os graded readers devido ao seu desafio à definição de textos autênticos.

PALAVRAS-CHAVE

inteligência artificial, graded readers, Português como Língua Estrangeira, Interagency Language Roundtable, recursos autênticos

INTRODUCTION

Artificial Intelligence (AI) access in the launching of programs such as ChatGPT should be used to increase the production of graded readers for those learning Portuguese as a foreign language (PFL). The automatization of retextualization of original texts will accelerate the production of graded readers and provide greater access to inaccessible literature for the PFL student. According to Hill (2008), the most published languages in graded reader production for English speakers were French, German, Italian and Spanish with a need for an increase of graded readers in languages like Russian, Arabic, Japanese and Mandarin Chinese (Hill, 2008). AI will increase the publications for Latin American languages, such as Brazilian Portuguese. Likewise, the increased presence of AI in all genres to include literature, with various forms of machine writing already commonplace, will continue to blur the lines between authentic and created texts. Therefore, this paper argues that the increased access to AI will increase the popularity and effectiveness of graded readers in second language acquisition in Latin America.

Authors of graded readers who have dedicated a lifetime to the field often admit to the lengthy and complex process of adapting and retextualizing original texts for a graded reader for the PFL student. Due to this challenge, often only the most popular books are recreated in graded reader format. Likewise, the same slow production rate often creates a market for a one-size fit all product that captures as large of an audience as possible. Naturally, this has limited the effectiveness of graded readers in a postmodern world where diversity of human perspectives is at the forefront of decisions. The access of programs such as ChatGPT enable graded reader authors to produce their graded readers in an accelerated fashion. Now more than ever, graded reader authors can consider the diversity and emphasize it in their productions.

DIVERSE LANGUAGES DIRECTLY IMPACT THE GRADED READER

Diversity may play a role in multiple ways in the production of graded readers. Graded readers, that is, books that are adapted to a specific reading

level, are designed to bridge the gap between two languages and cultures (McQuillan, 2016: 1). As McQuillan suggests, graded reader authors must first approach the two languages in the arena between reader and original author to enable them to later read more challenging texts. Wardhaugh (1970) discusses the idea that the language from which the PFL student originated being a critical factor in their research on second language acquisition due to "competing linguistic systems" (Wardhaugh, 1970: 123). As a foreign language teacher, one quickly understands the role that cognates play in the production of graded readers. However, cognates limit graded reader authors to one language. Due to the time spent on the production of graded readers, this is often overlooked. However, it is a costly factor to overlook in the production of graded readers. There are many cognates between Portuguese and English, as they are both Indo-European languages and share many Latin and Greek roots. According to a Learn-Portuguese-Now.com and Portuguesepedia.com, there are more than 3,000 terms that can be considered cognates between English and Portuguese. This includes words such as "hotel," "academia," and "revista," which are very similar in both languages.

The use of cognates is critical in graded reader production. Graded reader authors often eliminate terms which may be cognates for some language audiences. For example, the word "*ducha*" in Portuguese is easily understood by Russian speakers as "душ," but not by English speakers which would understand these terms as "shower". Likewise, the degree of difficulty may also differ for a PFL student from language to language. For example, the term "*noite*" in Portuguese is easily understood by Russians speakers as "ночь," but more difficult for English speakers which understand these terms as "night." These lexical differences make a difference when graded reader authors select terms that they determine may or may not be understandable by a given PFL reader.

Beyond the lexical advantages of choosing one language pair and their respective bridge when creating a graded reader, one must also consider the perhaps more influential grammatical patterns. Continuing with the two different pairs of Russian and English speaking PFL students, larger differences of patterns in the languages emerge as major factors of familiarity or lack there of when considering gender, the case system, and verb conjugations. These patterns affect every sentence in the bridge between the two languages which has a direct influence on the decisions of the graded reader author. When considering the volume of decisions these three grammatical patterns may represent in a given page, one must wonder how any graded reader author would consider trying to make a one size fit all graded reader for a language that is intended to fit both native English and Russian speakers. These two languages were chosen due to

the familiarity of the author with them, but readers should imagine these differences among other languages as well such as Japanese where the typical sentence pattern deviates from Subject, Verb, Object (SVO) to Subject, Object, Verb (SOV).

When considering the intricacies of gender, the author of the graded reader may make different decisions concerning gender when making the graded reader for PFL students that speak Russian in contrast to those who speak English. For example, Russian has gender and English does not. Russian also has words that may not follow the typical rules on gender just as words in Portuguese like the term *dia.* In Russian, similar exceptions exist for words like солнце (sun). Therefore, one could argue the case for placing special emphasis on gender exceptions when making a graded reader for someone coming from an English-speaking background.

Likewise, the grammatical differences in the case system between Russian and English are another area where an author creating a graded reader would place additional emphasis on for those in English. Russian, like Portuguese, has a case system, which means that the form of a noun changes depending on its grammatical function in a sentence. For example, in Russian, the noun "дом" (dom) meaning "house" changes to "дому" (domu) in the dative case, which indicates the indirect object of a sentence. In Portuguese, the noun "amigo" meaning "friend" changes to "amigo" in the nominative case (subject), "amigo/a" in the accusative case (direct object), and "amigo/a" in the vocative case (used for addressing someone directly). English has a much simpler case system with only a few remnants, such as "who" vs "whom". A graded reader author should consider that Russian speaking PFL students would find no challenge in this system while English speaking PFL students might. Although this may only affect specific lower level PFL students, it should still be considered when the author begins their journey in retextualization.

Additionally, verb conjugation is another problematic area for graded reader authors not taking into consideration the origin of the PFL student. For Russian speaking PFL students, complex verb conjugation would not be as problematic as those coming from English speaking PFL students. For examples, Russian speaking PFL students are accustomed to changing verbs based on tense, mood and subject while these factors in English are relatively simple. For example, if you take into consideration mood, one can see the below case in Russian.

Indicative mood is used to make statements or ask questions that are based on fact or reality. Here are some examples of how the verb "говорить" changes in indicative mood:

Present tense:

Я говорю (ya govoru) — I speak

Ты говоришь (ty govorish') — You speak

Он/она/оно говорит (on/ona/ono govorit) — He/she/it speaks

Мы говорим (my govorim) — We speak

Вы говорите (vy govorite) — You speak

Они говорят (oni govoryat) — They speak

Past tense:

Я говорил/говорила (ya govoril/govorila) — I spoke

Ты говорил/говорила (ty govoril/govorila) — You spoke

Он/она/оно говорил/говорила (on/ona/ono govoril/govorila) — He/she/it spoke

Мы говорили (my govorili) — We spoke

Вы говорили (vy govorili) — You spoke

Они говорили (oni govorili) — They spoke

Subjunctive mood is used to express doubt, wish, or possibility. Here are some examples of how the verb "говорить" changes in subjunctive mood:

Present tense:

Чтобы я говорил/говорила (chtoby ya govoril/govorila) — So that I would speak

Чтобы ты говорил/говорила (chtoby ty govoril/govorila) — So that you would speak

Чтобы он/она/оно говорил/говорила (chtoby on/ona/ono govoril/govorila) — So that he/she/it would speak

Чтобы мы говорили (chtoby my govorili) — So that we would speak

Чтобы вы говорили (chtoby vy govorili) — So that you would speak

Чтобы они говорили (chtoby oni govorili) — So that they would speak

Imperative mood is used to give commands or make requests. Here are some examples of how the verb "говорить" changes in imperative mood:

Говори (govori) — Speak (singular, informal)

Говорите (govorite) — Speak (plural or singular, formal)

Similarly, the English verb "to speak" does change depending on tense and subject, and it can also be used in different moods. However, the way that it changes is different from Russian and Portuguese. In English, the verb "to speak" is generally less inflected than in Russian or Portuguese. For example, in the present tense, the verb "to speak" does not change depending on the subject, except for the third person singular, which takes the -s

ending (e.g., "he speaks"). In the past tense, the verb "to speak" takes the -ed ending for regular verbs (e.g., "he spoke"), although there are also many irregular verbs that have unique past tense forms (e.g., "he ate").

In terms of mood, English has several different moods, including indicative (used for statements of fact or reality), subjunctive (used for hypothetical situations or wishes), and imperative (used for commands or requests). However, the verb "to speak" does not change in form depending on mood in English, except for the third person singular in the present tense subjunctive, which takes the base form of the verb (e.g., "he suggests that she speak up").

Overall, while English verbs do change depending on tense, subject, and mood, the way that they change is generally less complex than in Russian or Portuguese.

A DIFFERENT LITERARY UNDERSTANDING

As a natural extension of language charged with an increased level of meaning, the literary routines and perspectives must be noted from each side of the bridge between the language pairs involved in the graded readers created for PFL students. For the analysis of how this may be different, this research will continue to use the basis of Russian speaking and English speaking PFL students. Literary differences between languages that are often cited include historical contexts, themes, narrative techniques, literary genres and languages styles. Understanding what may be commonplace in the literature of one cultural background may be particular to another is powerful because it demonstrates some of the overarching patterns of the stories that may lend itself to the target language more easily. This understanding is now more usable due to AI's ability to accelerate the retextualization process.

Historical contexts differ from culture to culture in the literary arena. For example, American literature has been influenced by the Puritanism, the frontier experience, and the American Dream while Russian literature has been shaped by the Tsarist and Soviet eras as well as some of the Western European literary movements. Understanding that Tsarist and Soviet Era influence, the graded reader author will understand that political critique in literature is commonplace for Russian speakers. For example, the Tsarist and Soviet eras were characterized by political repression and censorship, leading many Russian writes to use their works as a means of critiquing the government and advocating for social and political change. Moser (1992) notes, "Russian literature from the time of Nicholas I onwards was political literature, literature of protest and opposition, literature of controversy

and defiance" (Moser, 1992). Likewise, Russian speakers would find social realism common in their literature due to the historical context of these commonly references historical regimes in Russia which required writers to produce works that would celebrate the achievements of the Soviet Union and promote Communist ideology (Hingley, 2021). In the same breath, existentialism is uniquely trendy in Russian literature due to its historical context. Themes of individualism, freedom and the human condition in the face of political repression and social upheaval have a strong presence in Russian literature. Readers of graded readers from this type of culture will have what Bakhtin notes as "The existentialist vision of the world" (Bakhtin, 1984: 55). These nuances and trends in a culture can affect the way a graded reader author tries to pull out different literary themes from the original narrative.

On the contrary, historical contexts of American literature has led it to be influenced by a different set of factors. Puritanism, for example, displays the complexities of building a graded reader for American PFL students. On one hand, moral and religious themes may be common in Portuguese literature. However, the plain language and simple structure of puritanism style would be a challenge in each sentence (Miller, 1983: 5). Another unique theme present in American literature is that of the American Dream which is often transferred into themes of ambition, success and upward mobility (Adams, 2017: 404). When comparing the American Dream concept to the social realism idea of Russian speaking PFL students, one quickly understands the subtle differences that may affect the way a given reader picks up on specific symbols and literary devices. A good graded reader author knows their audience and will tailor the novel to the audiences' needs.

Narrative techniques from the two different cultures also highlight challenges for the intralingual translator, the graded reader author. The authors of graded readers must understand, for example, that Russian English literature has a strong tradition of realistic and psychological fiction while Portuguese literature may have more trends in experimental and postmodernist narratives. Therefore, graded reader authors would have to tailor literary devices which may point to postmodernist narratives with additional emphasis for the English audience. These challenges are present throughout any graded reader that is designed to have at its core an original literary work.

The style of the native language of the PFL student may also come into play. English speakers are accustomed to literature characterized by its clarity, precision and simplicity of language while other languages' literature such as Russian is marked by its rich, complex, and expression of spirit in its language (Wachtel, 2013). Therefore, a graded reader author tailoring their graded reader towards an English speaking PFL student may have to go above and beyond to simplify sentence structures unlike the author who

may be preparing the same graded reader for a Russian speaking PFL student. Translators have long taken into account the style of a language when considering a literary translation. Baker (2011) claims, "the significance of style in translation cannot be overstated" (Baker, 2011: 7). Baker continues to argue that style is "inextricably linked to meaning" (Baker, 2011: 22). The sophisticated graded reader author, as an intralingual translator, must achieve the same by understanding what level of foreign a particular style may be to the reader.

AI WILL LEAD TO MORE LEVELS AND MULTIPLE VERSIONS OF THE SAME WORKS

With AI able to understand and execute intricate definitions such as those defined in the Interagency Language Roundtable (ILR) scale, the graded reader author can now provide multiple levels of the same story with limited work due to automated word simplification processes. To exemplify the ability of AI in the authoring of graded readers, the below table shows three versions of retextualizations made by ChatGPT according to Levels 1, 2, and 3 on the ILR scale respectively of the original first two paragraphs of *O Cortiço* that were compiled in a matter of seconds. This example reveals the potential of AI in the production of graded readers.

ILR Level 1: Novice	ILR Level 2: Intermediate	ILR Level 3: Advanced
João trabalhou em uma taverna suja no bairro do Botafogo por doze anos e economizou muito dinheiro. Quando seu patrão foi embora, ele herdou a venda e um monte de dinheiro. João trabalhou ainda mais duro para ficar rico, dormindo no balcão da venda e comprando comida da vizinha (OpenAI, 2023).	De treze a vinte e cinco anos, João trabalhou como empregado de um vendeiro em uma taverna escura e suja no bairro do Botafogo. Ele economizou todo o dinheiro que ganhou em doze anos e, quando o patrão foi embora, deixou a venda e um conto e quinhentos em dinheiro para João. Com sua nova posição como proprietário, João trabalhou ainda mais arduamente para ficar rico, suportando as dificuldades com resignação. Ele dormia no balcão da venda em uma esteira com um saco de estopa cheio de palha como travesseiro. Sua vizinha, a Bertoleza, uma crioula escrava amigada com um português que tinha uma carroça de mão na cidade, fornecia sua comida diária por quatrocentos réis (OpenAI, 2023).	Durante treze anos, João Romão trabalhou como empregado de um vendeiro em uma taverna escura e suja no bairro do Botafogo. Mesmo ganhando pouco, ele conseguiu economizar o suficiente para que, quando o patrão partiu para a terra, deixasse a venda e um conto e quinhentos em dinheiro para João. Empenhado em enriquecer, João enfrentou privações extremas e trabalhou incansavelmente para expandir seus negócios. Ele dormia no balcão da venda, utilizando uma esteira e um saco de estopa como travesseiro, enquanto sua vizinha, a Bertoleza, crioula trintona e escrava de um velho cego residente em Juiz de Fora, fornecia-lhe comida diariamente por quatrocentos réis. Com a descrição minuciosa das personagens, o texto ilustra a sociedade brasileira do século XIX, destacando as desigualdades sociais e as dificuldades enfrentadas por trabalhadores pobres (OpenAI, 2023).

Furthermore, the AI can suggest why specific decisions were made such as in the below explanations produced by ChatGPT (OpenAI, 2023).

ILR Level 1 Example	ILR Level 2 Example	ILR Level 3 Example
Original text: "João Romão foi, dos treze aos vinte e cinco anos, empregado de um vendeiro que enriqueceu entre as quatro paredes de uma suja e obscura taverna nos refolhos do bairro do Botafogo" Rewritten text: "João Romão trabalhou como empregado por doze anos em uma taverna no bairro de Botafogo" In this example, the ILR Level 1 version simplifies the original sentence by removing some of the more complex phrases, such as "enriqueceu entre as quatro paredes de uma suja e obscura taverna." The goal is to make the text more accessible to someone who is just beginning to learn the language (OpenAI, 2023).	Original text: "Dormia sobre o balcão da própria venda, em cima de uma esteira, fazendo travesseiro de um saco de estopa cheio de palha." Rewritten text: "Ele dormia no balcão da venda em uma esteira, usando um saco de estopa cheio de palha como travesseiro." In this example, the ILR Level 2 version uses more descriptive language than the ILR Level 1 version. Instead of simply stating that João Romão slept on the counter, this version provides more details about the type of mat and pillow he used (OpenAI, 2023).	Original text: "e tanto economizou do pouco que ganhara nessa dúzia de anos, que, ao retirar-se o patrão para a terra, lhe deixou, em pagamento de ordenados vencidos, nem só a venda com o que estava dentro, como ainda um conto e quinhentos em dinheiro." Rewritten text: "Graças a seus anos de economia, João Romão pôde comprar a venda e tudo que havia dentro dela, além de receber um pagamento de um conto e quinhentos." In this example, the ILR Level 3 version not only simplifies the original sentence, but also rephrases it to make it more concise. Additionally, this version uses a more sophisticated vocabulary, such as "graças a" (thanks to) and "além de" (in addition to) (OpenAI, 2023).

The explanations provided by AI lack subjectivity on the definitions of what may be required in each level according to the ILR scale. This enhances the decision-making ability of the graded reader author. Further, it is able to bring in unique scale sets across Latin America such as those encountered under the Certificado de Proficiência em Língua Portuguesa para Estrangeiros (Celpe-Bras) system. Before AI, graded reader authors had to focus on one system or a very broad simplification process to reach the largest audience. With AI, we can specify these language learning resources to any scale the Latin American literary works are carried to include unique foreign language learning scaling systems such as the ILR.

AI POTENTIAL FOR ADDITIONAL APPARATUS IN GRADED READERS

The effect of AI will not stop at the text itself when creating graded readers. The authors will be able to leverage additional apparatus such as glossaries, summaries, and even illustrations through AI. AI platforms like ChatGPT can make glossaries for bodies of texts in a matter of seconds. Likewise, the creation of useful summaries can be developed about the graded reader which can assist in the use of the graded reader both as a teacher and a PFL student. Illustrations and other multimodal resources, such as the use of audio, can and will come into play in graded readers during a time of increased access to AI.

To exemplify how glossaries could be leveraged through AI, the following list was compiled from the original two paragraphs of *O Cortiço* by Aluísio Azevedo for students who have a 2 Reading on the ILR scale:

Vendeiro: uma pessoa que vende algo, nesse caso, pode ser um dono de taverna.

Taverna: um estabelecimento que serve bebidas alcoólicas e às vezes também serve comida.

Refolhos: região ou parte menos visível ou conhecida de um lugar.

Bairro: área geográfica de uma cidade ou vila que tem uma identidade própria.

Ordenados vencidos: salários que foram devidos, mas não pagos durante um determinado período.

Conto e quinhentos: expressão numérica que significa "mil e quinhentos".

Proprietário: dono de algo, nesse caso, dono de uma venda ou taverna.

Labutação: trabalho árduo, intenso e cansativo.

Delírio: estado de mente confuso, que pode levar à ilusão ou ao engano.

Enriquecer: tornar-se rico.

Privações: falta ou escassez de algo necessário para viver confortavelmente.

Balcão: uma peça de mobília que fica na frente de uma área de atendimento em um estabelecimento comercial.

Esteira: uma espécie de tapete feito de fibras naturais ou sintéticas.

Travesseiro: um objeto macio usado para apoiar a cabeça ao dormir.

Saco de estopa: um saco feito de tecido grosseiro de juta ou sisal.

Quitandeira: pessoa que vende produtos alimentícios, como doces e salgados, na rua ou em uma loja.

Vizinha: pessoa que mora perto.

Crioula: uma pessoa de ascendência africana nascida no Brasil.

Trintona: uma mulher que tem cerca de trinta anos.

Escrava: uma pessoa que é forçada a trabalhar sem receber pagamento e sem liberdade.

Cego: uma pessoa que não pode ver.

Juiz de Fora: cidade do estado de Minas Gerais, no Brasil.

Amigada: relacionamento informal e duradouro entre duas pessoas.

Português: uma pessoa natural de Portugal ou que possui cidadania portuguesa.

Carroça de mão: veículo de transporte manual usado para carregar cargas pequenas e médias.

Fretes: serviços de transporte de mercadorias.

Cidade: um centro urbano com densidade populacional relativamente alta e infraestrutura desenvolvida (OpenAI, 2023).

AI platforms such as Midjourney are making formerly less gifted illustrators more confident to share their stories through the power of AI generated illustrations. In a matter of moments, a graded reader author without artistic education or training can render very detailed images and designs to make illustrations which could create a graded reader with a graphic graded reader (Eason, 2022: 68). To exemplify the power of Midjourney like AI programs, one can attempt to recreate Bento from Dom Casmurro by Machado de Assis. In the table below, two illustrations are shown. One is created by a very popular adaptation of the work by Ivan Jaf (script) and Rodrigo Rosa (art), and the other by this author leveraging Midjourney AI.

Although the use of art brings about a specific certainty of subjectivity, one can comfortably argue that the level of sophistication is at least similar to that of the professional artist. Also, the illustration was created by Midjourney AI in a matter of seconds, decreasing the expensive cost of a slow and timely process to normally include in the production of a graded reader.

Rodrigo Rosa's Bento	Midjourney AI's Bento

Fig. 1

AI CHALLENGING NARROWING THE GAP ON AUTHENTIC RESOURCES

Some of the most notable language communities in the world, such as the one that is foundational grounded to the ILR scale, have tried to use only authentic resources in the instruction of foreign languages. This school of thought takes a top-down approach to language by often providing authentic listening and reading resources for PFL students who are not yet able to understand fully the resources which they will encounter.

The authentic argument has been a substantial challenge to the concept of building graded readers since their inception. Emerick (2019) argue that authentic materials such as news broadcasts can be more beneficial for PFL students than graded readers because they expose them to more unpredictable language use (Emerick, 2000). On the contrary, Hafiz and Tudor (1990) and Van Wyk (2007) argue that graded readers can be a valuable tool for PFL students because they provide comprehensible input at an appropriate level. Despite these arguments persisting until recent studies in the field of second language acquisition, AI will likely push more favor towards graded readers.

Recently, AI has challenged what can be considered authentic texts. AI is now actively reporting and writing articles on behalf of news agencies and writing novels. One of the most well-known examples is "The Day a Computer Wrote a Novel," which was created by a Japanese AI program called "AI Shogi" in 2016 (Yomiuri Shinbun, 2016). The novel, titled "The Day a Computer Writes a Novel," was reportedly generated using an algorithm that analyzed popular novels and then wrote a story in a similar style. Another notable example is "1 the Road," a novel that was created using an AI program called "Neural-Storyteller" in 2017. The program was trained on thousands of books and then used that knowledge to write a novel about a man on a road trip across the United States. In the news agency industry there are many articles that explore the capabilities and limitations of AI-generated news articles. Such articles are sometimes partially composed by an AI program called "GPT-2." Similarly, "China's Xinhua news agency unveils AI news presenter" by BBC News (2018) is a highly cited news article that describes the debut of an AI news anchor created by Xinhua News Agency in China. The anchor is reportedly able to deliver the news in both English and Mandarin. These births of new forms of authenticity have challenged the very notion of authenticity. The increased access of AI in the world will lead to a decreased sensitivity to what is defined as authentic.

It is only a matter of time before similar news capacity reaches Latin America with greater presence. Has extensively developed research on machine writing's ability to operate in Portuguese. Davidson et al. (2020) have written about the need to increase tools for the Natural Language Processing platform tools in Spanish to benefit Spanish learners and teachers. The increased access to AI will further develop this research in Latin America and the digital humanities which spring from it, enabling the increased production of highly sophisticated and specific graded readers for PFL students.

CONCLUSION

In modern times, humanity has shifted its focus to its great diversity. This diversity will reach the digital humanities in Latin America through the assistance of AI. AI increases the capacity of graded reader authors and enables them to specify graded readers for all of their diverse readers. Readers from different cultures, readers from different levels, and readers with favorites for different apparatus that come with graded readers such as illustrations. AI, in essence, will enable the production of a diverse set of graded readers. Despite AI's common critique that AI will limit language due to its inherently limited data sets, AI will actually increase the ability to learn a second language such as Brazilian Portuguese. Furthermore, in the field of graded readers, it will forever assist graded reader supports in the theoretical discussion of using authentic texts or texts tailored for the teaching of Portuguese as a second language by narrowing the gap of what may be considered authentic.

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