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Revista de Estudos de Cultura
https://seer.ufs.br/index.php/revec
REVISTA DE ESTUDOS DE CULTURA
São Cristóvão (SE) | v. 11 | n. 27 | Jan. Jun./2025 | p. 229-242
Submetido em 29/12/2024 Aceito em: 19/05/2025

CHAT-GPT USAGE IN ENGLISH LANGUAGE TEACHING: DIGITAL LITERACY DEVELOPMENT AND CHALLENGES IN EDUCATION

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ABSTRACT

With Artificial Intelligence becoming an integral part of daily life for nearly every individual, opposing its use in educational institutions seems increasingly impractical. Instead, this study highlights the importance of teaching ethical and productive applications of AI in education. It outlines a didactic sequence using Chat GPT as a pedagogical tool to improve English writing skills and digital literacy for 7th and 8th graders in a private school in João Pessoa, Paraíba, Brazil. As methodological basis, an action research intervention (Stringer, 2014) was employed so that the students enhanced their lexical and grammar skills through AI-assisted textual production. The conclusion underscores the benefits of judicious and mindful use of AI and its potential to enhance the teaching and learning of additional languages. It is hoped that this research can make a meaningful contribution to the emerging field of AI-assisted pedagogy, dispelling any misconceptions about its use in education.
Keywords: Artificial Intelligence. Action research. English learning.

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O USO DO CHAT-GPT NO ENSINO DE LÍNGUA INGLESA: DESENVOLVIMENTO DE LETRAMENTO DIGITAL E OS DESAFIOS PARA A EDUCAÇÃO

RESUMO
Com a Inteligência Artificial tornando-se uma parte integral da vida cotidiana de quase todos os indivíduos, opor-se ao seu uso em instituições educacionais parece cada vez mais impraticável. Em vez disso, este estudo destaca a importância de ensinar aplicações éticas e produtivas da IA na educação. A apresentamos uma sequência didática, utilizando o Chat GPT como ferramenta pedagógica para aprimorar as habilidades de escrita em inglês e o letramento digital de alunos do 7º e 8º anos, em uma escola particular em João Pessoa, Paraíba, Brasil. Como base metodológica, foi empregada uma intervenção de pesquisa-ação (Stringer, 2014), permitindo que os estudantes aprimorassem seus conhecimentos lexicais e gramaticais por meio da produção textual assistida por IA. A conclusão ressalta os benefícios do uso criterioso e consciente da IA e seu potencial para melhorar o ensino e a aprendizagem de línguas adicionais. Espera-se que esta pesquisa contribua significativamente para o campo emergente da pedagogia assistida por IA, desmistificando seu uso na educação.
Palavas-chave: Inteligência Artificial. Pesquisa-ação. Aprendizagem de inglês.

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Con la Inteligencia Artificial convirtiéndose en una parte integral de la vida cotidiana de casi todos los individuos, oponerse a su uso en las instituciones educativas parece cada vez más impracticable. En su lugar, este estudio destaca la importancia de enseñar aplicaciones éticas y productivas de la IA en la educación. Presenta una secuencia didáctica que utiliza Chat GPT como herramienta pedagógica para mejorar las habilidades de escritura en inglés y el letramiento digital de estudiantes de 7.º y 8.º grados en una escuela privada en João Pessoa, Paraíba, Brasil. Como base metodológica, se empleó una intervención de investigación-acción (Stringer, 2014), permitiendo que los estudiantes perfeccionaran sus conocimientos léxicos y gramaticales mediante la producción textual asistida por IA. La conclusión subraya los beneficios del uso criterioso y consciente de la IA y su potencial para mejorar la enseñanza y el aprendizaje de lenguas adicionales. Se espera que este estudio contribuya significativamente al campo emergente de la pedagogía asistida por IA, desmitificando su uso en la educación.
Palabras-clave: Inteligencia artificial. Investigación-acción. Aprendizaje de inglés.

1 INTRODUCTION

The Era of the Digital Revolution. Post-contemporary society. Postmodernity. Terms that are increasingly common today are also closely linked to the technological explosion that has been advancing in recent decades, leading to significant innovations, particularly in relation to the execution of services by machines equipped with artificial intelligence (AI).

The rapid advancement of technology in recent decades has led to significant innovations, particularly in the field of AI. The ability to access supposedly unpublished texts in a matter of seconds has raised ethical concerns in various domains, particularly regarding issues of authorship and creativity.

On the one hand, Santaella (2023) notes that the initial response from the scientific community, following the introduction of the Chatbot Generative Pretrained Transformer (Chat GPT) for general use, was to seek solutions to identify and exclude AI-generated content from articles published in prestigious journals.

On the other hand, scholars, such as Prensky (2022), describe the symbiotic relationship already in existence between humans and technological devices. In this context, it is argued that it is no longer feasible to prevent the use of AI; instead, the focus should be on the educational system's role in teaching young individuals to use these tools ethically and productively.

Therefore, the present study aims to outline the application of a didactic sequence utilizing Chat GPT as a pedagogical tool in the teaching of English at the primary level, with the goal of enhancing students' writing skills and promoting digital literacy (Coscarelli, 2017). The methodology employed involves an action research intervention (Stringer, 2014, Tripp, 2005), in which students in the 7th and 8th grades, from a private school in Joao Pessoa, in the state of Paraíba, engaged in a textual production activity using Chat GPT to refine their lexical knowledge and grammar skills.

The study underscores the benefits of judicious and mindful use of AI and its potential to enhance the teaching and learning of additional languages. It is hoped that this research can make a meaningful contribution to the emerging field of AI-assisted pedagogy, dispelling any misconceptions about its use in education.

AI can be described as computing systems capable of performing tasks that typically require a human being, such as visual perception, speech recognition, decision-making, understanding human language, and, ultimately, solving a wide range of problems based on data accessed through commands (Kent, 2022; Luckin, Holmes, Griffiths, & Forcier, 2016).

From one point of view, there are those who fear the end of jobs, the "dumbing down" of people, and the replacement of humans by machines. On the other side, some believe that new technologies are merely automating routine work, improving the productivity and creativity of those who use them (Fava, 2018). In this regard, Luckin et al. (2016) is emphatic in adding that what is common to all AI

systems is the use of data, which is supplied by humans, and therefore any advantage or disadvantage of the information provided through AI depends primarily on how and what data is provided.

Where should education stand in this new era? According to Fava (2018, p.5), "technology by itself is not the primary disruptor; failing to understand stakeholders' demands is the greatest threat." In the case of educational institutions, the main stakeholders are the students, who now predominantly belong to Generations Z and Alpha.

Several authors, particularly Prensky (2022) and McCrindle and Fell (2021), have focused on the learning methods of these new generations of students, and, undoubtedly, digital information and communication technologies (DICTs) are at the forefront of the tools used by young people to acquire knowledge. There is an overall pressing need to reinvent schools and teaching strategies to meet the expectations of Generations Z and Alpha. AI has increasingly demonstrated transformative potential in pedagogical practices.

In this context, it is essential for educators to bring the discussion of AI into the classroom to raise students' awareness about the critical and positive use of the resources available to them. This scenario demands special attention from both teachers and students regarding the development of digital literacy. The hypothesis is that AI is already present in people's daily lives, especially among the young, but they have not been encouraged to critically evaluate what they receive.

In light of this context, a question arises: how can teachers and students use AI critically and ethically as a means to foster social inclusion and promote meaningful learning? Considering the classroom as an ideal environment for pedagogical interventions, this study's main objective was to analyze the results of applying a pedagogical proposal using the Generative Pretrained Transformer (Chat GPT), an AI developed by OpenAI. More specifically, the study sought to investigate how the implementation of a pedagogical sequence using Chat GPT can assist in the development of English language skills, particularly in text production. Additionally, it aimed to understand how students engage with this new technology, leading them to evaluate it critically. Finally, it sought to determine whether AI can influence students' motivation and self-efficacy.

To achieve the aforementioned objectives, a pedagogical intervention was conducted in which a didactic proposal was applied to a final-year elementary class in the bilingual program of a private school in João Pessoa, the capital of the state of Paraíba.

To better detail the procedures carried out, this article is structured as follows: Initially, the theoretical frameworks that guided the study are outlined. Then, in the methodological procedures section, the research paths and instruments used are described. Following this, the results and discussion section presents information regarding students' perceptions of the experience. Finally, the conclusion section outlines the final considerations regarding the intervention and the findings.

2 CRITICAL DIGITAL LITERACY AND ARTIFICIAL INTELLIGENCE

When considering the audience of children and young people currently in schools, it becomes evident that there is an urgent need to change teaching methods to meet the demands of Generations Z and Alpha. Several authors (Coscarelli & Ribeiro, 2017; Lemke, 2010; Bacich & Moran, 2018) argue for the necessity of replacing purely expository lessons with models that incorporate the knowledge students already possess, as well as taking into account the multisemiotic elements that permeate their daily lives. Working with multisemiotic texts involves addressing textual genres that, in addition to the written word, include other elements such as visual (through images, symbols, icons, drawings, stickers, emojis) and sound components.

There is a need, therefore, for a paradigm shift, moving the focus from the teacher to the student. This transition to student protagonism requires efforts from both educators and educational institutions. In this new context, teachers assume the roles of mediators, facilitators, and guides in the learning process, striving to create collaborative and stimulating environments. The objective is not merely the transmission of information but also to spark curiosity, promote the pursuit of knowledge, and develop essential skills to face the challenges of the 21st century. In this regard, Lemke (2010, p. 475) warns that "We certainly cannot continue to teach our students only the literacies of the mid-20th century, or simply place before them the more advanced and diverse literacies of today." According to the author, it is the role of the school and the teacher to help this generation learn to use new literacies wisely.

In this vein, as Buckingham (2007) points out, digital literacy is crucial for preparing students for the demands of the 21st century, where technology permeates almost every aspect of daily life. According to the author, digital literacy refers to the ability to understand and use information in multiple formats from a wide range of sources when presented through computers. This concept involves proficiency in using technological tools, understanding the importance of digital ethics, and being able to interpret and produce digital content.

Therefore, it is important to clarify, as highlighted in the initial considerations of this research, that the issue is not whether to introduce digital information and communication technologies (DICT) into the classroom, but rather to heed Fava's (2018, p. 52) warning: "the frightening reality is that if schools do not recognize, adopt, and adapt to technological advancements, they will not prepare their graduates for the needs of the job market." That said, it is inferred that it is essential for both teachers and students to be prepared to (survive) live in the 21st century. Schools cannot avoid bringing discussions about AI into the classroom; instead, they should, above all, raise awareness among their learners for the conscious, critical, and positive use of the resources available to them.

2.1 The "new" Artificial Intelligence

Although the term "Artificial Intelligence" (AI) has popularized very recently, it was first used by John McCarthy back in 1956 to describe the simulation of human intelligence. According to Yasmin and Mazhar, the field has evolved so dynamically that concepts often lose their precision shortly after being

formulated. Currently, according to the authors, AI encompasses "computer systems that include a wide range of technologies and methods, such as machine learning, adaptive learning, natural language processing, data mining, crowdsourcing, neural networks, and algorithms" (Yasmin & Mazhar, 2023, p. 5).

The progress that AI has made in recent years is undeniable. Whereas this knowledge was previously confined to universities and large companies, in recent years, AI-powered software has permeated the daily lives of ordinary people, particularly with the development of Deep Learning, a technology that uses large databases to teach itself (Lee & Qiufan, 2022, p. 10). Thus, AI stands out for "continuously learning through interaction with its users" (Fava, 2018, p. 59).

Gomes (2023) details that, like Deep Learning, Machine Learning is also a variant of Connectionist Artificial Intelligence that enhances the interaction between digital machines and human beings. The author emphasizes that Machine Learning, or learning from machines, is a form of Connectionist AI that increases the precision of algorithmic applications, enabling them to offer solutions and alternatives without the need for specific programming. This functionality stems from machines' ability to learn from experiences, mistakes, successes, and information provided over time, identifying patterns in large volumes of data and making predictions. The central goal of Machine Learning, therefore, is to develop algorithms capable of interpreting and understanding new data, using statistical analysis to determine responses within a finite set of possibilities. On the other hand, Deep Learning is a modality of Connectionist AI that mimics or simulates human information processing, enabling digital machines to perform similar tasks (Gomes, 2023).

2.2 Generative Artificial Intelligence

A notable example of this advancement in the field, accessible to anyone, is the Generative Pretrained Transformer (Chat GPT), an AI developed by the company OpenAI. It is a "Large Language Model (LLM) trained to follow an instruction in a prompt and provide a detailed, human-like response" (Gomes, 2023, p. 78). Despite this appealing concept, Santaella (2003, p. 36) emphasizes that "it doesn't go around alone (…) it is the users' initiative." And this is the main reason to insist on teaching young people to use Chat GPT with parsimony.

Utilizing natural language processing technology, Chat GPT can autonomously generate text, assist in editing and correcting texts, answer questions, and even simulate human conversation. The platform, according to Cassol (2023), is based on deep neural networks and large volumes of textual data to train its models, enabling it to produce coherent and contextually relevant responses in multiple languages and topics.

Also pertinent are the words of Santaella (2023, p. 7), who views generative AI (GAI) as a "paradigmatic leap" due to the "multiple effects it is producing and will continue to produce in human societies in all their facets." For the author, the name Chat GPT will be a temporal marker of the changes yet to come.

Cassol (2023) reflects on the impacts of Chat GPT and AI in education, highlighting the need for teachers to know and master the tool, making it an ally in the teaching process. In this regard, Fava (2018)

predicts that "in the future, with the help of AI, methodology could adapt to the student's characteristics, providing appropriate levels of feedback according to their learning difficulties and challenges."

Given these advancements, it is known that students are exposed to an unlimited number of resources outside of school, which underscores the urgent need to teach them to "be critical consumers of information in a world where all possible opinions are expressed" (Fava, 2018, p. 53). To this end, educational institutions need to be the space to foster critical digital literacy for both students and teachers. At a minimum level, Santaella (2023, p. 81) adds, "institutions and teachers need to recognize that it is time, first of all, to understand how this new technology works and what it can make possible." It is within this theoretical framework that this work was conceived, setting aside the dualism of right-wrong and bringing to the discussion what to do given the assumption that AI is already a reality both inside and outside the classroom.

Consequently, the proposed intervention, detailed in the following section, embodies the intention to foster collaboration and inspire further research in this field. It aims to provide educators with a positive perspective on the potential of Generative Pretrained Transformers in educational contexts. We firmly believe that, when used appropriately, AI can serve as a powerful ally in promoting equity in education.

3 METHODOLOGY

This study was conducted with a class of 18 students from a private school in the city of João Pessoa, Paraíba, Brazil. It was a mixed group, consisting of 7th and 8th-grade students (ages 12 to 14) who were part of an optional bilingual program and were at an intermediate level.

The methodology employed was an action research intervention (Prodanov & Freitas, 2013), since it is "grounded in a qualitative research paradigm whose purpose is to gain greater clarity and understanding of a question, problem or issue" (Stringer, 2014, p. 36). Our intent was utilizing a pedagogical sequence that initially involved the students writing texts in English without the aid of any technology. Later on, Chat GPT was introduced in order to comprehend its use as a pedagogical tool.

Action research is particularly relevant during the planning stages, as it emphasizes interactive processes that foster collaboration between facilitators and participants through well-structured inquiry methods. Unlike traditional research, which often relies on detached and impersonal procedures, action research prioritizes open dialogue and engagement. However, such openness carries the potential to disrupt a meticulously controlled and regulated social environment, reflecting both the strengths and challenges of this approach (Stringer, 2014).

Another advantage of using action research is that it can fit into the current pedagogical program. In the case of this study, for instance, the task was to write a narrative text, as proposed by the school's didactic material, in which the students had to describe past habits using the linguistic structure "used to," as illustrated in Figure 1 below.

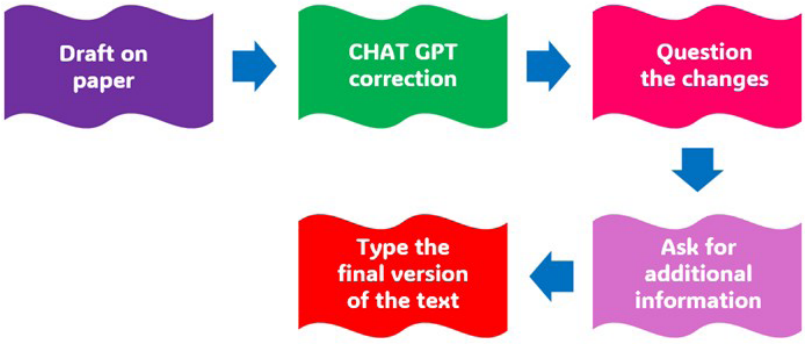
Figure 1 – Book's proposed activity

Source: Richards; Bohlke (2019). Four Corners, book 3, p. 25

After writing the first draft of the text on a sheet of paper, the apprentices were directed to enter the texts into the GPT Chat and request for corrections on spelling and grammar. Next, the teacher led students to reflect on the changes made by AI and question the platform the reasons for these modifications. Students were warned that Chat GPT outputs might contain mistakes, and, most importantly, they should pay attention to what they could learn or what knowledge they could add to their linguistic repertoires through the correction. Therefore, they were required to ask at least three different questions about the modifications made by Chat GPT. T

he original text, the corrected version, the questions asked and the answers were all recorded in a Google Form, which was filled in during the class. The whole flow from this first part can be better visualized in Figure 2, as follows:

Figure 2 - First part of the intervention



Source: Research data (2024)

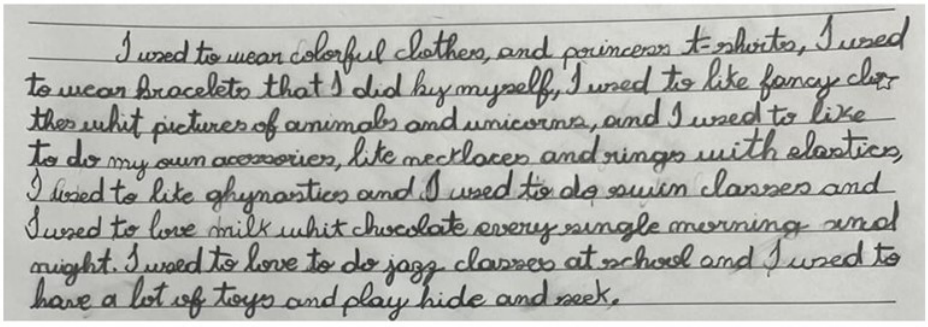
It is worth mentioning that learners were encouraged to ask questions and/or ask extra questions to the GPT Chat, simulating a conversation with a teacher or with an experienced speaker. Only then were they requested to write the final version of the text on the Google Form, and in the version that the student found most appropriate, which would not necessarily be the one made by the AI tool.

The students were aware during the intervention that their task was not only to produce a text. But also, to learn to improve their texts using AI and also to find ways to learn or review vocabulary and

grammar structures using the platform. They were alerted that AI can make mistakes and be wrong sometimes. For this reason, they should question AI whenever they thought it was necessary.

In other words, they had final responsibility for the content sent and could maintain what they had written or accept corrections from GPT Chat. Figure 3 shows one example of the first draft of a student and the correct version:

Figure 3 - Student A draft and Chat GPT version

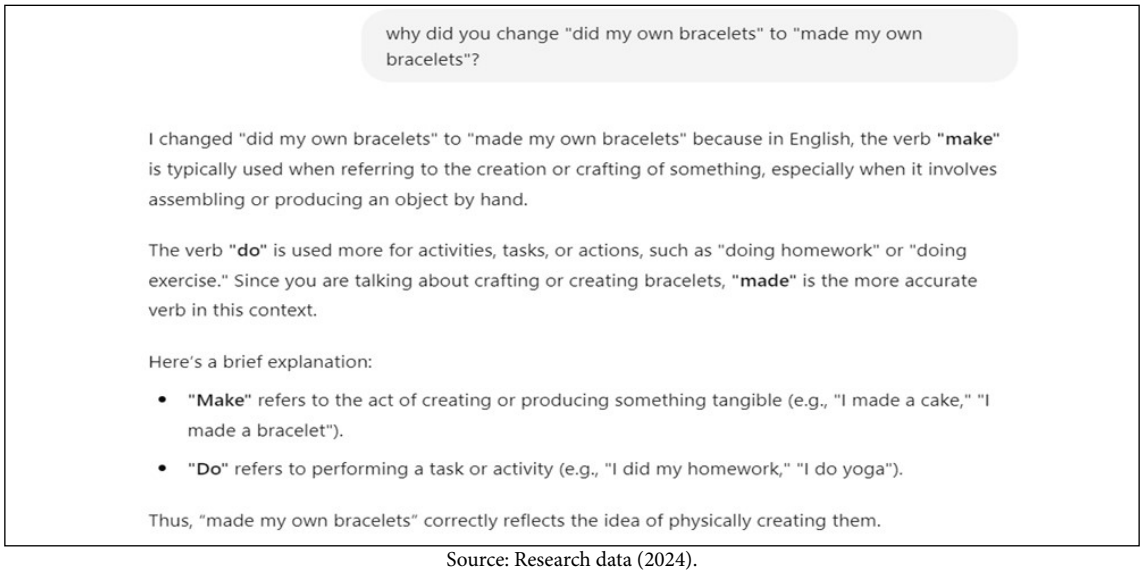

I used to wear colorful clothes, and princess t-shirts, I used to wear bracelets that I did by myself, I used to like fancy clothes whit pictures of animals and unicorns, and I used to like to do my own accessories, like necklaces and rings with elastics, I liked to like ghymnastics and I used to do swim classes and I used to love milk whit chocolate every single morning and night. I used to love to do jazz classes at school and I used to have a lot of toys and play hide and seek.

"I used to wear colorful clothes and princess t-shirts. I made my own bracelets and used to wear them. I liked fancy clothes with pictures of animals and unicorns, and I enjoyed making my own accessories, such as necklaces and rings using elastics. I used to like gymnastics, took swimming classes, and loved attending jazz classes at school. I also had a lot of toys and enjoyed playing hide and seek."

Source: research data (2024).

Student A, whose text is displayed in figure 3, mentioned in the Form that the changes she considered most important were regarding the use of "do" and "make", and the misused of the verb "do", in some of her phrases. Figure 4 shows the Chat GPT screen print she attached in the Form.

Figure 4 - Student A "talk" to Chat GPT


why did you change "did my own bracelets" to "made my own bracelets"?

I changed "did my own bracelets" to "made my own bracelets" because in English, the verb **"make"** is typically used when referring to the creation or crafting of something, especially when it involves assembling or producing an object by hand.

The verb **"do"** is used more for activities, tasks, or actions, such as "doing homework" or "doing exercise." Since you are talking about crafting or creating bracelets, **"made"** is the more accurate verb in this context.

Here's a brief explanation:

- **"Make"** refers to the act of creating or producing something tangible (e.g., "I made a cake," "I made a bracelet").
- **"Do"** refers to performing a task or activity (e.g., "I did my homework," "I do yoga").

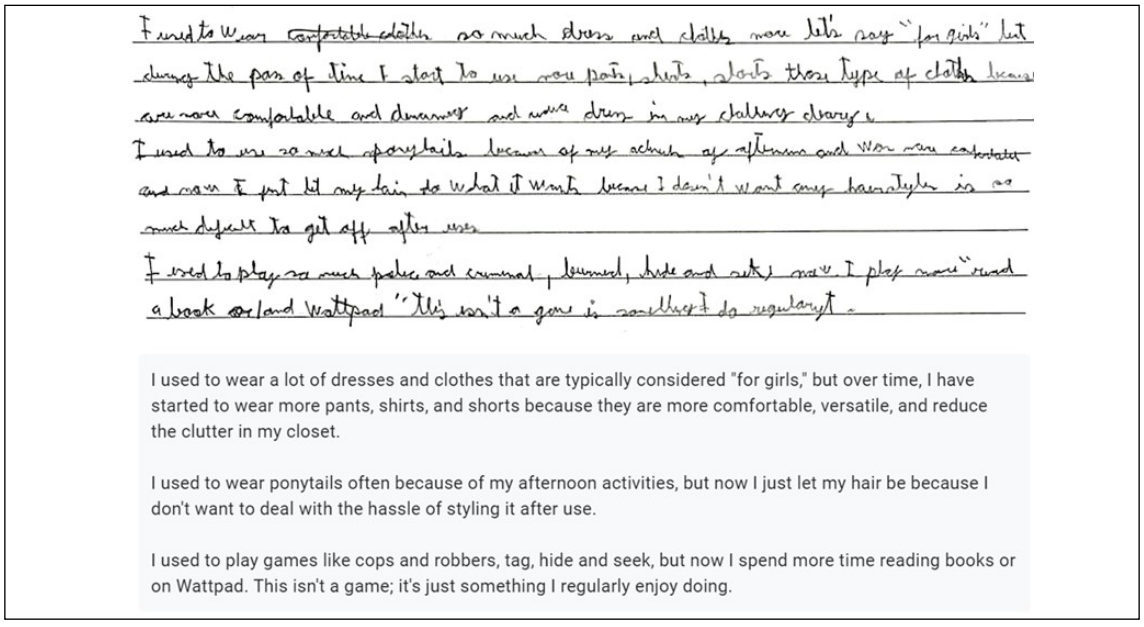
Thus, "made my own bracelets" correctly reflects the idea of physically creating them.

Source: Research data (2024).

After sending the texts, students were encouraged to reflect on and record, in the same Form, their feedback on the experience and learning gained after completing the task. In the following class, it was the teacher's moment to show the students the results of their activity, as well as display a comparison of the versions, and give an evaluation about the final texts sent.

In this sense, we would like to highlight the text from Student B, illustrated in Figure 5. She mentioned in the form she liked the "more formal way" Chat GPT gave for her text, and the names for the kids games, which she didn't know before. But she also mentioned that the platform maintained the use of the present tense in the sentence: "It's just something I regularly *enjoy* doing". She said that only after asking for clarification the Chat GPT changed it to "It's just something I regularly *enjoyed* doing". She got confused about the proper tense to use and had to ask the teacher before sending the final version.

Figure 5 - Student B draft and corrected version



Source: research data (2024).

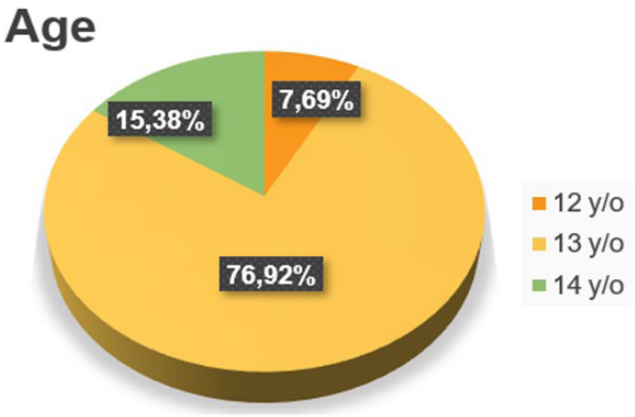
We believe that the last step, where the teacher shows the versions, is the opportunity to encourage critical thinking in students so that they understand how the tool can contribute to learning, if used, for this purpose and in the correct way. As will be demonstrated in the results section that follows, it was evident that the majority of students already knew and used Chat GPT, without, however, having been instructed on how they could learn through the platform.

The role of the teacher in conducting this didactic sequence is extremely decisive in mediating the assessment that students must carry out on how generative AIs, such as Chat GPT, work and how they should benefit from them in an ethical way.

4 RESULTS AND DISCUSSION

The teacher's Google Form included a second section for gathering students' feedback on the entire activity, which covered both classes. The group consisted of adolescents aged twelve to fourteen, as shown in Figure 6. Analysis of the responses reveals that the majority of students (98%) were already familiar with some form of AI, despite claiming that they had never used it for their own learning. Furthermore, even though they had access to various AI-integrated platforms, a significant portion of them (31%) could not provide a definition of the term AI.

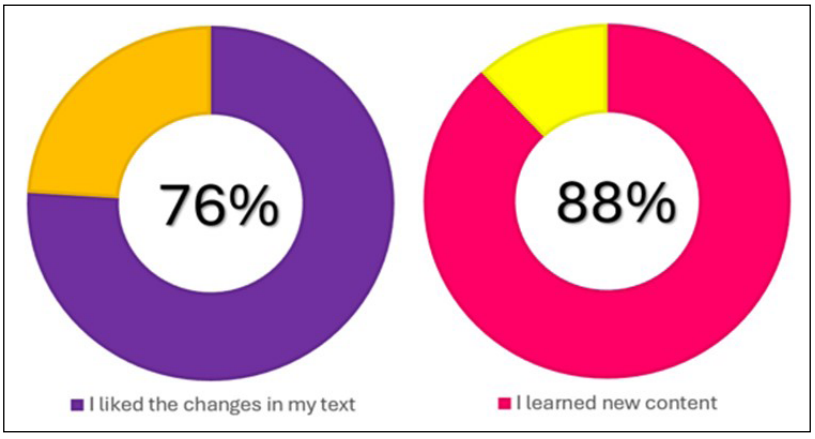
Figure 6 - Students Profile



Source: Research Data (2024)

In general, the majority of students indicated that they were able to recognize the benefits of using ChatGPT and expressed their willingness to use it again (80%). The primary reason for not using it (98%) was the difficulty of registering on the platform, particularly due to the requirement for a valid phone number for SMS confirmation. Despite encountering technical difficulties during login, a significant percentage of students reported a positive response to the implemented changes and noted that they gained new linguistic insights from the text correction activity, as disclosed in Figure 7.

Figure 7 - Students' perceptions



Source: Research data (2024)

It is significant to point out that the final texts attained 92% accuracy. This indicates that despite the high accuracy, there were still some errors present. The purpose of showcasing these inadequacies to the students was to increase their awareness about the limitations of AI platforms like ChatGPT. It's crucial for them to understand that AI can make mistakes and inaccuracies. Therefore, it's imperative to cross-verify information using other sources, whenever feasible, including reaching out to the teacher for clarification.

During the presentation of the results, the learners mentioned that they became aware of the mistakes that the platform can make for the first time. They mentioned that they would start using it cautiously, not just to find ready-made answers, but also as a way to study content. This prompted a discussion on the ethical implications of using generative AIs and the potential risks these tools pose.

In the final discussions, the learners expressed that they liked the strategy of questioning certain points in the answers, as it allowed them to verify whether the program's output was correct and to review writing or grammar rules. Prior to the intervention, some students were embarrassed to admit using Chat GPT, but they began to see the platform as an additional resource to resolve doubts and practice English.

CONCLUSION

This article examines the potential of Chat GPT as a pedagogical tool for teaching English in basic education, emphasizing its innovative role in classrooms. With the rapid integration of technology into education, the study explores how AI, specifically Chat GPT, can transform traditional teaching methodologies. The hypothesis driving this research posits that Chat GPT can significantly enhance students' written and oral fluency in English, while simultaneously creating essential digital literacy skills. These two aspects—language proficiency and digital literacy—are increasingly vital in preparing students for the demands of a globalized and technology-driven world.

A crucial distinction made in this study is that the purpose of using Chat GPT is to make students aware not to use it as a shortcut for completing homework, a misuse that has been observed among some. Instead, the research aims to reposition AI tools as facilitators of learning, encouraging learners to engage critically and autonomously with the English language. By employing Chat GPT in this manner, the study seeks to demonstrate its potential as an ally in fostering deeper understanding and more effective language acquisition.

The primary objective of this research is to contribute meaningfully to the emerging field of AI-supported pedagogy, a domain that has gained considerable attention but remains in its early stages of development in Brazil, perhaps due to misconception about its use. Our contribution focused on providing educators with practical insights into how Chat GPT can be integrated into lesson plans to support autonomous learning, encourage self-expression, and stimulate intellectual curiosity. Moreover, the study underscores the importance of aligning AI tools with pedagogical goals, ensuring that their use enhances, rather than detracts from, the educational process.

Beyond improving English language skills, this research seeks to address the broader educational implications of integrating AI into the classroom. A key focus is fostering critical thinking skills, which are essential in navigating the vast amount of information AI tools can generate. By teaching students to approach AI outputs with skepticism and discernment, educators can help them become more adept at evaluating, refining, and applying the information in meaningful ways. Additionally, by engaging with Chat GPT, students can develop their digital literacy, gaining firsthand experience with AI technologies that are becoming ubiquitous across professions and industries.

Teachers also stand to benefit from the insights offered in this research. The study highlights the dual role of educators as facilitators and guides in the era of AI-assisted learning. By equipping teachers with strategies to incorporate tools like Chat GPT into their classrooms, this research aims to bridge the gap between technological innovation and practical application in education. The ultimate goal is to create a learning environment where students and teachers alike are empowered to use AI tools ethically and effectively, maximizing their educational potential.

It is important to highlight that, although it was not the primary focus of this research, students were also guided on how to improve their pronunciation and practice conversational skills using the vocabulary they acquired through Chat GPT. This feature, involving the use of voice commands, was initially unfamiliar to all participants and was not included in the original proposal. However, it was later incorporated during the intervention as an additional component, enriching the learning experience and further demonstrating the versatility of Chat GPT as a pedagogical tool.

In conclusion, this study positions Chat GPT not merely as a tool for language learning, but as a catalyst for broader educational transformation. It predicts an educational paradigm where AI tools enhance students' autonomy, critical thinking, and digital competence, equipping them with skills that extend far beyond the classroom. By promoting the thoughtful integration of AI into teaching practices, this research hopes to set a foundation for the responsible and productive use of such technologies in education.

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