The AI Era and English Acquisition in Japan:

Navigating Native Speakerism in a Digital Age

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要　旨

本研究は，日本人大学生のネイティブ英語教員（NEST）と日本人英語教員（JTE）に対する教育的選好を調査し，英語学習における人工知能（AI）の統合に関する彼らの見解を探究したものである。TOEIC IP スコア平均480点の非英語専攻 2 年生131名のアンケート回答に基づき，本研究では JTE が NEST より統計的に有意に好まれる一方で，両者を同等に有益とみなす学生も相当数いることが明らかとなった。NEST は本物の発音と文化的洞察を提供する点で評価される一方，JTE は文法説明の明確さと学習者の困難への共感能力において好まれる傾向にある。しかしながら，これらの選好は，日本における根強い文化的現象である英語ネイティブスピーカー信仰と密接に結びついていることが示された。この現象は，ネイティブスピーカーによる「自然な」英語の所有権という概念，「正しい」英語の教育的重視，完璧主義，外国人崇拝，英語コンプレックス，そして日本社会の階層的性質を含む歴史的，教育的，社会的要因に根ざしている。補助的学習ツールとしての AI の出現は，熱意と慎重さの両方をもって受け止められており（Mikawa, 2024ab, 2025），AI の長所を活用しつつ言語習得における人間的交流の代替不可能な価値を保持すべく，バランスの取れたアプローチの必要性が強調されている。本論文は，若い世代を中心に一部の態度に変化が見られるものの，約50年前に鈴木（1975）が指摘した基本的な考え方が概ね変わっておらず，それが国際共通語としての英語に対する日本の取り組み方に影響を与え続けていると論じている。

キーワード：ネイティブスピーカー信仰，AI（人工知能），日本人／ネイティブスピーカー教員，文化的服従，言語習得，日本の大学英語教育

Keywords: Native-Speakerism, AI (Artificial Intelligence), JTEs/NESTs, Cultural Deference, Language Acquisition, College English Education in Japan

1. Introduction

At one international studies department of the university from which I graduated about 35 years ago, a key selling point is that all classes are conducted in English. It is said that students in such departments tend to rank individuals based on their English proficiency. At the top of this hierarchy are native English-speaking instructors, followed by returnees who can speak English like native speakers. Next come “pure Japanese” instructors—those who were born and raised in Japan and learned English domestically—while at the bottom are “pure Japanese” students. Even instructors who are competent in English but speak with what is perceived as a Japanese accent are often openly ridiculed by students, making it difficult for them to teach. As a result, despite possessing a high level of expertise in their respective fields, these instructors are not able to fully utilize their knowledge in the university setting.

In my experience, during meetings to draft English entrance exam questions, when opinions were divided, the judgment of a native English-speaking instructor was often accepted as final. Many Japanese English instructors followed suit without question, and on one occasion, a *yobiko* (i.e., a cram school or preparatory school in Japan—some of which review and verify exam questions to ensure they are fair, accurate, and aligned with educational standards) later pointed out that the decision was mistaken. This is a clear example of the drawbacks of an unquestioning belief in native speakers.

The debate surrounding the effectiveness of NESTs versus JTEs in English as a Foreign Language (EFL) contexts is long-standing and multifaceted, deeply intertwined with the concept of “native-speakerism.” This ideology, as defined by Holliday (2006), privileges the native speaker as the ideal language teacher and model, often implicitly or explicitly devaluing the contributions of non-native teachers. Proponents of native-

speakerism often argue that NESTs provide authentic models of language and cultural knowledge (Braine, 2010; Phillipson, 1992). Conversely, critics contend that non-native teachers can offer unique advantages, including a deeper understanding of learners' challenges, the ability to provide clear explanations in the students' first language (L1), and the potential to act as successful role models (Medgyes, 1992; Seidlhofer, 2005; Llurda, 2005). The notion of a homogenous, idealized "native speaker" has also been challenged, with scholars pointing to the diversity within native-speaker communities and the constructed nature of the native/non-native dichotomy (Rampton, 1990; Cook, 1999).

Adding another layer of complexity to this discussion is the increasing integration of AI in language education, raising questions about its potential to enhance or hinder the learning process (Godwin-Jones, 2017; Stockwell & Reinders, 2019).

This paper delves into these issues by examining the perspectives of Japanese university students, a demographic often exposed to both NESTs and JTEs. Their insights provide a valuable lens through which to analyze the perceived strengths and weaknesses of each teaching approach and to explore the burgeoning role of AI in their English learning journey. However, this study seeks to move beyond a simple comparison of teaching styles by situating these preferences within a broader cultural context, specifically the enduring Japanese deference to native English speakers. As Suzuki (1975, p. 221) poignantly observed nearly half a century ago:

"For Japanese people to become proficient in British (or American) English, it ultimately means they must discard and modify various aspects of their Japanese uniqueness, forcing themselves to fit into a British framework. Even if they succeed at this, it remains at best an imitation, since the standards for determining what is right or wrong remain firmly in the hands of the native speakers. In other words, they end up having to wrestle in someone else's arena, unable to boldly and freely express their true thoughts and ideas. On the other hand, for the British, there couldn't be a better arrangement. People from other countries spend their time and money studying their language diligently, using it nervously while worried about making mistakes. The British can simply stand back with their hands in their pockets and say 'Try harder.'"

This quote, despite its age, encapsulates a mentality that persists in Japan today, impacting how English is learned, taught, and used. This study aims to contribute to the ongoing debate surrounding native-speakerism by providing empirical evidence

of learner preferences and the perceived value of both NESTs and JTEs in a specific educational context, while also highlighting the enduring cultural factors that shape these perceptions.

2. Methodology

This study employs a mixed-methods approach, analyzing both quantitative and qualitative data collected from a questionnaire (see Appendix1) administered to 131 second-year non-English major university students in Japan. The questionnaire comprised both closed-ended questions, eliciting preferences for NESTs, JTEs, or both, and open-ended questions focusing on the perceived advantages and disadvantages of each and their experiences with and opinions on the use of AI in English language learning.

2.1 Participants

The participants in this study were 131 second-year non-English major university students in Japan with an average TOEIC IP score of 480.

2.2 Data Analysis

Quantitative data regarding teacher preference were analyzed using a chi-squared goodness-of-fit test to determine if there was a statistically significant difference in preference among the three options (JTEs, NESTs, Both). Qualitative data from the open-ended questions were thematically analyzed to identify recurring patterns and key insights (Braun & Clarke, 2006).

3. Results

3.1 Students' Preference for English Teachers: Statistical Analysis

Out of 131 students, 61 (46.6%) preferred JTEs, 36 (27.5%) preferred NESTs, and 34 (26.0%) found both equally beneficial. A chi-squared goodness-of-fit test was conducted to examine whether these preferences differed significantly. The results indicated a statistically significant difference in preference, $\chi^2(2, N = 131) = 16.35, p < .001$.

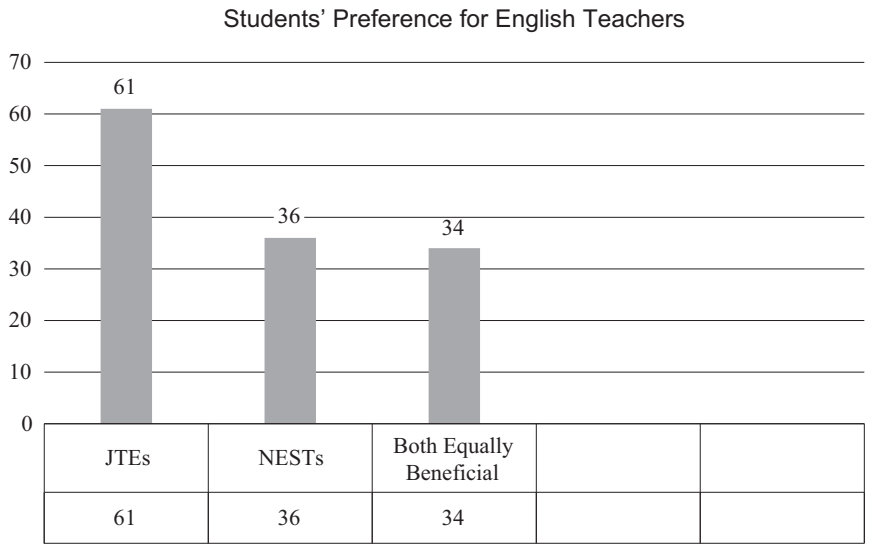

Figure 1: Students' Preference for Different Types of English Teachers

Figure 1 illustrates the distribution of preferences for Japanese teachers of English (JTEs), Native English-Speaking Teachers (NESTs), and an equal preference for both among 131 Japanese university students.

3.2 Preference for Japanese Teachers (JTEs): The Need for Clarity and Empathy

The qualitative data supported the quantitative findings, with many students highlighting the benefits of JTEs in providing clear and detailed explanations, particularly in Japanese(see Appendix2):

- **Provide detailed explanations of grammar and vocabulary:** "The explanations of grammar and vocabulary were detailed, which helped me improve my skills." (Response 2—JTE Preference)
- **Address misunderstandings effectively:** "Japanese teachers can empathize with the struggles of learning English and can explain things simply in Japanese." (Response 16—JTE Preference)
- **Facilitate comprehension in Japanese:** "Understanding grammar explanations is difficult unless they are given in Japanese." (Response 7—JTE Preference)
- **Create a less intimidating learning environment:** "Compared to native teachers, Japanese teachers alleviate my anxieties and adapt their teaching flexibly."

(Response 25—JTE Preference)

These preferences suggest a prioritization of pedagogical clarity and a learning environment where students feel comfortable using their L1.

3.3 Preference for Native English-Speaking Teachers (NESTs): The Allure of Authenticity and Immersion

Students who preferred NESTs emphasized the importance of authentic language exposure and cultural insights:

- **Authentic pronunciation and intonation:** "The biggest difference is pronunciation... linking and connected speech are better learned from a native speaker." (Response 5—NEST Preference)
- **Exposure to native-like language use:** "Being in a situation where I must listen to English forces me to pay attention to the language, making it effective." (Response 7—NEST Preference)
- **Cultural insights and real-world perspectives:** "Learning about different cultural backgrounds and slang broadened my knowledge of foreign cultures." (Response 3—NEST Preference)
- **Increased motivation and engagement:** "Native teachers create a different atmosphere, encourage more communication, and make classes more engaging." (Response 2—NEST Preference)

These responses highlight the perceived value of NESTs in providing authentic input and fostering a sense of immersion in the target language culture.

3.4 No Clear Preference: Recognizing the Complementary Strengths of Both

Students who found both JTEs and NESTs equally beneficial recognized their complementary strengths:

- **Different skills are best learned from different teachers:** "Native teachers excel in pronunciation, while Japanese teachers are better at explaining grammar." (Response 1—No Preference)
- **Teacher quality varies regardless of native-speaker status:** "Some native teachers are easy to understand and engaging, while some Japanese teachers are not clear at all." (Response 8—No Preference)
- **Personal learning styles and goals influence preferences:** "Personal effort matters

more than the learning environment." (Response 4—No Preference)

This perspective suggests an awareness that both NESTs and JTEs can contribute uniquely to the language learning process.

3.5 The Emerging Role of AI: A Tool for Personalized Learning and Support

The responses regarding AI in English language learning revealed a generally positive attitude towards its integration, albeit with some reservations. Students highlighted the following benefits:

- **Convenience and accessibility:** "AI is convenient and always available on a smartphone." (Response 1—AI Preference)
- **Immediate feedback and corrections:** "AI provides fast and efficient corrections." (Response 2—AI Preference)
- **Personalized learning support:** "AI provides personalized support and assistance." (Response 35—Utilization)
- **Opportunities for self-directed learning:** "Conversational AI can enhance speaking skills and support self-directed learning." (Response 4—Utilization)

However, students also expressed concerns about:

- **The limitations of AI in capturing nuances of human communication:** "Since language is used in real-life situations, AI has limitations in emotional aspects." (Response 1—Human Preference)
- **The potential for over-reliance and reduced critical thinking:** "If students rely too much on AI, they may spend less time thinking for themselves." (Response 38—Utilization)
- **The accuracy and reliability of AI-generated responses:** "AI is not always accurate, and human interaction is crucial in language learning." (Response 4—Human Preference)

These responses suggest a cautious optimism towards AI, recognizing its potential while acknowledging its current limitations.

4. Discussion: The Enduring Shadow of Native Speaker Ownership

The findings of this study offer valuable insights into the complex dynamics of English language education in the Japanese context, particularly regarding the ongoing

debate surrounding native-speakerism and the enduring cultural factors that shape learner preferences. The statistically significant preference for JTEs, supported by the qualitative data, underscores the importance of L1 use in facilitating comprehension, reducing cognitive load, and creating a supportive learning environment (Cook, 2001; Nation, 2003). This preference challenges the native-speakerist assumption that NESTs are inherently superior, suggesting that learners may prioritize pedagogical clarity and empathy over native-like pronunciation, especially in the initial stages of language learning. The perceived empathy of JTEs, stemming from their shared experience as L2 learners of English, further reinforces the significance of affective factors in language learning (Dörnyei, 2005) and aligns with research highlighting the potential for non-native teachers to serve as relatable role models (Walkinshaw & Duong, 2014).

However, the notable proportion of students who valued NESTs for authentic language exposure and cultural insights highlights the continued relevance of certain aspects associated with native-speakerism. Students appear to appreciate the unique contributions of both NESTs and JTEs, suggesting that a "both/and" approach, rather than an "either/or" dichotomy, may be most effective. This aligns with the principles of a plurilingual approach to language education (Council of Europe, 2001) and challenges the simplistic binary often found in discussions of native-speakerism (Houghton & Rivers, 2013).

Crucially, these findings must be interpreted within the context of the enduring Japanese deference to native speakers of English. Despite globalization and increased exposure to diverse Englishes, the mentality captured by Suzuki (1975) persists. This is evident in the tendency of even highly proficient Japanese English speakers to preface their comments with apologetic disclaimers about their English ability, reflecting a deeply ingrained belief that they are "borrowing" someone else's language rather than claiming legitimate ownership as users of a global lingua franca (Kubota & McKay, 2009).

Several interconnected factors contribute to this phenomenon:

1. **Native Speaker Ownership:** The concept of native speaker ownership remains potent in Japan. English is often perceived as belonging to native speakers, with non-native speakers, regardless of proficiency, relegated to the status of perpetual learners (Phillipson, 1992; Holliday, 2006).
2. **Educational System:** The Japanese education system, while undergoing reforms,

still largely emphasizes “correct” English based on native speaker norms, fostering anxiety about making mistakes and deviating from these perceived standards (Aspinall, 2003; Glasgow & Paller, 2016).

3. **Cultural Perfectionism**（完璧主義）**:** The cultural emphasis on perfectionism (kanpekishugi) discourages many Japanese speakers from expressing themselves in English unless they can do so flawlessly by native speaker standards, leading to hesitancy and a reluctance to engage in spontaneous communication (Matsuoka, 2009; Miyahara, 2015).
4. **Foreign Worship**（外国人崇拝）**and English Complex**（英語コンプレックス）**:** The idealization of native English speakers (gaikokujin suuhai) and the widespread “English complex” (eigo konpurekkusu) contribute to the perception that native speakers’ opinions about English carry more weight, regardless of their linguistic expertise (McVeigh, 2002; Seargeant, 2009).
5. **Hierarchical Society:** The hierarchical nature of Japanese society may lead Japanese speakers to automatically assume a lower status position when interacting in English with native speakers, inhibiting their ability to assert themselves and fully participate in discussions (Morita, 2004; Saito & Ebsworth, 2004).

These factors create a situation where Japanese professionals, even those with high levels of English proficiency, may underperform in international settings due to a lack of confidence and a fear of making mistakes (Yoshida, 2017). This contrasts sharply with the situation in countries like Singapore or India, where local varieties of English are more confidently embraced, and speakers feel a greater sense of ownership over the language (Bolton, 2008; Hino, 2009).

The emergence of AI as a learning tool presents both opportunities and challenges in this context. While students recognize its potential for personalized learning and immediate feedback, they also express concerns about its limitations in capturing the complexities of human communication. This highlights the need for a carefully considered approach to AI integration, one that leverages its strengths while preserving the essential role of human interaction and critical thinking in language acquisition (Luckin et al., 2016). The findings suggest a need for a framework that integrates AI as a tool to enhance, rather than replace, human interaction, aligning with the concept of “human-in-the-loop” AI systems (Amershi et al., 2019).

5. Conclusion

This study challenges the entrenched paradigm of native-speaker superiority in English language education and reveals a transformative opportunity for Japan. While traditional models have long prioritized native English-speaking instructors for their authentic language exposure and cultural insights, our findings underscore the value of Japanese teachers' clear explanations, empathetic understanding, and supportive learning environments. Crucially, when these educators are equipped with advanced AI tools—capable of delivering instant feedback, personalized corrections, and adaptive learning experiences—they are not just equal to, but can indeed surpass, the performance of their native-speaking counterparts.

In the digital age, the fusion of indigenous pedagogical expertise with cutting-edge AI technology heralds a new era in English language instruction. Japanese English teachers armed with AI are poised to redefine the learning landscape by bridging cultural nuances with technological precision, thereby dismantling the long-standing biases of native-speakerism. This integrative approach promises to cultivate a generation of learners who not only master English with clarity and confidence but also embrace the language as a tool for global communication on their own terms.

The time has come to reimagine English education in Japan—not as a contest between native and non-native models, but as a dynamic, technology-enhanced system where local educators lead the charge. Embracing this paradigm shift will empower Japanese teachers to unlock their full potential, offering a more effective, culturally resonant, and future-ready model of language acquisition.

6. Future Research

Future investigations should further explore the long-term impact of integrating AI tools with Japanese English teaching, particularly how this synergy reshapes learner outcomes and challenges the entrenched native-speaker paradigm. Longitudinal studies tracking student progress, confidence, and cultural identity over time would provide invaluable insights into the sustained effects of AI-enhanced instruction. Comparative research across diverse educational contexts—both within Japan and in other countries with similar language learning dynamics—could elucidate how cultural, social, and

institutional factors influence the efficacy of this integrative approach.

Moreover, future research should focus on developing and testing pedagogical frameworks that balance the precision and immediacy of AI with the irreplaceable human touch of local educators. Such frameworks might include "human-in-the-loop" models that ensure AI tools are used to augment, not replace, critical teacher-student interactions. By examining these hybrid models, researchers can identify best practices for leveraging AI to foster deeper learner autonomy, reduce language anxiety, and promote a more culturally resonant form of English proficiency.

Finally, qualitative studies that delve into the evolving perceptions of both teachers and learners can shed light on the gradual dismantling of native-speakerism. Investigating how these shifts affect language identity, educational equity, and global communication will be essential to fully realize the transformative potential of AI in reshaping English education in Japan.

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Appendix1 (Questionnaire):

English Reading Course Comparison Survey

This survey aims to compare courses taught by native English speakers, Japanese teachers, and AI technology.

Student ID: _____

Name: _____

Basic Information

1. Years of English study: _____

Course Evaluation

Please rate the following questions on a scale of 1 (Strongly disagree) to 5 (Strongly agree).

Native English Speaker's Course

2. The course content was easy to understand
   1 ☐　2 ☐　3 ☐　4 ☐　5 ☐
3. I feel my English reading skills have improved
   1 ☐　2 ☐　3 ☐　4 ☐　5 ☐
4. I was able to learn about cultural aspects
   1 ☐　2 ☐　3 ☐　4 ☐　5 ☐
5. The teacher's explanations were clear
   1 ☐　2 ☐　3 ☐　4 ☐　5 ☐

Japanese Teacher's Course

6. The course content was easy to understand
   1 ☐　2 ☐　3 ☐　4 ☐　5 ☐
7. I feel my English reading skills have improved
   1 ☐　2 ☐　3 ☐　4 ☐　5 ☐
8. Grammar and vocabulary explanations were detailed
   1 ☐　2 ☐　3 ☐　4 ☐　5 ☐
9. The teacher's explanations were clear
   1 ☐　2 ☐　3 ☐　4 ☐　5 ☐

Overall Evaluation

10. Which course did you find more effective?
    ☐ Native English speaker's course
    ☐ Japanese teacher's course
    ☐ Both were equally effective
11. Please briefly explain your reason (Required):

    _____

    _____

    _____

Comparison with AI Technology

12. If generative AI like ChatGPT could instantly correct English to be accurate and serve as a

conversation practice partner, do you think it would be superior to human teachers?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

(1: Strongly disagree, 5: Strongly agree)

13. Please briefly explain your reason for the above answer (Required):

_____

_____

_____

14. What do you think about using AI technology for English learning?

☐ Should be actively used

☐ Should be used as a supplement

☐ Should not be used much

☐ Should not be used at all

15. Please freely describe your thoughts on using AI technology in English learning (Required):

_____

_____

_____

16. If you have any suggestions for improving future English reading courses, please write them here:

_____

_____

Thank you for your cooperation.

Appendix2(Open-ended responses):

Preference for Japanese Teachers:

1. Since Japanese is my native language, I can understand details better, and the teacher's explanations are conveyed more precisely.
2. The explanations of grammar and vocabulary were detailed, which helped me improve my skills.
3. The explanations were easy to understand, and I found it easier to express my own answers.
4. When I ask a question to a native speaker, I sometimes do not understand their response.
5. Native speakers speak too fast, making it hard to understand, and they do not repeat their explanations, leaving my questions unanswered. Japanese teachers explain using Japanese, which makes it easier to comprehend.
6. Since native teachers explain everything in English, their explanations can be difficult to understand.
7. Understanding grammar explanations is difficult unless they are given in Japanese.
8. Native teachers explain homework and tests entirely in English, making it hard to understand.
9. In classes with native teachers, more than half of the lesson consists of self-study from textbooks, followed by checking answers in English, which sometimes results in uncertain answers.

10. Japanese teachers provide detailed explanations in Japanese about sentence correctness and nuances, making the differences easier to grasp.
11. When translating, I found Japanese teachers' explanations clearer than native teachers'. For pronunciation, I felt that learning from a Japanese teacher suited my level better in the beginning stages.
12. With native teachers, even if most of the class does not understand the material, the lesson continues, making Japanese teachers preferable.
13. With native teachers, assignment instructions were all in English, making it difficult to understand, and I sometimes failed to complete my homework presentations.
14. Native teachers take time to simplify difficult explanations, whereas Japanese teachers effectively mix Japanese and English, making comprehension faster.
15. When I ask questions in Japanese to native teachers, they cannot provide clear answers.
16. Japanese teachers can empathize with the struggles of learning English and can explain things simply in Japanese.
17. Japanese teachers explain unknown words and sentences thoroughly in Japanese until I understand them.
18. Listening to 90 minutes of English-only instruction from a native teacher was a valuable experience, but I ultimately found Japanese teachers' explanations easier to understand.
19. While native teachers were helpful for listening and cultural knowledge, Japanese teachers provided more useful information for learning English as a Japanese speaker.
20. If there were more opportunities for conversation, native teachers would be more effective, but for reading comprehension, there was not much interaction, making Japanese teachers' explanations more effective.
21. It is easier to ask questions to Japanese teachers because I do not have to formulate them in English, leading to a more meaningful learning experience.
22. Native teachers' lessons were too easy, so they did not contribute much to my English improvement.
23. Japanese teachers explain unclear parts thoroughly and teach advanced concepts.
24. It is easier to understand English explanations in Japanese than in English.
25. Compared to native teachers, Japanese teachers alleviate my anxieties and adapt their teaching flexibly.

Preference for Native Speaker Teachers:

1. Since opportunities to speak with native speakers are rare, being exposed to native English is effective.
2. Native teachers create a different atmosphere, encourage more communication, and make classes more engaging, which is beneficial in a rigid university setting.
3. Learning about different cultural backgrounds and slang broadened my knowledge of foreign cultures.
4. I felt that my listening skills improved.

5. The biggest difference is pronunciation. While I do not think Japanese teachers have bad pronunciation, I found that linking and connected speech are better learned from a native speaker.
6. Having direct interaction with a native speaker once a week while in Japan helps improve English proficiency, especially in pronunciation and cultural understanding.
7. Being in a situation where I must listen to English forces me to pay attention to the language, making it effective.
8. Though I struggle with English, native teachers' classes were fun and allowed me to engage with English more casually. Also, hearing authentic pronunciation was a benefit.
9. Native pronunciation is different from Japanese pronunciation. Though it was initially difficult to understand, I felt it was beneficial to get used to it.
10. Since everything is in English, I had to look up unknown words and sentences myself, which helped improve my English skills.
11. When studying with Japanese teachers, I tend to rely on Japanese, which slows my progress in English. Native teachers encourage English use.
12. Native teachers' lessons were different from traditional Japanese reading-focused lessons in middle and high school.
13. I was able to learn about unique perspectives and cultural differences that only non-Japanese teachers could provide.
14. Native teachers help students learn about cultural backgrounds and spark curiosity to explore further.
15. Given that opportunities to interact with native speakers are limited, having a class with a native speaker is valuable. Learning English in English is highly effective.
16. There are differences in pronunciation, speaking speed, and word choices between Japanese and native speakers. When speaking with a native speaker, I felt more compelled to use English.
17. Making an effort to understand native English improved my listening and speaking skills. Conversations with native speakers boosted my confidence.
18. To improve language skills, it is important to recognize native accents and the differences in pronunciation between Japanese and native speakers.
19. Native teachers provided a broad learning experience, including cultural aspects, whereas my Japanese teacher strictly followed the textbook and penalized deviations from their preferred grammar structure, making the class uninteresting.

No Preference (Both Equally Good):

1. Native teachers excel in pronunciation, while Japanese teachers are better at explaining grammar, so there is no clear advantage to either.
2. The format of the lessons was the same, and while native teachers helped with listening skills, Japanese teachers provided clearer explanations.
3. The skills gained from either type of teacher were not significantly different.
4. Personal effort matters more than the learning environment.

5. Native teachers are better for listening and speaking, whereas Japanese teachers are better for test-focused English learning.
6. Native teachers provide pronunciation practice, while Japanese teachers offer detailed cultural insights.
7. Japanese teachers explain cultural aspects from a Japanese perspective, while native teachers provide real-world English exposure.
8. Some native teachers are easy to understand and engaging, while some Japanese teachers are not clear at all.
9. Japanese teachers focus on translating sentences one by one, while native teachers teach conversation-based English.
10. Native teachers teach through tone, expressions, and reactions, while Japanese teachers make comprehension easier by using a shared cultural perspective.

Comparison of AI and Human Teachers:

Preference for Human Teachers:

1. Since language is used in real-life situations, AI has limitations in emotional aspects.
2. Correct English does not always match real-life usage; language is best learned in face-to-face interactions.
3. AI is useful for practice, but human teachers provide more detailed corrections.
4. AI is not always accurate, and human interaction is crucial in language learning.
5. Human teachers understand students' misunderstandings better than AI.
6. AI treats beginners and advanced learners similarly, whereas human teachers adjust accordingly.
7. AI lacks facial expressions, making it hard to gauge conversational appropriateness.
8. AI provides fast answers but lacks detailed explanations.
9. AI is useful for corrections, but human interaction is better for listening practice.
10. AI cannot fully grasp the nuances behind mistakes.
11. Human corrections are more memorable.
12. AI sometimes suggests unnatural expressions.

Preference for AI:

1. AI is convenient and always available on a smartphone.
2. AI provides fast and efficient corrections.
3. AI handles tedious corrections well.
4. AI gives immediate and clear feedback.
5. AI is not necessarily clearer than humans, but its speed is beneficial.
6. AI offers precise answers instantly.
7. AI allows practice at any time.
8. AI lets learners explore different ways to express themselves.

Neutral Opinions:

1. AI offers instant corrections but lacks the benefits of in-person teaching.
2. AI is useful but not always accurate.

3. AI provides knowledge but lacks human intuition.
4. AI is helpful for solo learning but should not replace human instruction.

Utilization of AI Technology in English Learning: Free Responses

1. AI should be utilized, but relying entirely on it is not good.
2. Having AI write an entire report does not contribute to improving my English skills. The best way to use AI is to try solving a problem myself first and then use AI only when I do not understand.
3. AI should be used, but it is also necessary to speak English with teachers, friends, and family.
4. Conversational AI can enhance speaking skills and support self-directed learning.
5. I started using an AI English conversation practice app during vacation. AI provided advice based on my responses, making learning easy and sustainable.
6. AI is very useful if used correctly, but since it still makes mistakes, it should be used only as a supplementary tool.
7. It helps explain grammar and translate difficult English articles.
8. AI is fast at providing corrections and can be used anytime, making it very useful. However, it is important to verify whether AI's answers are correct.
9. AI does not require labor costs and can be used cheaply and conveniently.
10. A good approach would be to first write an original passage and then have AI correct it, as was done in the previous semester's assignments.
11. Through previous assignments, I learned that AI is not only useful for information retrieval but also for correction and revision, which will be beneficial for future studies.
12. AI is not inherently bad. It is very helpful for self-study when face-to-face classes are unavailable.
13. AI can be useful for learning grammar and expressions, but communication should still be practiced with humans.
14. When I used AI in the previous semester's assignments, it instantly pointed out mistakes and helped alleviate my anxiety before submitting my reports. I would like to continue using it.
15. AI should be used to assist teachers by scoring tests and saving class time.
16. With a PC or smartphone, anyone can have a personal English tutor, which is very convenient. If used properly, AI can be highly effective for English learning.
17. It would be great for students if AI is used as a supplementary tool while human teachers remain the primary source of instruction.
18. Since real conversations with native speakers are not always available, AI can be used for English conversation practice at home, helping improve speaking skills.
19. AI is very helpful in answering doubts immediately during self-study.
20. Since daily opportunities to speak with native speakers are limited, I want to integrate AI-based English conversation into my self-study routine.
21. Comparing my English expressions with AI's suggestions is very useful.
22. AI's translations are still not perfect.
23. In the previous semester's assignment, I had AI correct my English and then transform it into a

more natural conversational tone. This process was very engaging.

24. AI improves English proficiency while also providing an equal learning tool for all students, which is great.
25. To truly improve English, human-to-human conversation is essential. However, AI should still be used for correction and supplementary learning.
26. AI can correct minor mistakes that translation apps cannot, so I would like to use it more.
27. AI has an accuracy level that humans cannot match, so it should be used effectively.
28. It is useful when I know the words but struggle to construct sentences. AI suggests various sentence patterns, which is helpful.
29. It can be difficult for learners to judge whether AI's responses are accurate. It is best used as a supplementary tool under the guidance of a teacher.
30. Using AI as a dictionary or for proofreading is fine, but relying on it entirely for assignments is not good.
31. If AI is utilized, it is possible to study independently without always relying on teachers' explanations, so I want to use it actively.
32. AI instantly translates texts accurately, but it may prevent users from thinking for themselves. It is most effective when used as a supplementary tool after first attempting to solve problems independently.
33. Using AI partially for grammar corrections is fine, but human teachers should still conduct the lessons.
34. AI instantly provides correct answers, but it is also important to reflect on mistakes and understand the reasons behind them.
35. AI provides personalized support and assistance, but if everyone relies on it too much, they may lose the emotional nuances that are crucial in conversations.
36. AI is currently only useful as a supplementary tool, but if its accuracy improves in the future, it should be actively utilized.
37. In environments where there are not enough English teachers, AI should be used proactively.
38. If students rely too much on AI, they may spend less time thinking for themselves. Since AI can immediately provide answers when students are stuck, it should be used as a supplementary tool for self-study rather than a primary learning method.
39. Practicing conversation with AI first and then speaking with a real person is important.
40. In the previous semester's assignment, I used AI for English writing corrections for the first time. However, I sometimes felt that AI's suggestions were slightly off, so I believe AI should not be blindly trusted.
41. Human teachers adjust their teaching pace to match students' levels, whereas AI cannot grasp emotions and personalize explanations, so I do not think AI should replace all human instruction.
42. Using both AI and human corrections will allow students to study conveniently and effectively. AI should only be used as a supplementary tool.
43. AI provides audio feedback and quick translations, making it a convenient and efficient

learning tool.

44. For students who dislike face-to-face learning or do not need direct instruction, AI is more efficient.
45. In the last assignment, AI instantly corrected my writing and provided a table visualizing the corrections, which was very helpful.
46. To speak native-like English, human conversation is necessary, but AI is useful for tasks like problem-solving and proofreading.
47. I am not good with computers, so I am unsure if I can use AI properly. Also, I worry about technical issues, but I want to use AI more actively in the future.
48. AI should be actively used for English proofreading and conversation practice, but detailed word searches should be done using a dictionary.
49. In the previous semester's assignment, I used AI for English learning for the first time and was amazed by technological progress. However, I also felt I needed more practice using it.
50. AI-based proofreading helped me notice mistakes and learn new expressions. I want to continue using AI actively.