■ Conceptual and Theoretical Paper

Student Perspective on AI Usage: A Comparative Cross-institute Study

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Abstract: This study investigates how students from two universities with different academic levels (*hensachi*) perceive the use of artificial intelligence (AI) in English language classes and assignments. As AI-supported tools increasingly shape language learning, understanding learners' attitudes across diverse educational contexts is essential for effective teaching and course and class design. Using an anonymous online survey, the study examines students' beliefs and perspectives regarding AI use in their English coursework. Comparative analysis explores whether and how perceptions differ between students at higher- and lower-*hensachi* universities. Although the result of the study shows little difference between the two universities, it found out that students from both institutions have similar patterns in perceptions of AI usage and some participants use AI for the purposes that they think are not always acceptable. Findings from this research aim to contribute to broader discussions on AI adoption and regulation in EFL education in Japan and offer insights for tailoring AI-integrated instruction to varied learner populations.

1. INTRODUCTION

Artificial intelligence, or AI, has been around for a decade. With the rapid technological advancements of Generative AI and AI models such as OpenAI's ChatGPT, Google's Gemini, Microsoft's Copilot, Twitter's Grok, and others, AI's controversial incorporations have been on the rise in various industries. Education is one section of society that has not escaped its reach, with conflicting views on AI's role in both teaching and learning.

AI in learning has been around for more than a decade. For instance, the incorporation of AI in Grammarly, a writing assistance tool, started in 2015. Generative AI, however, is evolving at such tremendous speed that it can take over more aspects of education. While Grammarly can make suggestions, Gen AI (and henceforth used interchangeably with the umbrella term of AI) can write a full essay with citations in seconds based

on just a single sentence as a prompt. Rather than reading passages, students can simply upload the file and have AI tools that can sum up key points without the students spending any time on the original reading. Similarly, teachers could also have Gen AI create materials, design questions, and provide feedback.

In language education, in particular, AI can function interlingually, allowing the user to work in one language and have products automatically result in another. Some would argue that the process of using AI removes the actual learning of the language, regardless of the quality of the results. For students uninterested in practicing the language, AI can indeed be a shortcut to complete many kinds of tasks while avoiding interactions with the language itself. The tool is already there, but in what ways do students actually use it, and how do they feel about using it, as well as how much do the teachers know about their students and AI?

Moreover, without any consensus on how AI should or could be used in learning, inconsistencies among classes happen based on gaps among the instructors' guidelines and/or how each student considers AI's effect on their education. Ethical issues also arise as debates take place about the ownership of AI-generated work. As the conversations around AI in education are very much ongoing, there is still plenty of need for research on how Gen AI is seen by different parties in the field of education. One field that requires more insight is how students perceive AI usage. When lacking understanding, educators may simply project their assumptions onto their students based on their motivations, levels, majors, schools, or other factors, regardless of whether that is how their students consider AI usages. With a deeper understanding, better policies and guidelines could be made.

This paper aims to contribute to the growing understanding of students' perception of AI usage by investigating how university students in two institutes of very different academic levels, based on their *hensachi*, a standardised score used in Japan to compare test-takers with others, perceive the use of artificial intelligence (AI) in English language classes and assignments.

2. BACKGROUND RESEARCH

The incorporation of AI in language education is not a novel concept. For instance, Grammarly is one of the most popular writing assistance tools globally. The program originated in 2009, and they introduced AI in their assistance tool from 2015 (Forbes, 2018). The incorporation of AI allowed the grammar and spelling checking tool to go beyond spell-check and make suggestions of different writing tones or transform sentences with words that the writer did not come up with. While some teachers and learners embraced these tools as supportive writing assistance and not a replacement (Fitria, 2021), others, such as the University of Notre Dame and University of North Georgia, consider it academic dishonesty and a punishable academic offense (Palmer, 2024; Mobilio et al, 2024). The current trend and popularity of Generative AI programs such as ChatGPT and Google Gemini create even more debates and confusion student's educational integrity. Students can now "write" or generate a full essay with citations in seconds based on just a single sentence as a prompt. Rather than reading passages, students can simply upload the file and have AI tools that can sum up key points without the students spending any time on the original reading. The debate on whether AI is considered an assistant tool or a dishonest tool used for plagiarism is more significant and relevant than ever.

Moreover, one major issue students encounter is that they are going through education in real-time, while the guidelines are not clearly defined. In a study surveying 277 university students in the U.S., Lund et al. (2025a) found that while most students were aware of their university's academic integrity policies towards AI, many were uncertain about the acceptance of certain supportive usages of AI, such as brainstorming or grammar checking, highlighting the importance of clearer institutional guidelines and ethics-focused education regarding AI usage. A similar sense of confusion was found in research in Hong Kong, where students demonstrated a clear understanding of traditional

plagiarism, but AI-involved incidents surprisingly posed ambiguity to them even when the institute had a strict zero-tolerance policy (Chan, 2025). This should be no surprise when considering that AI guidance for teachers is still irregular and not standardized, highlighting the example most relevant to this research, less than 30% of secondary teachers received guidance in 2024 (OECD, 2025).

In addition, Lund et al. (2025b) found in another U.S.-based large-scale survey study (N = 401) that students' decisions of interacting with AI tools end up being based on their personal beliefs rather than policies set by their institutions. The research also suggests that students consider AI usage or even misconduct to be different from traditional plagiarism, once again promoting the importance of ethics education for students alongside policy setting. As AI is still evolving rapidly, institutional policies may not be catching up at the same speed, and new policies may be set reactively; students could continue to find themselves ahead of the institution's official guidelines and having to make their own moral judgements. Therefore, having a better understanding of the students' perception on the ethical issues of AI usage is essential to forming policies.

The problem of ambiguity is not to remove the positivity of how AI can assist learners in learning. In research conducted in Pakistan, Khalil et al. (2025) found that a majority of surveyed ESL students appreciated AI as a positive tool with great potential for their English language learning, highlighting AI's convenience, feedback, and assistance in conversational practice. AI technology in ESL can positively affect the learner's motivation, skill-building, autonomy, and confidence, but as reminded by the researchers, AI should be used appropriately alongside proper teacher guidance (Khalil et al., 2025). To ensure fairness and educational integrity, positive usages could be encouraged alongside ethical education to deter misconduct that ends up hindering learners' progress.

When it comes to language learning, however, the learner's perception of AI's involvement is not as clear-cut. One of the biggest and widest-reaching cases would be Duolingo, a language-learning app that offers both a free-tier and a paid premium tier. In early 2025, the company's CEO made a post that insisted on the app going "AI-first" (LinkedIn, 2025). In response to taking this AI-first approach to the subject of language learning, Duolingo immediately received massive backlash, resulting in one of the slowest growth of the service (Yahoo Finance, 2025). The consumer's responses could be attributed to the general public's worry about AI replacing human jobs or the CEO's vagueness towards the subject (Yahoo Finance, 2025), but it is also reasonable to see that there are other factors involved, including how language, being an essential aspect of human communication can expect push-back regarding having our languages taught by AI technology. Nonetheless, AI and language learning are still very new approaches to the subject at hand, and learners are responding very differently.

Like in other parts of the world, in Japan, AI has been a central topic in university English education. Despite that, Japanese college students do not seem to utilize AI effectively in their English learning. According to Tam and Kataoka (2024), most students who participated in their research did not know how to use AI effectively, and nearly half of them had used it only once or twice before. They also claim that it is crucial to educate students about the effective use of AI. Additionally, Kashiwagi and Kang's (2025) study found that approximately 70% of the 77 participating college students had prior experience of using a text-generating AI. However, only 40-50% of them had used AI for English learning, while they recognize the importance of AI-related skills.

While we acknowledge the quick assistance and feedback that AI can give to the students, the ethical use of AI has always been an issue. With the emergence of the new technology in the realm of computer-assisted language learning (CALL), it is now important for teachers and students to understand the effects and ethical use of AI. Massoud and Zhang (2024) claim that the use of ChatGPT in EFL writing instructions could enhance students' learning, boosting students' confidence in grammar accuracy and paragraph

structuring, raising awareness of proper citation, and avoiding plagiarism. However, the participants in a study by Price (2024) expressed somewhat negative views on using ChatGPT for their communication course in terms of efficiency, reliability, and ethics of using information given by ChatGPT. Graduate students in a foreign studies department in Tajima's study (2024) expressed doubts about AI use in English education, while they admit that AI can give immediate answers and feedback. Some participants were concerned about the negative impact on students' motivation and their ability to think. It is worth noting that Tajima (2024) points out that the participants, most of whom were language teachers at the same time, were not familiar with AI yet and not willing to actively learn about it; therefore, the researcher expresses his concern about younger students using AI before teachers fully understand how to use AI.

Given the struggles of students navigating through the vagueness of AI and education, mixed perception on AI usages in language learning, varied experiences with AI on both the learners' and educators' end, and the nature of how the technology continues to change and evolve, this research aims to add to the growing conversation involving the continuously-growing technology by providing an understanding on whether students at two very different level universities approach and consider AI in similar manners within the scope of foreign language learning, specifically, English education in Japan.

3. RESEARCH QUESTIONS

As aforementioned, this research aims to examine the usage and perceptions Japanese university students have of AI usage in English classes, particularly by comparing two universities with a huge gap in terms of academic levels.

The research questions can be categorized into two parts as follows:

Regarding actual AI usages in English classes,

1. Is there a significant gap between how Japanese university students of very high academic levels and Japanese university students of low academic levels use artificial intelligence in English classes?
2. If so, in what ways do their usages differ?

Regarding the perception of AI usage in English classes,

3. Is there a significant gap between the two groups in how they perceive the appropriateness of using AI in different ways in English classes?
4. If so, in what ways do their perceptions differ?

4. METHODOLOGY/PARTICIPANTS

4.1. Survey and questions

A survey was used to collect the data. The data from each university were collected through two separate forms, distributed by the researchers to their students in reading and speaking/communication courses. The survey consists of fifteen questions: three of them are open-ended, and the rest are closed (see Appendix for the actual survey questions). In the first section of the survey, participants' basic information, such as their year in university, the number of English courses they have taken, and their frequency of AI use, is collected. In the next section, participants checked the boxes for the tasks that they use AI to tackle, including brainstorming and generating ideas, writing text, proofreading and editing, summarizing, vocabulary learning, English-to-Japanese translation, Japanese-to-English translation, speaking practice, generating mock questions for exams, and others. In the following section, participants are asked to choose a number from 1 to 5 on a Likert scale to indicate how acceptable they feel about using AI in each task, with 1 being completely unacceptable and 5 being completely acceptable. Finally, the open-ended questions asking the reasons for choosing 1, 3, and 5 conclude the survey. The survey was created in English first, then it was translated into Japanese by the researchers to avoid participants' confusion.

4.2. Participants

The participants were 46 university students from two institutions in Japan with different academic levels (*hensachi*). One institution is widely regarded as among the most prestigious universities in Japan (University A), while the other has comparatively low admission selectivity (University B). 22 participants from University A are economics majors. The majority of the participants are sophomores, while only two of them are third-year students. On the other hand, 24 participants from University B are English majors, all of whom are enrolled in the university's mandatory English program, which requires students to take at least 16 English courses during their first two years. Most of the participants are second-year students, with seven juniors and three seniors also in attendance.

5. LIMITATIONS

Being research conducted in a relatively new field with always-evolving technology, this research aims to capture the situation of the current moment instead of prolonging the research while the technology continues to change. As a result, there are several limitations that ought to be acknowledged. One of which is the limited sample size. In order to have at least two relatively comparable classes, three classes total, one class from University A and two classes from University B were surveyed. In addition, the sampling was not random. The sampling was based on students whom the researchers had direct access to. This was done to encourage the unity of each class's results by limiting the scope to a certain profile from one particular department and year. However, the researchers did not have access to two classes that majored in the same department, and the two universities also did not have the exact same departments. This results in yet another limitation, as their experiences may differ based on the guidelines and rules set by their universities, departments, and professors.

Nonetheless, this research serves as an initial step towards understanding the potential existence of an attitude gap regarding AI usage in English education. Future research is encouraged to address these limitations by having bigger sample sizes from each university, but of the same department.

6. DATA ANALYSIS/RESULTS

As shown in Figure 1, the frequency of AI usage shows a relatively similar pattern. Only one student from University A reported no use of AI for coursework and assignments.

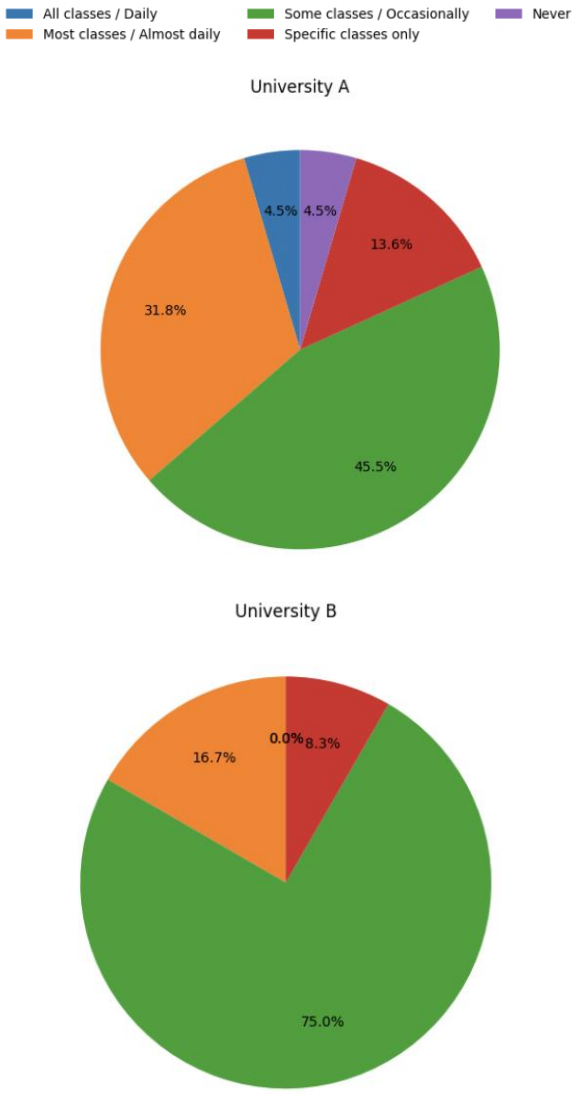

Figure 1 - Frequency of AI use in classes and assignments

Note. Percentages represent the proportion of students reporting each level of AI use. University A (n = 22) and University B (n = 24) are shown side by side.

Amongst other students who use AI, one student from University A reported that they use AI for every class or every day. Seven students from University A (31.8%) and four from University B (16.7%) use AI for most of the courses or almost

every day. Ten from University A (45.5%) and eighteen (75%) from University B use it for some classes or sometimes, and three (13.6%) from University A and two (8.3%) from University B limit their AI use to particular courses, such as reading, writing, presentation, speaking, or non-English courses. Overall, although there are some differences in the frequency of AI usage between the two universities, most of the participants use AI to assist their studies. The data indicate that, regardless of levels and the size of the university, students are open to using AI in their coursework and assignments. The following sections explore students' major AI usage and their perception of specific tasks that they ask AI to assist in their English courses.

6.1. Usage

Figure 2 illustrates the participants' specific usage of AI in their English courses, showing that brainstorming and idea generation are among the most popular usages for the participants from both universities. Other than that, most students, regardless the university, sentence revision and English to Japanese translation are also major usage. On the contrary, not many participants practice speaking with AI. It is also worth noting that some participants from both universities use AI to write assignment sentences.

Figure 2 Purposes for using AI in English learning and classes

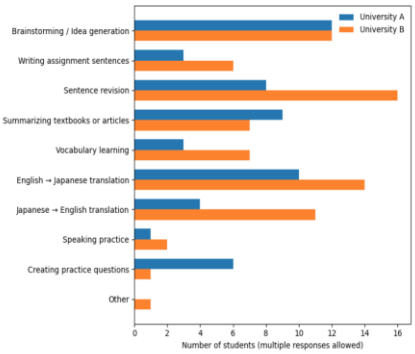

Figure 2 - Purposes for using AI in English learning and classes

Note. Students were allowed to select multiple purposes. Values represent the number of students selecting each option. University A (n = 22) and University B (n = 24) are shown for comparison.

With brainstorming and generating ideas being the major usage among the participants, Figure 1 shows that twelve (54.5%) from University A and twelve (50%) from University B use it, which accounts for over half of the participants. Sentence revision is also one of the most popular purposes chosen by sixteen students (66.7%) from University B and eight (36.4%) from University A. Conversely, only one (4.5%) participant from University A and two (8.3%) from University B use AI for speaking practice, making it the least popular usage for both universities combined. Additionally, three (13.6%) from University A and six (25%) from University B create sentences for their assignments using AI, which can be a controversial usage of AI in educational settings.

6.2. Perspective

Figure 3 describes how the participants feel about using AI for brainstorming and idea generation. The figure indicates that most of the participants lean towards a positive attitude for this usage. Most students from both universities show positive perception towards this purpose; Four (18.2%), fifteen (68.2%), and two (9.1%) participants from University A feel completely acceptable, mostly acceptable, and somewhat acceptable, respectively. Although two (8.3%) and one (4.2%) from University B claimed it is completely or mostly unacceptable, eight (33.3%), seven (29.2%), and six (25%) expressed that they think it is completely, mostly, or somewhat acceptable, respectively.

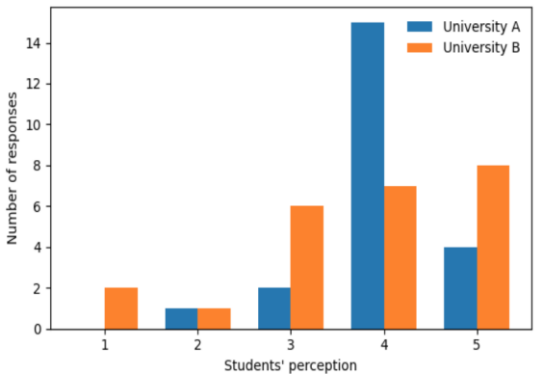

Figure 3- Students' perception of using AI for brainstorming and idea generation

Note. Responses were measured on a 5-point Likert scale (1 = Completely unacceptable, 2 = Mostly unacceptable, 3 = Somewhat acceptable, 4 = Mostly acceptable, 5 = Completely

acceptable). University A (n = 22) and University B (n = 24) are shown for comparison.

In Figure 4, the participants' negative perception about creating sentences for their assignments is indicated. Although ten (41.7%) students from University B perceive it as somewhat acceptable, ten (45.5%) and three (13.6%) from University A think it is either mostly or completely unacceptable. It can be seen that the participants from University A have a more negative perception of this usage compared to those from University B, with more than half of the students showing a positive perception.

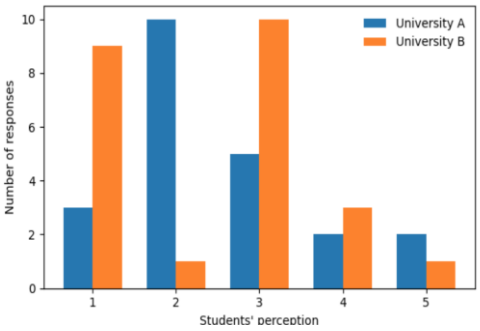

Figure 4 - Attitudes toward using AI to create sentences for writing assignments

Note. Responses were measured on a 5-point Likert scale (1 = Completely unacceptable, 2 = Mostly unacceptable, 3 = Somewhat acceptable, 4 = Mostly acceptable, 5 = Completely acceptable). University A (n = 22) and University B (n = 24) are shown for comparison.

Figure 5 illustrates the participants' thoughts on using AI for sentence revision. In terms of this usage, participants from both universities show a similar pattern, leaning towards acceptance. Approximately 50% of the participants from both universities expressed that it is completely acceptable, and about 30% of the participants found it somewhat acceptable, with only one (4.2%) from University B thinking it is mostly unacceptable.

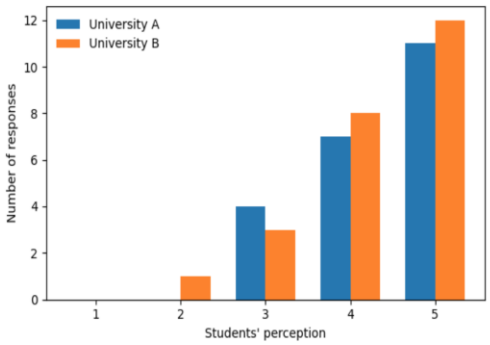

Figure 5 - Students' perceptions of using AI for sentence revision

Note. Responses were measured on a 5-point Likert scale (1 = Completely unacceptable, 2 = Mostly unacceptable, 3 = Somewhat acceptable, 4 = Mostly acceptable, 5 = Completely acceptable). University A (n = 22) and University B (n = 24) are shown for comparison.

Figure 6 presents the participants' perceptions of using AI to summarize textbooks or academic articles. The figure shows a relatively positive attitude towards this usage. More than 80% of the participants from University A and B expressed their positive perception, choosing either somewhat, mostly, or completely acceptable.

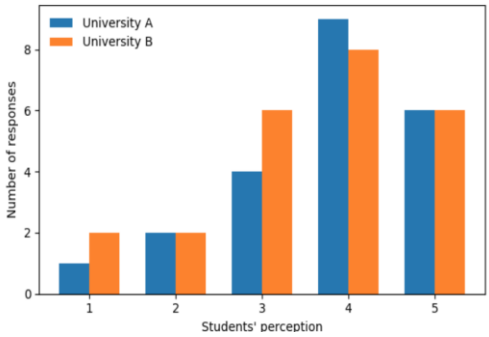

Figure 6 - Students' perceptions of using AI to summarize textbooks or academic articles

Note. Responses were measured on a 5-point Likert scale (1 = Completely unacceptable, 2 = Mostly unacceptable, 3 = Somewhat acceptable, 4 = Mostly acceptable, 5 = Completely acceptable). University A (n = 22) and University B (n = 24) are shown for comparison.

Figure 7 shows that every participant from both university find AI use for vocabulary learning acceptable, with fifteen (68.2%) and eighteen (75%) expressing that it is completely acceptable.

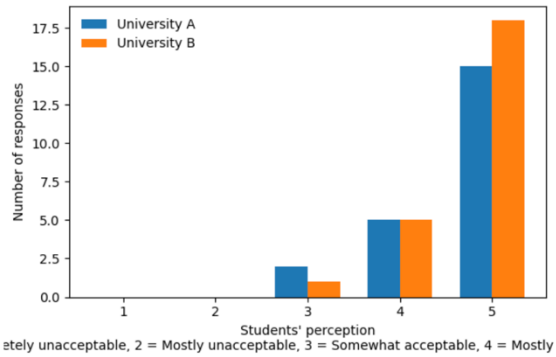

Figure 7 - Students' perceptions of using AI for vocabulary learning

Note. Responses were measured on a 5-point Likert scale (1 = Completely unacceptable, 2 = Mostly unacceptable, 3 = Somewhat acceptable, 4 = Mostly acceptable, 5 = Completely acceptable). University A (n = 22) and University B (n = 24) are shown for comparison.

Figures 8 and 9 present the participants' perception of AI usage for translation, English into Japanese, and Japanese into English, respectively. Translation in both ways shows a similar pattern, with most participants having a positive perception. However, the participants from University B express a slightly more positive view towards translating using AI, especially from Japanese to English.

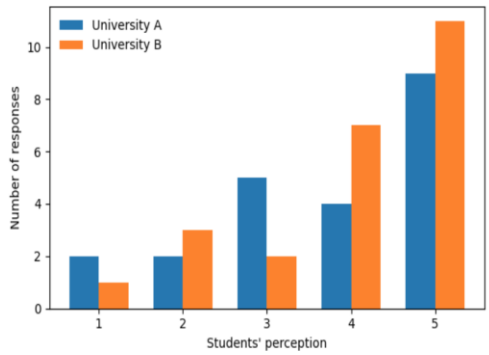

Figure 8 - Students' perceptions of using AI for English–Japanese translation

Note. Responses were measured on a 5-point Likert scale (1 = Completely unacceptable, 2 = Mostly unacceptable, 3 = Somewhat acceptable, 4 = Mostly acceptable, 5 = Completely acceptable). University A (n = 22) and University B (n = 24) are shown for comparison.

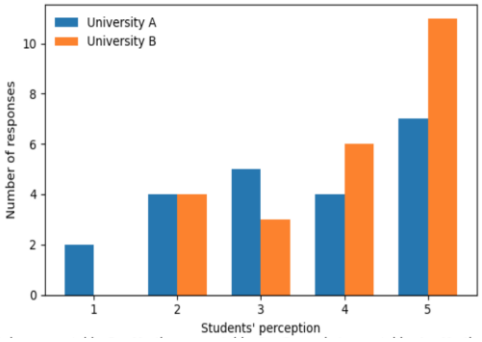

Figure 9 - Students' perceptions of using AI for Japanese-English translation

Note. Responses were measured on a 5-point Likert scale (1 = Completely unacceptable, 2 = Mostly unacceptable, 3 = Somewhat acceptable, 4 = Mostly acceptable, 5 = Completely acceptable). University A (n = 22) and University B (n = 24) are shown for comparison.

As witnessed in Figure 10, the participants have a significantly positive perception of AI usage for speaking practice. All participants report their acceptance towards this usage, with sixteen (72.7%) from University A and seventeen (70.8%) expressing their complete acceptance.

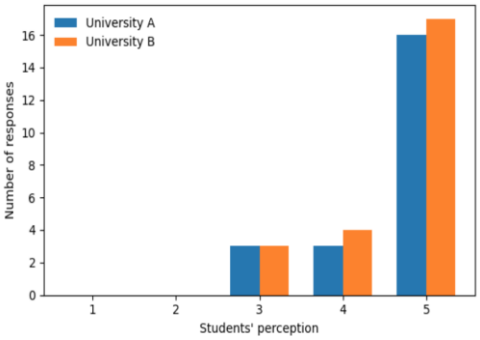

Figure 10 - Students' perceptions of using AI for speaking practice

Note. Responses were measured on a 5-point Likert scale (1 = Completely unacceptable, 2 = Mostly unacceptable, 3 = Somewhat acceptable, 4 = Mostly acceptable, 5 = Completely acceptable). University A (n = 22) and University B (n = 24) are shown for comparison.

Similarly to Figure 10, great acceptance for creating practice questions using AI is shown in Figure 11. Every participant except one (4.2%) from University B has a positive view ,with sixteen (72.7%) from University A and fourteen (58.3%) from University B stating the usage is completely

acceptable.

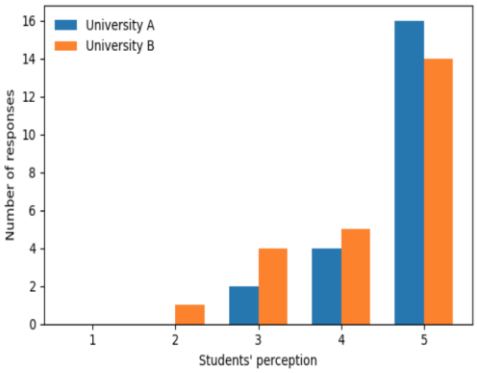

Figure 11 - Students' perceptions of using AI to create practice questions

Note. Responses were measured on a 5-point Likert scale (1 = Completely unacceptable, 2 = Mostly unacceptable, 3 = Somewhat acceptable, 4 = Mostly acceptable, 5 = Completely acceptable). University A (n = 22) and University B (n = 24) are shown for comparison.

Overall, there are no distinctive differences between the universities in their perception of each usage. Most participants find creating sentences for assignments mostly or completely unacceptable; However, as regards the other usages, the participants tend to have a positive view towards getting help from AI. Nonetheless, it should also be noted that mixed perceptions are reported in some usage, such as summarizing textbooks or academic articles, English-Japanese and Japanese-English translation.

7. DISCUSSION AND IMPLICATION

The results of our research show that there are no remarkable differences between the two universities with different academic levels, indicating that students' *hensachi* has little impact on their perception of AI usage in their coursework and assignments. However, the results also show that students from both universities have similar perceptions; the participants understand what would be considered cheating, creating sentences for writing assignments, but according to Figure 2, some participants use AI for that purpose. That is to say, students use AI for what they consider "unacceptable" while they do not use AI for what they consider "acceptable," such as speaking practice. Therefore, it is essential that teachers understand the students' perceptions and guide them to the proper use of AI in their classes.

In the qualitative questions in the survey, there are some notable comments from some participants who consider creating sentences for writing assignments either acceptable or completely acceptable. One participant from University B stated, "It is my job to generate my own ideas from scratch, but it is ok to rely on AI to expand these ideas". This comment indicates that if the ideas come from students, it is acceptable to use AI to elaborate on them, translate them into English, or improve the wording. The participants might not have fully understood the differences among "creating sentences", "brainstorming", and "translating" since creating sentences here means that they ask AI to generate sentences from scratch without thinking of their ideas, but this comment gives teachers some ideas on what they consider cheating. According to Chan (2025), asking AI to improve students' writing is part of the so-called "AI-giarism," though it is still in the gray area. Similar opinions are found in those who consider translating acceptable, stating that it is different from copying because translations are based on their own ideas.

Although most participants consider creating sentences for writing assignments unacceptable, some students have different perceptions. Having their own ideas is indeed essential in academia, but in English education, using their own words is as important as using their own ideas. To fill the gap between students' perceptions and teachers' perceptions, guidelines could be made to help students align their own beliefs with the teacher's beliefs. In creating these guidelines, it is important to make sure that the guidelines convey the message about what plagiarism is and why the teacher thinks some usage of AI is unacceptable.

However, it is essential that as institutions create and refine their AI policies, the beliefs and perceptions of teachers are heard and respected as well. To a certain extent and for various purposes, some students appear to use AI to fulfill certain things that they feel they did not get from their teachers or classes. Rather than an expansion of learning, there are elements where students are

using AI to replace aspects traditionally carried out by a teacher. As the trend grows and technology continues to evolve, the roles of teachers may be partially or entirely replaced by AI, affecting the livelihood of educators.

From the educational perspective, students' methods of AI usage are often discovered or invented organically by students themselves rather than being a part of teachers' instructions. On the other hand, given how new and continuously evolving the technology is, how students use AI may not reflect the best practices for their education in the long term. A lot of research is being done on this emerging topic, but given how rapidly the technology develops, it is reasonable that one may question the ability for current research to be future-proofed against unforeseeable evolutions including new usages for AI that we currently have no access to. Time also has not allowed conclusive evidence to be made on AI usages' long term effects on students' learning, as a lot of studies on generative AI and education have been done in just the past few years. On the contrary, educators are trained professionals, and in the case of language education, practicing approaches refined teaching techniques supported by decades of evidence. For students to turn to AI for learning a new language and using it for input and output of a language they have yet to master, at times without consulting and perhaps without the approval of the teachers or institutes, the results may end up minimizing the intended effects of learning compared with learning without AI's involvement. As demonstrated, some students consider AI to be an effective tool that could enhance their language education (Pakistan, Khalil et al., 2025), but when the tool is used for shortcuts, students' learning could be undermined. Therefore, both as professionals and as one of the parties personally affected by this evolving technology, the conversation of AI usages in education ought to include the thoughts and beliefs of educators.

One element that would help students and educators navigate this new realm of learning with AI is a deeper understanding of AI, including its usages, misuses, limitations, and perceptions towards it. The latter is what this research sets out to contribute to, as a better understanding of how students from different levels of universities may see AI in similar matters would help clear ambiguity that encourages assumption-making, and the deeper the understanding we have, the more information a teacher or even an institution would have when establishing policies about AI usage and guidance.

Another aspect that would be appreciated is consistency. As Lund et al (2025a) and Chan (2023) demonstrated, despite universities' established academic integrity policies towards AI, students are rather lost when it comes to nuanced usages of AI, which could be due to a mix of conflicting messages from various educators, gaps in how policies or usages are interpreted, and/or a lack of guidance or comments on specific AI usages. As a result, students' actual usages of AI depend on their personal beliefs rather than on official policies (Lund et al, 2025b). If the guidance on AI is consistently messaged and followed across faculties with little room for vagueness, and guidance is made for both educators and students to easily follow, the need for students to rely on their own interpretations would decrease. If students from different levels of university approach AI in similar manners as well, as this very research has found, then universities could also consult other institutes that have strong and consistent guidelines as they shape and refine their policies for their students.

More research is undoubtedly needed as scholars and educators in the field continue to navigate through the development of AI technology and how it affects education. This comparative study points out how students from two very different universities, in terms of their academic levels, appear to approach and consider the appropriateness of AI usages in English education in a similar fashion. This research contributes to the ongoing understanding of a relatively new but revolutionary tool in education For future research related. to this, it would be beneficial to have studies conducted cross-faculty per university at a larger scale for a more uniform picture of the demographics of each institution. How students follow or conflict with AI policies set by their

institute is another topic worth exploring, but there is also plenty of value in understanding the current students' perceptions while the topic is still vague and developing, so updated research is very much encouraged over long-term studies that result in capturing an outdated view on the topic. However, there would ideally be a better understanding of how AI could assist language learners, so not only could students utilize the technology better, but perhaps iterations of technology could also be developed with enhancing language education as their primary focus, even if they diverge from the convenience of everyday AI. If so, then AI could truly be implemented in classrooms as an official and proven assistant to education, fulfilling the ultimate goals of learning for human beings that are different from machine-learning.

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APPENDIX

Survey questions

1. Number of English classes taken in college so far

Less than 5

Less than 10

More than 11

2.How often do you use AI in class or for classwork

Every lesson

Every other lesson

Once a month

In (a) certain course(s)

Never

3.How do you use it in English classes

Brainstorming/generating ideas

Generating writing

Proofreading and editing

Summarizing

Vocab learning

Translating E -> J

Translating J -> E

Speaking practice

Mock questions

Others…

4. How do you feel about the usage of AI for Brainstorming/generating ideas?

1 = Completely unacceptable

2 = Mostly unacceptable

3 = Somewhat acceptable

4 = Mostly acceptable

5 = Completely acceptable

5. How do you feel about the usage of AI for generating writing?

1 = Completely unacceptable

2 = Mostly unacceptable

3 = Somewhat acceptable

4 = Mostly acceptable

5 = Completely acceptable

6. How do you feel about the usage of AI for Proofreading and editing?

1 = Completely unacceptable

2 = Mostly unacceptable

3 = Somewhat acceptable

4 = Mostly acceptable

5 = Completely acceptable

7. How do you feel about the usage of AI for summarizing?

1 = Completely unacceptable

2 = Mostly unacceptable

3 = Somewhat acceptable

4 = Mostly acceptable

5 = Completely acceptable

8. How do you feel about the usage of AI for vocabulary learning?

1 = Completely unacceptable

2 = Mostly unacceptable

3 = Somewhat acceptable

4 = Mostly acceptable

5 = Completely acceptable

9. How do you feel about the usage of AI for translating English into Japanese?

1 = Completely unacceptable

2 = Mostly unacceptable

3 = Somewhat acceptable

4 = Mostly acceptable

5 = Completely acceptable

10. How do you feel about the usage of AI for translating Japanese into English?

1 = Completely unacceptable

2 = Mostly unacceptable

3 = Somewhat acceptable

4 = Mostly acceptable

5 = Completely acceptable

11. How do you feel about the usage of AI for speaking practice?

1 = Completely unacceptable

2 = Mostly unacceptable

3 = Somewhat acceptable

4 = Mostly acceptable

5 = Completely acceptable

12. How do you feel about the usage of AI for creating practice questions?

1 = Completely unacceptable

2 = Mostly unacceptable

3 = Somewhat acceptable

4 = Mostly acceptable

5 = Completely acceptable

13. For the ones you chose 1 on, why?

14. For the ones you chose 5 on, why?

15. For the ones you chose 3 on, why?