

Impact of AI Language on Chinese Writing by English Undergraduates: A Text Analysis of Translation Practice

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Abstract:

AI writing tools have worked their way into the daily routines of English undergraduates almost without anyone noticing-especially among students who lean on them heavily for translation and writing coursework. What this study chases is a subtler question that tends to get overlooked: does that kind of regular AI exposure actually change how students express themselves when they write in Chinese? To find out, 112 English-to-Chinese translation reports (around 280,000 characters in total) from 70 English majors at Guilin University of Technology's College of Foreign Languages were analyzed and sat down for semi-structured interviews with 8 of them. Students were split into heavy users (n=36, reaching for AI tools at least three times a week) and light users (n=34, once a week at most). Each text was scored across four dimensions-accuracy, normativity, emotionality, and creativity-using Gao Chenghai's (2025) framework, with a rating scale of 1 to 5. The data reveals a consistent pattern: heavy users scored higher in accuracy (4.38) and normativity (4.62), but significantly lower in emotionality (3.72 vs. 2.85) and creativity (3.88 vs. 3.05). Actual text analysis further highlighted these disparities. To interpret these phenomena, the study conducted a qualitative analysis integrating McLuhan's media ecology and Verschueren's theory of language adaptation. The paper concludes with specific recommendations for translation educators and students, helping them leverage AI technology while preserving their unique expressive characteristics

Keywords:

Generative AI, E-C Translation, Linguistic Adaptation Theory, The Medium is the Message, Four-dimensional Evaluation

1. Introduction

1.1. Research Background

Generative AI has probably done more to shake up university classrooms in the past few years than anything else I can think of. The moment large language models stopped being a niche curiosity and became something students opened before class, adoption accelerated fast-and in China, the numbers are hard to ignore. As of June 2025, around 515 million people in the country were using generative AI tools, a rate

of 36.5% that had increased 18.8 percentage points in less than a year [1]. Text generation and processing were standout use cases, and campuses have become the critical scenes for AI utilization. A survey of over 3,000 Chinese faculty and students has pointed: barely 1% said they had never used such tools at all. Nearly 30% of undergraduates reported reaching for them mainly to get through papers and assignments, and 34% leaned on them specifically for translation.

English majors sit in a particularly interesting spot here. The nature of their training pulls them straight toward tools like ChatGPT, DeepL, and DeepSeek - for flipping texts between English and Chinese, cleaning up academic writing, and pushing through assignments when deadlines loom. It is not occasional use; for many, it has become routine.

But the question driving this study is not whether AI makes student output look better in some narrow, technical sense. It is something quieter and harder to pin down: does spending so much time inside AI-generated language eventually start to color how students write in Chinese when they are on their own? McLuhan's old line that "the medium is the message" points toward exactly this kind of concern. His argument was that the formal properties of any medium-not what it says, but how it says it-are what sink deepest into users' habits of thought and expression over time. Generative AI has very particular formal properties: it pulls hard toward standardization, logical neatness, and a kind of frictionless efficiency that irons out idiosyncrasy. Spending hours reading and editing outputs shaped by those tendencies could amount to a slow, ambient pressure on how users write-a "linguistic climate," if you like, that makes AI-style expression feel increasingly natural. Verschueren's language accommodation theory [2] fills in the micro-level side of this picture: language choices are never fully deliberate, he argues, but shaped by ongoing, often barely conscious adjustments to context, audience, and communicative goals. Stack these two frameworks together and you have a credible account of how frequent AI use might gradually, invisibly, reshape the texture of a student's Chinese prose.

There is already empirical work pointing in this direction. Gao Chenghai and colleagues[3] ran a direct comparison between GPT-4, ERNIE-4, and real high-school Chinese essays, scoring them across four dimensions: accuracy, normativity, emotional depth, and creativity. The AI models held their ground-impressively so-on the first two but fell noticeably short on the latter pair. Now, if that same pattern shows up in AI-assisted undergraduate writing, the consequences go well beyond the odd misplaced comma or grammatical slip. Students who routinely lean on AI-generated Chinese may end up producing work that clears every formal hurdle yet somehow feels hollow-structurally airtight at the level of linguistic mechanics but stripped of the cultural resonance and personal grain that actual translation cannot do without. Whether that concern holds up against real data is precisely what this study sets out to test, and the College of Foreign Languages at Guilin University of Technology-with four consecutive cohorts of English majors (2022–2025) actively working through translation practice courses-provides a grounded, ready-made context for doing so.

1.2. Questions of Research

Despite the large volume of commentary on AI in education, systematic empirical inquiry into whether AI language use reshapes native-language expression among highly educated learners remains sparse. The central question driving this study is

straightforward: does habitual AI use reshape the Chinese writing of English-major undergraduates, and if it does, in what ways?

Three specific sub-questions give that core question operational purchase:

(1) Do students who frequently use AI exhibit significant differences in their written expression across four dimensions-accuracy, standardization, emotionality, and creativity-compared to those who use AI infrequently?

(2) If differences exist, what are their specific linguistic manifestations?

(3) Are students aware of their own linguistic changes? What motivates these shifts?

Existing research suggests that academic pressure often pushes students to lean heavily on AI-assisted writing, sometimes without fully registering how deeply its stylistic logic has filtered into their own production (Cai, 2025) [4]. The interview component of this study is specifically designed to surface the interplay between deliberate choice and unconscious absorption - an interplay that should, in turn, yield insights of practical use to instructors trying to design thoughtful responses.

1.3. Research Significance

By tracing how AI language leaves marks in the Chinese writing of English-major undergraduates, this study pursues several objectives simultaneously. On the theoretical side, it builds and applies an integrated analytical model linking macro-level media ecology-specifically the ambient pressure exerted by AI as a communicative environment-with micro-level pragmatic accommodation and measurable linguistic outcomes. On the practical side, it produces evidence-based guidance for translation pedagogy, helping instructors and students locate where AI assistance genuinely strengthens work and where it risks eroding the very capacities translation training is meant to develop. More broadly, the study invites reflection on what happens cognitively and linguistically during sustained human-machine interaction-a question that cuts across disciplines and is unlikely to lose relevance soon.

1.4. Literature Review

Four bodies of scholarship feed into this study, and it is worth mapping where they converge and where they leave things unresolved.

Start with media ecology, because that is where the macro-level argument lives. McLuhan's (1966) [5] provocation "the medium is the message" - was genuinely disruptive when it landed, because it asked people to stop fixating on what media carry and start paying attention to what media do. His claim was that the structural properties of any medium, not its content, are what gradually reshape how people perceive the world and organize their lives. Wang Xiaoli and colleagues (2025) [6] picked up that thread and pulled it into the present, arguing that large language models exert exactly this kind of quiet, structural influence-that their relentlessly standardized outputs create a slow-building environmental pressure on how users think and express themselves. Slow is the operative word. Nobody wakes up one morning and decides to write like a language model. It creeps.

Verschueren's account of language accommodation works at a different scale but points toward the same destination. His starting move is to reject the idea that

language is basically a rulebook - something speakers either apply correctly or get wrong. What he proposes instead is that every utterance involves ongoing, active choice, shaped by what he identifies as three interlocking dynamics: variability (multiple options are always on the table), negotiability (motivation, social context, and interpersonal pressure shape which option wins out), and adaptability (speakers fine-tune their expression to fit the demands of the moment). The value of this framework, for present purposes, is not just the terminology-it is the picture it paints of convergence as something that accumulates quietly, below the threshold of deliberate decision-making. Zhao Jing and colleagues (2020) [7] applied this thinking to technological contexts in foreign language instruction; Yin Meng and colleagues (2024) [8] went further empirically, following AI-employee collaboration and documenting how workers gradually drift toward AI-like language when the pressure to be efficient and norm-compliant takes over.

Among all the studies in this space, the study by Gao Chenghai is the one this paper leans on most directly. Gao and colleagues placed GPT-4 and ERNIE-4 next to authentic student essays and scored everything across four dimensions-accuracy, normativity, emotional depth, creativity. The pattern that came out was clean: AI won convincingly on the first two, students held their ground on the last two. That result matters here on two levels. It validates the four-dimensional framework as a workable analytical lens, and it gives this study a concrete empirical baseline to measure its own findings against.

Yet for all the richness of these four strands, they have rarely been woven together in a single empirical inquiry. Macro-level theorizing about media and micro-level linguistic analysis tend to stay in separate conversations, and accommodation research has not been systematically turned toward AI's effects on native-language writing-Chinese writing in particular-among English-major undergraduates. That is the gap this study is designed to fill.

2. Theoretical Framework

The analytical framework developed here draws on three sources and is designed to link them in a coherent explanatory chain rather than treating them as independent tools. The organizing idea is that macro-level environmental pressure (McLuhan) initiates micro-level accommodation processes (Verschueren), the outcomes of which can be measured along four empirically defined dimensions (Gao Chenghai). What follows is an account of each component and the logic connecting them.

2.1. Macro Framework

In *Understanding Media: The Extensions of Man* (1964) [5], McLuhan argued that a medium's formal characteristics - not the particular messages it carries - exert the deepest and most lasting influence on thought and social life. Transplanted to generative AI, the argument runs as follows: models like ChatGPT and ERNIE are not neutral conduits. Their architecture encodes specific orientations - toward standardization, logical coherence, efficiency, and a kind of contextual neutrality that strips away idiosyncratic local color. Repeated interaction with outputs shaped by these orientations creates a surrounding stylistic pressure - a linguistic 'climate' in which AI-like expression gradually comes to feel natural and more personal expression comes to feel effortful or risky. This study takes that pressure as its point

of departure and focuses instead on tracing its downstream consequences in student writing.

2.2. *Micro-Mechanism*

Verschueren's theory of linguistic accommodation in Understanding Pragmatics begins with the observation that speakers at any moment face a range of possible choices, and that the selections they make are not arbitrary but reflect ongoing, meta-linguistically aware negotiation with contextual constraints and communicative goals. Three attributes characterize this process: variability (the availability of multiple options), negotiability (the shaping of selection by motivation, context, and interpersonal dynamics), and adaptability (the adjustment of expression to serve specific ends). In the present context, this framework helps explain not only that students converge on AI-like expression but why - and how rationally motivated choices (pursuing accuracy, avoiding penalties) can, through repetition, sediment into unconscious habits.

2.3. *Analytical Dimensions*

To convert macro-level pressures and micro-level adaptations into measurable outcomes, this study uses the four-dimensional evaluation framework from Gao Chenghai. Employing a mixed-methods approach to compare GPT-4/ERNIE-4 with authentic student writing, that research demonstrated that large language models substantially outperform humans on accuracy and standardization while lagging behind on emotional expression and creativity-a pattern that gives precise empirical content to what might otherwise remain theoretical speculation.

2.4. *Integrated Analytical Model*

The three components above are combined into a single explanatory chain: AI standardized output creates a linguistic environment pressure (McLuhan) → students adapt their expression through dynamic, meta-linguistically aware selection (Verschueren) → the result is measurable shifts along the four dimensions (Gao Chenghai). *Table* summarizes this model.

Table 1. Integrated Analytical Model.

Component	Theoretical Source	Direction of Change
Linguistic environment pressure	McLuhan (media ecology)	AI standardized output → ambient stylistic pressure
Accommodation process	Verschueren (pragmatics)	Efficiency, norm-seeking, unconscious imitation
Linguistic outcome	Gao Chenghai (empirical)	Accuracy↑, Standardization↑, Emotionality↓, Creativity↓

3. Research Design

The design of this study was deliberately kept lean. Its goal was not methodological elaboration but replicability: a graduate student or practicing teacher should be able to adapt and repeat the investigation with a different cohort. Three principles governed the choices made at each stage: that the sample should be representative enough to support tentative generalizations; that the analytical procedures should be manageable without specialist statistical software; and that the evidence should be presented in forms that make the reasoning easy to follow.

3.1. Research Subjects

The study focuses on undergraduate English majors at Guilin University of Technology's College of Foreign Languages, drawn from the 2022–2025 entry cohorts. Total enrolment across those four years runs to approximately 500–600 students. Following a preliminary questionnaire (Appendix 1), 70 individuals met the grouping criteria and were included: 36 in the high-frequency usage group and 34 in the low-frequency group. Participants ranged from sophomore to senior year, with grade distribution balanced between the two groups.

3.2. Data Source

The principal dataset consists of written English-to-Chinese translations produced during translation practice courses by students from the 2022–2025 cohorts—primarily translation practice assignments and written translation homework submitted by third- and fourth-year students. A total of 112 documents were collected, amounting to roughly 280,000 characters. Supplementary data comes from semi-structured interviews with eight students (approximately 5 minutes each), which probed AI usage habits, students' own sense of shifts in their Chinese expression, and the motivations behind those shifts.

3.3. Grouping Methods

Group membership was determined by questionnaire responses. High-frequency users were students who reported using AI tools more than three times weekly and who explicitly acknowledged AI assistance in their submitted texts. Low-frequency users were those who reported using such tools at most once a week and whose texts showed no readily identifiable markers of AI-generated language. The two groups were matched by grade level and text type to reduce the influence of variables unrelated to AI use frequency.

3.3. Data Preprocessing

All texts were converted to plain text format, personal identifying information was removed, and participants were assigned anonymized codes (A01–A36 for the high-frequency group; B01–B34 for the low-frequency group). An Excel database was established recording code, group, grade level, text type, word count, and AI usage frequency. Interview recordings were transcribed and similarly anonymized.

3.4. Analytical Indicators

The four-dimensional evaluation framework proposed by Gao Chenghai was adopted. Each dimension scores on a 1–5 scale (1 = lowest, 5 = highest):

- (1) Accuracy: Clarity of concept definition, precision of knowledge information.
- (2) Standardization: Grammatical correctness, punctuation compliance, stylistic appropriateness.
- (3) Emotionality: Authenticity of emotion, nuanced expression, personalized narrative.
- (4) Creativity: Vocabulary novelty, sentence flexibility, uniqueness of perspective.
- (5) Each text was scored by the researcher personally.

3.5. Analytical Methods

(1) Calculate the mean and standard deviation for two groups across four dimensions, and visually present the differences between groups through tables.

(2) Select representative text excerpts for manual comparative analysis, combining direct interview quotations to elucidate linguistic features and compliance motivations.

4. Discovery of Research

Seventy valid samples were retained after preprocessing-36 from the high-frequency group and 34 from the low-frequency group. Juniors and seniors together accounted for over 85% of participants, a natural result of the fact that translation practice courses are concentrated in the upper years of the English major program. The 112 texts collected covered literary translation, business translation, and current affairs news translation, with an average length of approximately 2,500 characters. The high-frequency group submitted 58 texts; the low-frequency group submitted 54. Both groups were well balanced across grade levels and text types. *Table* provides a summary of sample characteristics.

Table 2. Sample Overview.

Group	Participants	Texts	Word Count (10,000 chars)	Interviews
High-Frequency Usage Group	36	58	14.5	5
Low-Frequency Usage Group	34	54	13.5	3
Total	70	112	28	8

4.1. Four-Dimensional Score Comparison

Mean scores on the four dimensions appear in Table 3. The pattern aligns squarely with the study's hypothesis: high-frequency users scored noticeably higher on accuracy and standardization, while their low-frequency counterparts came out ahead on emotionality and creativity. The size of the differences merits attention - the emotionality gap (0.87 points) and the standardization gap (0.64 points) each exceed half a scale point on a 1–5 range, which is far from trivial. This pattern closely mirrors what Gao Chenghai observed when comparing large language models with authentic student writing, lending credibility to the study's central hypothesis.

Table 3. Mean Scores by Group Across Four Dimensions.

Dimension	High-Frequency Usage Group Average Score	Low-Frequency Usage Group Average Score	Observations
Accuracy	4.38	3.85	High-frequency texts clearer and more precise in content
Standardization	4.62	3.98	High-frequency texts show more consistent grammar and punctuation
Emotionality	2.85	3.72	High-frequency texts more objective, less personal
Creativity	3.05	3.88	High-frequency texts more homogeneous in vocabulary and structure

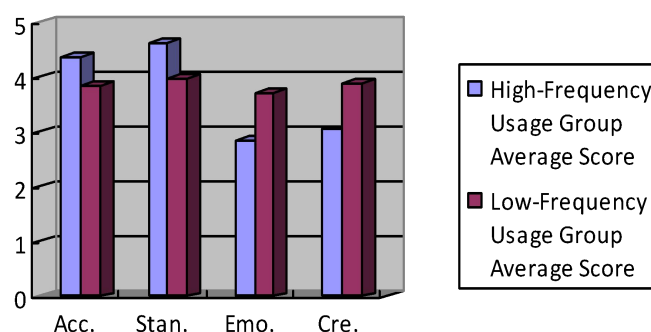


Figure 1. Bar chart of group mean scores on four dimensions

4.2. Textual Level Manifestation

Close reading confirmed what the scores suggested. High-frequency users' Chinese showed a pronounced pull toward templated, objective expression; low-frequency users' texts preserved more idiosyncratic voice and structural variety. Three features stood out.

(1) Structural patterning. Typo rates in the high-frequency group were extremely low (averaging 0.3%) and sentences were syntactically complete, yet the 'first... second... finally...' tripartite structure appeared in 62% of their texts, against only 29% in the low-frequency group. Representative low-frequency participants such as B12 showed far greater organizational flexibility.

(2) Emotional register. The high-frequency group recorded lower emotional vocabulary density (1.8 instances per 100 words on average), reduced first-person narration, and a clear preference for detached, declarative statements. The frequency of rhetorical devices - metaphor, parallelism - in their texts reached only 41% of the level found in the low-frequency group.

(3) Lexical variety. The high-frequency group's lexical diversity index averaged 0.42, compared with 0.58 for the low-frequency group. Sentence structures leant heavily toward simple declarative forms, and logical arguments across texts were strikingly similar. Multiple high-frequency reports contained passages nearly indistinguishable from one another - a particularly striking case being the near-identical phrasing 'Through this translation practice, I realised that translation is not merely language conversion but a cultural bridge,' which appeared in several submissions. Low-frequency participants were more likely to introduce dialect imagery or personal associations that gave their texts an individual quality.

4.3. Students' Perception of Language Change and Motivation

Seven of the eight interviewed students recognized AI-like qualities in their own writing, usually describing their texts as 'more formal but lacking a human touch'. Their reasons for using AI clustered around three recurring themes: efficiency (AI produces usable text in seconds), normative compliance (teachers tend to reward standardized expression), and error avoidance (AI-checked work carries less risk of point deductions). What is particularly telling is the trajectory several students described-beginning with deliberate, strategic AI use, then noticing over time that its patterns had begun appearing in their writing even when they were working independently. This slide from active choice toward habitual convergence is precisely

what Verschuieren's framework would anticipate and what McLuhan's account of media-as-environment implies.

Taken together, the findings make a coherent picture: high-frequency AI use is associated with gains in standardization and accuracy-genuine benefits for academic writing-but also with a levelling of emotional expression and a narrowing of creative range that is harder to recover once it has become habitual.

5. Discussions

The findings described in Section 4 call for an interpretive account of what is actually happening when students adapt their writing to AI-generated norms-and what the stakes are for translation education and humanistic language development more broadly.

5.1. Environmental Stress and Adaptation Processes

External shaping forces supply the impetus; individual adaptation converts that impetus into a coping strategy; together, the two drive change at the level of expression. Through translation practice texts as data, this study further substantiates the theoretical sequence of 'media pressure → adaptation strategy → linguistic outcome'. Several interviewees noted that habitual use creates a kind of automatic pull-'it just becomes natural after a while'-and that AI structures start appearing in their writing without any deliberate decision to adopt them. This dominance of unconscious adaptation in long-term human-machine interaction not only explains the present findings but offers a wider conceptual tool for understanding how linguistic change unfolds in the generative AI era.

5.2. The Unique Situation of English Majors in Undergraduate Programs

English majors face a distinctive set of demands. Their professional formation requires them to move fluently between two languages, carrying not just informational content across the gap but emotional tone, rhetorical texture, and cultural nuance. This means that their Chinese writing is not merely a support skill-it is itself a professional competence, one that clients, readers, and future employers will evaluate.

The study's sample, which consisted predominantly of juniors and seniors deep in their translation practice courses, was at a particularly sensitive moment in this development. Academic pressure was high, assessment was frequent, and the incentive to produce clean, error-free work was immediate and powerful. Under these conditions, AI assistance offered an attractive efficiency-but the present findings suggest that efficiency comes with a cost that students may not fully register until their expressive range has already narrowed. The misconception that "AI equals the gold standard" of Chinese expression is especially dangerous for this group: as future cultural mediators, they need precisely the emotional warmth and creative flexibility that prolonged AI accommodation tends to erode.

5.3. Weighing Benefits Against Risks

It would be analytically inaccurate-and unfair-to cast AI assistance as straightforwardly harmful. The gains in accuracy and standardization documented here are genuine, and for certain genres-business correspondence, technical documentation, current-affairs translation - those qualities are exactly what is required.

Low-frequency users, meanwhile, produced more emotionally expressive and structurally varied texts, but their work also contained more grammatical irregularities and punctuation errors. The picture that emerges is not of AI use as corrupting writing, but of AI use as reshaping it in ways that suit some genres better than others.

The risk, as Liu Weitong (2025) [9] notes in a related context, arises when AI-oriented writing habits leak beyond the context where they are appropriate. If the emotional flatness and structural uniformity characteristic of high-frequency texts begin appearing in literary translation-where cultural resonance and individual voice are irreplaceable-then the talent translation education aims to cultivate is quietly depleted. What students need is not blanket restriction of AI use, but the judgment to recognize when it adds value and the capacity to set it aside when it does not.

5.4. Implications for Translation Teaching and Students

Several practical directions emerge from the findings, for instructors and students alike.

On the teaching side, the most obvious starting point is also the most neglected one: actually spelling out AI usage policies in the syllabus rather than assuming students will infer the boundaries on their own. When expectations are vague, students default to whatever gets the work done-and that default increasingly means AI. Making the rules visible at least gives students a framework to push against. Beyond that, there is real value in bringing AI-generated and student-produced texts into the same room and asking students to do the comparison themselves-looking at things like how often a tripartite “first... second... finally” structure appears, or how much emotional vocabulary survives in AI output versus their own drafts. That kind of hands-on, side-by-side analysis tends to build the metalinguistic sensitivity that abstract warnings about “over-reliance” never quite manage. Carving out dedicated space for literary translation and creative writing-assignments where a distinctive personal voice is the point, not a liability-would also push back against the flattening effect that heavy AI use produces. One structural idea worth piloting is a dual-track model: students submit an AI-assisted draft first, and then revise it substantially by hand. The logic is simple - let AI do what it does well at the drafting stage, and then make students genuinely own the final product.

For students, the shift that probably matters most is not about how often they use AI but about how they relate to it. Treating AI output as a starting point to interrogate rather than a standard to copy-pasting to ask, “does this actually sound like me?” or “is this the right register for what I'm trying to say?”-is more realistic than telling students to stop using these tools altogether. Keeping a running “language portfolio” even something as low-tech as noting changes in emotional word choices or sentence structure across drafts over a semester-could help students catch stylistic drift before it quietly becomes their default mode. And this is worth saying plainly: reading Chinese literature for pleasure, watching films, engaging with cultural life outside academic assignments-these are not optional extras. They are what keep native-language resources alive when a lot of daily writing is being offloaded to a machine. Taken together, the instructor-facing and student-facing suggestions here are not really about restricting technology. They are about making sure that as AI handles more of the mechanical load, students are actively protecting-and continuing to develop - the expressive range that no model can replicate for them.

6. Conclusions

This study set out to address a question that has attracted surprisingly little systematic attention in the literature on AI and language education: does sustained use of AI writing tools leave traces in the native-language expression of English-major undergraduates? The data collected at Guilin University of Technology's College of Foreign Languages-translation practice texts and interviews-point toward a clear and interpretable answer: yes, it does.

Students who used AI tools three or more times per week posted notably higher accuracy (4.38) and standardization (4.62) scores than their less frequent counterparts, but significantly lower scores on emotionality (2.85) and creativity (3.05). These gaps were not mere artefacts of aggregation: close reading of the texts revealed more formulaic structuring, thinner emotional vocabulary, fewer rhetorical figures, and lower lexical diversity in the high-frequency group. Interview data added depth, showing that most students were aware of the change in their writing voice and that their AI use was driven by a combination of efficiency-seeking, norm compliance, and error avoidance - motivations that began as deliberate choices but gradually became habitual.

Theoretically, the study integrates McLuhan's media ecology (the AI writing environment exerts stylistic pressure independently of specific content), Verschueren's pragmatic accommodation (students adapt dynamically to that pressure through meta-linguistically aware but increasingly automatic selection), and Gao Chenghai's four-dimensional evaluation framework (which renders the outcomes of that adaptation measurable). This integrated model held up in the present regional undergraduate context and may serve as a useful template for comparable work elsewhere.

Three limitations are worth acknowledging. The sample is geographically restricted to one institution and 70 participants-while adequate for an exploratory study-is insufficient for strong generalizations. The cross-sectional design cannot track language change over time; a longitudinal study following the same students before and after sustained AI adoption would be considerably more informative. And the data covers written translation only - spoken expression and multi-modal communication lie outside its scope.

Future research might address these limits through longitudinal tracking, multi-institution comparisons, incorporation of spoken language data, or the design and testing of teaching interventions aimed at helping students maintain emotional expressiveness and creative range alongside the genuine benefits that AI assistance delivers.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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Appendix

Appendix 1: Pre-Survey Questionnaire (AI Usage Habits Survey)

- (1) Year of study? (Freshman / Sophomore / Junior / Senior)
- (2) Gender? (Male / Female)
- (3) How long have you used AI-assisted translation or writing? (Never / Within the past 6 months / 6 months to 1 year / More than 1 year)
- (4) How many times per week do you use AI tools? (0 / 1 / 2–3 / 4 or more)
- (5) Which AI tools do you use most frequently? (Select all that apply: ChatGPT / DeepL / ERNIE Bot / Other)
- (6) Have you explicitly used AI assistance in your translation exercises or assignments? (Yes / No)
- (7) To what extent do you think AI influences your Chinese expression? (None / Slight / Moderate / Significant)
- (8) Open-ended question: What is your primary purpose for using AI?

Appendix 2: Four-Dimension Scoring Rubric (1–5 points)

- (1) Accuracy: Concepts are clear and knowledge is precise (5=Completely accurate and clear)
- (2) Normativity: Grammar is fluent, punctuation is standard, and style is appropriate (5=Error-free and fully conforming to academic conventions)
- (3) Emotionality: Emotions are authentic and nuanced, with rich personal narrative (5=Strongly authentic emotions)
- (4) Creativity: Vocabulary is novel, sentence structures are varied, and ideas are unique (5=Highly original and flexible)

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