






Analysis of JLPT N3 Level for Time Expression Sentence Patterns in GPT-5

Dhaniswari Ananta Ayu^{1*}, Intan Khodijatul Kubro², and Rizki Andini³

^{1,2,3} Universitas Airlangga, 60286, Surabaya, Indonesia
dhaniswari.ananta@fib.unair.ac.id

Abstract. Recently, ChatGPT has made various impacts, especially in utilizing foreign language learning. In general, ChatGPT can generate sample sentences in various languages, including Japanese. However, more research is needed to determine the reliability of these responses based on internet data. Therefore, it is important to conduct further verification and human intervention on the answers. This study aims to evaluate the sentences generated by GPT-5, the newest version of ChatGPT, as well as to compare them with example sentences contained in the Japanese language learning textbook *Shin Kanzen Master Bunpou N3*. The focus of this study is the JLPT N3 level for time expression sentence patterns, namely 「～うちに」, 「～間・～間に」, 「～てからでない」と～てからでなければ」, and 「～ところだ・～ところ (+助詞)」. This study used a qualitative-comparative analysis method with a descriptive approach. Data will be collected from the responses generated by GPT-5 based on predetermined prompts. Furthermore, the response sentences will be compared with time expression sentence patterns in the textbook and analyzed using a functional approach. Based on the analysis results, the data from this study shows that GPT-5 answers are reasonably accurate, making it a useful recommendation for reference in creating sentences in Japanese. However, ChatGPT should be used in combination with other learning resources to obtain more accurate responses.

Keywords: ChatGPT, GPT-5, Syntax, JLPT N3, Time expression sentence patterns.

1 Introduction

1.1 ChatGPT and GPT-5

In the past decade, artificial intelligence (AI) has made rapid progress, resulting in various significant outcomes [1]. Recently, AI technologies, such as chatbots, have increasingly been utilized as virtual tutors to enhance the communication skills of language learners [2]. In the field of education, ongoing research has investigated the role of AI in supporting learning practices, especially in the development of advanced systems like the Large Language Model (LLM) [3]. LLM is a deep learning-based AI system designed to generate and understand language. Its presence enhances learners' opportunities to access, acquire, and further develop foreign language competencies.

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ChatGPT (Chat Generative Pre-Trained Transformer), an advanced LLM developed by OpenAI, reached 100 million users within two months of its release [4]. The model demonstrates the capability to comprehend and generate human language, predict subsequent lexical items, and produce text that preserves coherence and contextual relevance [5]. Since its initial development until 2025, OpenAI has released various versions of the GPT model [6, 7]. The previous versions, namely GPT-4o, GPT-4.5, o3, o3-pro, o4-mini, o4-mini-high, GPT-4.1, and GPT-4.1 mini, were among the versions that were made available by the middle of 2025 [8]. The latest version, GPT-5, was released on August 7, 2025, and is said to be a flagship model that has greatly improved over earlier versions [9].

ChatGPT has shown itself to be incredibly successful in the field of foreign language acquisition, providing precise and fast information [10], advancing grammatical and lexical knowledge [11], and supporting the acquisition of critical thinking, communication, and intercultural competence skills [12]. Moreover, this technology facilitates realistic interactions between users and bots through simulations that closely approximate human conversations [11], thereby serving as a potential tool for enhancing interactivity and effectiveness in learning [13]. Although ChatGPT technology has introduced substantial advancements, it continues to exhibit limitations, including the risk of misinterpretation, inherent bias, ethical concerns, and lack of data coverage in non-English languages [10, 11, 12, 14].

The latest version of ChatGPT, GPT-5, which is scheduled for release in early 2025, is designed to facilitate various educational applications, including content creation and cross-language learning, through enhanced interactive and pedagogical features [9], [15, 16]. It is projected to serve as a platform that advances student learning outcomes while transforming conventional educational approaches. As the flagship model, GPT-5 achieves performance levels that are on par with expert responses [9]. The previous models before GPT-5 often produced hallucinations, especially in inaccurate bibliographic references [17]. GPT-5 is claimed to be more reliable and factual with a significantly reduced rate of hallucinations. GPT-5 responses are 45% less likely to contain factual errors than the previous model, GPT-4o [9, 15].

While GPT-5 is reported to demonstrate doctoral-level intelligence and to integrate advanced reasoning abilities with faster responses, it still makes a few mistakes [18]. Within days of its release, this latest version started to get a lot of user complaints and reviews since the generated responses were shorter than the previous version, had a lot of errors, and lacked originality and personality [18]. Following user dissatisfaction and requests to regain access to the earlier version, GPT-5 finally updated its performance through several recent updates [7].

1.2 Japanese-Language Proficiency Test Level N3

Since 1984, the Japan Foundation and Japan Educational Exchanges and Services have held the Japanese-Language Proficiency Test (JLPT) as a common assessment for non-native Japanese speakers [19]. The system had four levels prior to the 2010 change. There are now five levels: N1 through N5. N1 is the hardest level, and N5 is the easiest. Level N4 and N5 examine Japanese language competency acquired through classroom

teaching, whereas N1 and N2 examine comprehension in authentic contexts. Within that level, N3 acts as a link between language use in daily life and academic study. Presently, N3 is also required for work in related fields, a criterion for scholarship applicants, and a minimum requirement for graduation for students, specializing in Japanese studies [20].

The JLPT tests four main competencies are: vocabulary, grammar, reading comprehension, and listening [21, 22]. One of the basic skills that is important for the accuracy and fluency of Japanese language skill, especially in reading skill, is grammar comprehension [23]. Therefore, understanding grammar is also important to passing JLPT levels and generating natural sentences that are contextually appropriate for native Japanese speakers.

Several textbooks are recommended for JLPT preparation [24]. For the purposes of this study, *Shin Kanzen Master Bunpou N3* (新完全マスター文法日本語能力試験 N3) has been selected as the primary reference due to its comprehensive approach. Unlike other collections of practice materials, this textbook systematically presents grammar in terms of semantic functions and contextualized forms [25]. Within this framework, Japanese sentence patterns, and time expressions are considered a complex topic [26]. The *～る/～た* marker system in Japanese serves to denote tense and aspect but is widely recognized as a source of difficulty for learners.

1.3 Literature Review

Previous studies on the use of LLMs, specifically ChatGPT, in foreign language learning have shown that these tools serve the dual purpose of helping teachers with evaluation and feedback [27, 28] and also contribute to affective dimensions such as learners' speaking confidence [29], as well as cognitive aspects including reading comprehension [30, 31], vocabulary acquisition [32], and overall learner involvement [33]. However, the effectiveness of ChatGPT is not absolute, but rather it depends on several variables, including users' technological skills, academic integrity, and the avoidance of AI dependence. Furthermore, since the model is used in foreign language learning, it requires relevance and more verification, given that the model still tends to generate hallucinations, particularly in relation to cultural knowledge, collocation patterns, and idiomatic expressions [34].

This phenomenon is particularly significant in the context of Japanese linguistics since the language has a high degree of syntactic complexity, particularly when it comes to temporal sentence patterns. In 1995, Ikeda asserts that the meaning of temporal expressions (*jikan hyougen*) in Japanese is influenced by the surroundings of the textual context, and they cannot be comprehended apart from conversation [35]. According to Fujii, adverbial time expressions have a major role in clarifying meaning, especially when linguistic markers of temporality are not sufficiently stated [36]. Furthermore, the methodological difficulties in capturing *jikan hyougen* are further highlighted by findings from natural language processing and corpus linguistics [37, 38, 39]. Together, these three studies indicate that Japanese temporal expressions have complex conceptual and structural components that require detailed analysis [37], formal semantic frameworks [38], and cross-linguistic accuracy in computer programs [39].

Although numerous studies have investigated *jikan hyougen* within the scopes of Japanese linguistics, including conventional, cognitive, and computational approaches, no research has specifically analyzed the capacity of the latest generation of LLMs, such as GPT-5, to generate time expression sentence patterns that follow standard Japanese grammar. Accordingly, there is a research gap needed around integration that combines evaluations of LLM-generated outputs with research on Japanese grammar, particularly at the JLPT N3 level.

Research on Japanese language learning indicates that the current teaching resources are insufficient to meet the varied needs of students [40], thereby highlighting the need for more personalized and adaptive instructional support. This finding is consistent with earlier research, suggesting ChatGPT can function as a conversation partner, a tool for text simplification, a vocabulary exercise generator, and a facilitator of autonomous learning.

Previous studies above have described ChatGPT as an effective pedagogical tool for foreign language learning, but GPT's accuracy is still dependent on the user's ability to make a prompt and critically understand AI-generated feedback. Furthermore, previous research explanations need to further analyze GPT's ability to generate Japanese sentences with the newer version of GPT. Earlier GPT versions have a tendency to create linguistic hallucinations, which make problems in Japanese language learning contexts, especially with *jikan hyougen* since it is influenced by the cultural context of the Japanese language.

The previous research had indicated that earlier versions of GPT's effectiveness in language learning needed more contextual relevance and verification to get proper feedback. Now, GPT-5, as the newer model, will be investigated about how it performs to handle linguistic hallucinations and the complex aspects of the Japanese language, such as *jikan hyougen* in the JLPT N3 Level. Further research is needed to have a better understanding of GPT-5's pedagogical potential and limitations in Japanese language learning.

Based on previous studies and the phenomenon of ChatGPT usage in the field of the Japanese language, this current study aims to investigate GPT-5's ability to generate Japanese sentences at the JLPT N3 level. This study also aims to specifically identify time expression sentence patterns generated by GPT-5 and analyze these sentences in accordance with Japanese grammatical rules as presented in *Shin Kanzen Master Bunpou N3*.

2 Method

2.1 Methodology

A qualitative approach was employed to fulfill the objectives of this study, offering both a systematic overview of the research context and an interpretive framework for analyzing complex data [41]. According to [42], qualitative approaches use a variety of research strategies to collect data in the form of text and images. This method includes

discussion of research samples and general procedures for data collection and recording, including presentation, interpretation, data validation, and research results. The purpose of using qualitative methods is to understand the research problems and questions through purposeful selection, namely, participants, locations, documents, and audio-visual materials.

Therefore, unlike quantitative research, qualitative research does not always use random sampling or large amounts of data. The sample size in qualitative research depends on the research design used. In this study, the data collection procedure was carried out through document analysis sourced from GPT-5 [42]. The primary data source consists of sentences generated by GPT-5 regarding time expression sentence patterns, while comparative data are derived from the *Shin Kanzen Master Bunpou N3* textbook.

The data was collected through purposive sampling, which involves the intentional selection of sources that meet predefined relevance criteria and contribute to addressing the research questions [43]. The criteria to be used in this study are: 1) GPT-5 free version: the free version of GPT-5 is used in this preliminary study, not only because it is easier and more accessible to use [9], but also to analyze how this version generates sentences that are similar to or follow JLPT N3 level grammar; 2) JLPT N3 level: this level is a requirement for graduation for students that are concentrating in Japanese studies, for scholarship applicants, and for employment in Japanese-related fields [20]; 3) *Shin Kanzen Master Bunpou N3* textbook: grammar in this textbook is systematically introduced through the lens of semantic function and contextual form [25]; and 4) JLPT N3 time expression sentence patterns: the Japanese time expression sentence pattern is a complex topic in Japanese linguistics [26].

There were two phases to the data collection process. To gather primary data, the following ten sentences were generated using GPT-5 through prompts that were modified to match the reference sentences found in *Shin Kanzen Master Bunpou N3*. This study focuses on JLPT N3 level for time expression sentence patterns generated by GPT-5. *Shin Kanzen Master Bunpou N3* states that this study focuses on four sentence patterns, namely: 1) ～うちに; 2) ～間・～間に; 3) ～てからでないと・～てからでなければ; and 4) ～ところだ・～ところ (助詞 [25]).

Assuming a sample size of more than 30 would not result in any significant issues, 40 data sets were then used based on the normal distribution of the average sample [44]. The output was then stored and transcribed as a research data corpus. The secondary data consisted of reference sentences collected from the *Shin Kanzen Master Bunpou N3* book for time expression sentence patterns.

Since there are four-time expression sentence patterns in *Shin Kanzen Master Bunpou N3*, the prompt is created with a command to generate ten sentences for each pattern. To keep the results focused and prevent GPT from adding other words, it will be instructed not to add explanations and translations. Here are the four prompts and the answers through GPT-5:

1. **Prompt 1:** “Please generate 10 Japanese sentences at the JLPT N3 level using the grammar pattern 「～うちに」. Write only the sentences in Japanese, without explanation or translation.”

GPT-5 result:

1. 暗くならないうちに家へ帰りましょう。

2. 若いうちにいろいろな経験をしたほうがいい。
3. 雨が降らないうちに買い物に行ってきます。
4. 親が元気なうちに旅行に連れて行きたい。
5. 熱いうちにこの料理を食べてください。
6. 子どもが寝ているうちに宿題を終わらせた。
7. 忘れないうちにメモをしておこう。
8. 日本にいるうちに富士山に登りたい。
9. 電車が混まないうちに出発しましょう。
10. 若いうちに外国語を学ぶと覚えやすい。

2. Prompt 2: “Please generate 10 Japanese sentences at the JLPT N3 level using the grammar pattern 「～間・～間に」. Write only the sentences in Japanese, without explanation or translation.”

GPT-5 result:

1. 先生が説明している間、学生たちは静かに聞いていた。
2. 雨が降っている間は外で遊べない。
3. 私が留守の間に友達が来ていた。
4. 両親が旅行している間、私は一人で家を守った。
5. 映画を見ている間は時間を忘れてしまった。
6. 子どもが小さい間にたくさん写真を撮っておきたい。
7. 電車を待っている間に本を読んだ。
8. 日本にいる間に京都を訪れたい。
9. 兄がシャワーを浴びている間、私は宿題をした。
10. 夏休みの間、アルバイトをしてお金を貯めた。

3. Prompt 3: “Please generate 10 Japanese sentences at the JLPT N3 level using the grammar pattern 「～てからでないと・～てからでなければ」. Write only the sentences in Japanese, without explanation or translation.”

GPT-5 result:

1. 宿題をしてからでないと遊びに行けません。
2. パスポートを取ってからでなければ旅行に行けない。
3. この本を読んでからでないとレポートは書けない。
4. 両親に相談してからでなければ決められません。
5. 手を洗ってからでないと食事してはいけません。
6. 許可をもらってからでなければ入れません。
7. この作業を終えてからでないと帰れない。
8. 詳しい説明を聞いてからでなければ判断できない。
9. サインをしてからでないと契約は成立しません。
10. 先生に聞いてからでなければ答えられません。

4. Prompt 4: “Please generate 10 Japanese sentences at the JLPT N3 level using the grammar pattern 「～ところだ・～ところ（+助詞）」. Write only the sentences in Japanese, without explanation or translation.”

GPT-5 result:

1. ちょうど今から出かけるところです。

2. 昼ご飯を食べているところだから、後で電話して。
3. 会議が終わったところなので、少し休みましょう。
4. 宿題をやっているところを先生に見られた。
5. 駅に着いたところで友達に会った。
6. 今から説明するところなので、よく聞いてください。
7. 試験が始まるところで教室が静かになった。
8. 彼が出かけようとするところを呼び止めた
9. お風呂に入っているところだから、待っててね。
10. 授業が終わったところへ先生が質問してきた。

The 40 sentences that were generated by the free version of GPT-5 above will be used as the primary data in this study.

2.2 Theoretical Framework

This study draws upon three theoretical frameworks, namely syntax and the JLPT N3 level for time expression grammatical structures. In 2021, Koizumi and Verhaar explain that syntax, as a branch of linguistics, concerns the arrangement and interrelation of words within an utterance and encompasses grammatical units such as phrases, clauses, and sentences [45]. It involves combining words into larger linguistic units and assigning these combinations fixed patterns and structures. Clauses can be classified into various types depending on the language, including nominal, adjectival, and adverbial clauses [46]. According to Heinamaki, temporal clauses are those that define the temporal dimension of occurrences in the main sentence and are introduced by temporal subordinators. Edgren also emphasizes the significance of temporal connectors as the fundamental elements of temporal clause analysis [46].

Japanese time expression patterns at the JLPT N3 level in *Shin Kanzen Master Bunpou N3* are explained as follows [25]:

1. ～うちに

This pattern meaning is ‘**while**’ or ‘**before**’ and has two types of usage depending on the context.

- (1) Used when doing something before conditions change and expresses a state or situation with willful action.

Sentence pattern:

名詞＋の＋うちに

Noun + *no* + *uchi ni*

動詞（辞書形）／ている／ない形＋うちに

Verb (dictionary form)/-*te iru/-nai form* + *uchi ni*

イ形容詞＋うちに

i-adjective + *uchi ni*

ナ形容詞＋うちに

na-adjective + *uchi ni*

Example sentences:

①日本にいるうちに一度富士山に登ってみたい。

Nihon ni iru uchi ni ichido Fujisan ni nobotte mitai.

I'd like to climb Mount Fuji at least once **while** I'm in Japan.

② はい、アイスクリーム。解けないうちに早く食べてくださいね。

Hai, aisukuriimu. Tokenai uchi ni hayaku tabete kudasai ne.

Yes, ice cream. Do eat it quickly **before** it melts.

③ 明るいうちに庭の掃除をしまおう。

Akarui uchi ni niwa no souji o shite shimaou.

I'll get the garden tidied up **while** it's still light.

(2) Indicates a change that occurs unintentionally while something is happening without the speaker's intention during a certain period.

Sentence pattern:

動詞 (辞書形) / ている / ない形 + うちに

Verb (dictionary form) / -te iru / -nai form + uchi ni

Example sentences:

① 音楽を聞いているうちに眠ってしまった。

Ongaku o kiite iru uchi ni nemutte shimatta.

I feel asleep **while** listening to music.

② 少し難しい曲でも、練習を重ねるうちに弾けるようになります。

Sukoshi muzukashii kyoku demo, renshuu o kasaneru uchi ni hajikeru you ni narimasu.

Even if the piece is a little difficult, you will be able to play it **while** practicing repeatedly.

③ 気が付かないうちに外は暗くなっていた。

Ki ga tsukanai uchi ni soto wa kuraku natte ita.

Before I knew it, it was dark outside.

2. ～間・～間に

This pattern's meaning is 'while (during).'

Sentence pattern:

名詞 + の + 間・間に

Noun + no + aida/aida ni

動詞 (辞書形) / ている / ない形 + 間・間に

Verb (dictionary form) / -te iru / -nai form + aida/aida ni

間: used when indicating events that occur continuously over time at the same time.

間に: used when stating an event that only occurred once during that period of time.

Example sentences:

① お母さんが昼寝をしている間、子供たちはテレビを見ていた。

Okaasan ga hirune o shite iru aida, kodomo tachi wa terebi o miteita.

While the mother was taking a nap, the children were watching television.

② わたしが旅行で留守の間、うちの犬の世話をお願いできないでしょうか。

Watashi ga ryokou de rusu no aida, uchi no inu sewa o onegai dekinai deshou ka.

Would you be able to look after my dog **while** I'm away travelling?

③ お母さんが昼寝をしている間に、子どもたちは遊びに出かけた。

Okaasan ga hirune o shite iru aida ni, kodomo tachi wa asobi ni dekaketa.

While the mother was taking a nap, the children went out to play.

- ④ わたしが旅行で留守の間に、庭に草がたくさん生えてしまった。
Watashi ga ryokou de rusu no aida ni, niwa ni kusa ga takusan haete shimatta.
While I was away travelling, the garden became overgrown with weeds.

3. ～てからでないと・～てからでなければ

This sentence pattern has the meaning ‘**until**’ (if A does not happen first, then B cannot happen either). It is used to indicate that if a certain action occurs or is performed, another action cannot be carried out. This structure is typically employed in prohibitive statements or in contexts with negative connotations.

Sentence pattern:

動詞 (て形) + からでないと・からでなければ

Verb (*te* form) + *kara denai to/kara denakereba*

Example sentences:

- ① 店員「いかがですか。こちらの絵は素晴らしいですよ。」
 客「うーん。高い物なので、家族と相談してからでないと買うかどうか決められませんね。」

Tenin 'ikaga desu ka. Kochira no e wa subarashii desu yo.'

Kyaku 'U-n. Takai mono nanode, kazoku to soudan shite karadenai to kau ka dou ka kimeraremasen ne.'

Shop assistant: “What is your opinion? This painting is exceptionally fine.”

Customer: “Since it’s expensive, I cannot decide whether to buy it or not **until** I discuss it with my family.”

- ② 運転免許を取ってからでなければ車を運転してはいけない。

Unten menkyo o totte kara denakereba kuruma o untenshite wa ikenai.

Driving a car is prohibited **until** a valid driver’s license is obtained.

- ③ 運転免許を取ってからでなければ車を運転してはいけない。

Unten menkyo o totte kara denakereba kuruma o untenshite wa ikenai.

Driving a car is prohibited **until** a valid driver’s license is obtained.

4. ～ところだ・～ところ (+助詞)

This pattern has the following meanings: 1) **just about to be ready/begin**; 2) **currently happening**; 3) **just finished**. It is used when stating: 1) to indicate when an action is about to begin; 2) to indicate an action currently in progress; 3) to indicate an action has just occurred; 4) with particle: this pattern is depends on the verb that follows and the situation/context at the time the event occurred.

Sentence pattern:

動詞 (辞書形) /ている/た形 + ところだ・ところ (+助詞)

Verb (dictionary form)/-*te iru/ta kei* + *tokoro da/tokoro* (+particle)

Example sentences:

- ① ロケットは間もなく飛び立つところです。緊張の瞬間です。

Roketto wa mamonaku tobitatsu tokoro desu. Kinchou no shunkan desu.

The rocket is **ready to launch**. It is a tense situation.

- ② 試験中、となりの人の答えを見ているところを先生に注意された。

Shikenchuu, tonari no hito no kotae o miteiru tokoro o sensei ni chuui sareta.

During the exam, the teacher warned me because I was **looking at the answers** of the person next to me.

- ③楽しみにしていたテレビドラマが**始まった**ところで電話が鳴った。
Tanoshimi ni shiteita terebi dorama ga hajimatta tokoro de denwa ga natta.
Just as the television drama I'd been looking forward to **began**, the telephone rang.
- ④ケーキが**でき上がった**ところへ子どもたちが帰ってきた。
Keeki ga dekiagatta tokoro e kodomotachi ga kaettekita.
 The children came back **just as** the cake was **finished**.

The data will be analyzed in two steps according to the theoretical framework that will be used in this study: syntactic analysis and verification of Japanese time expression patterns at the JLPT N3 level on *Shin Kanzen Master Bunpou N3*. First, the sentences generated by GPT-5 will be examined from a syntactic perspective. In the second step, the sentences will be compared with the JLPT N3 time expression patterns.

3 Results and Discussion

3.1 Result of Time Expression Sentence Patterns at The JLPT N3 Level Generated by GPT-5

This section examines time expression sentences generated by GPT-5 by comparing them with the patterns presented in *Shin Kanzen Master Bunpou N3*. Four grammatical patterns are examined: ～うちに, ～間・間に, ～てからでないと・てからでなければ, and ～ところだ・ところ (+動詞). Evaluation focuses on syntactic correctness, particle selection, and verb conjugation to determine the appropriateness of the generated sentences. The results of the analysis of all sentence patterns produced by GPT-5 are presented below:

Table 1. Analysis of JLPT N3 Level for Time Expression Sentence Patterns in GPT-5

No.	Sentence generated by GPT-5	SS	Analysis
	～うちに		
1.	暗くならないうちに家へ帰りましよう。 <i>Kuraku naranai uchi ni, ie e kaerimasahou.</i> Let's go home while it's not getting dark.	✓	Indicating the time limit before the situation changes
2.	若いうちに色々な経験をしたほうがいい。 <i>Wakai uchi ni, iroirona keiken o shita hou ga ii.</i> It's better to have a variety of experiences while you are young.	✓	Showing the phases of life as opportunities
3.	雨が降らないうちに買い物に行きます。 It's better to have a variety of experiences while you are young.	✓	Showing actions taken before the situation changed

- Ame ga furanai uchi ni kaimono ni ittekimasu.*
I'm going shopping **before** it rains.
4. 親が元気なうちに旅行に連れていきたい。
Oya ga genkina uchi ni ryokou ni tsurete ikitai.
I want to take my parents on a trip **while** they're still healthy. ✓ Indicating limited opportunities
5. 熱いうちにこの料理を食べてください。
Atsui uchi ni kono ryouri o tabete kudasai.
I want to take my parents on a trip **while** they're still healthy. ✓ Indicating the time limit before the situation changes
6. 子供が寝ているうちに宿題を終わらせた。
Kodomo ga neteiru uchi ni shukudai o owaraseta.
I finished my homework **while** my kids were sleeping. ✓ Showing actions taken before the situation changed
7. 忘れないうちにメモをしておこう。
Wasurenai uchi ni memo o shite okou.
Make a note **before** you forget. ✓ Showing actions taken before the situation changed
8. 日本にいるうちに富士山に登りました。
Nihon ni iru uchi ni Fujisan ni noborimashita.
While I was in Japan, I climbed Mount Fuji. ✓ Indicating limited opportunities
9. 電車が混まないうちに出発しましょう。
Densha ga komanai uchi ni shuppatsu shi-mashou.
Let's leave **before** the train gets crowded. ✓ Showing actions taken before the situation changed
10. 若いうちに外国語を学ぶと覚えやすい。
Wakai uchi ni gaikokugo o manabu to oboe yasui.
Learning a foreign language **while** you are young makes it easier to remember. ✓ Showing the phases of life as opportunities
11. 先生が説明している間、学生たちは静かに聞いていた。
Sensei ga setsumei shiteiru aida, gakuseitachi wa shizuka ni kiiteita.
~間・間に ✓ Showing parallel actions taking place

- The students listened quietly **while** the teacher was explaining.
12. 雨が降っている間には外で遊べない。
Ame ga futteiru aida wa soto de asobenai.
You can't play outside **while** it's raining. ✓ Indicate a lasting condition
13. 私が留守の間には友達が来ていた。
Watashi ga rusu no aida ni tomodachi ga kiteita.
My friends came over **while** I was away. ✓ Indicating that a single action occurred during the period
14. 両親が旅行している間、私は一人で家を守った。
Ryoushin ga ryokou shiteiru aida, watashi wa hitori de ie o mamotta.
While my parents were away travelling, I looked after the house on my own. ✓ Showing parallel actions taking place
15. 映画を見ている間は時間を忘れてしまった。
Eiga o miteiru aida wa jikan o wasurete shimatta.
While watching the movie, I lost track of time. ✓ Demonstrating psychological effects on the current situation
16. 子供が小さい間にたくさん写真を取っておきたい。
Kodomo ga chiisai aida ni takusan shashin o totte okitai.
I want to take a lot of pictures of my kids **while** they are still young. ✓ Showing a limited period
17. 電車を待っている間に本を読んだ。
Densha o matteiru aida ni hon o yonda.
I read a book **while** waiting for the train. ✓ Indicating that a single action occurred during the period
18. 日本にいる間に京都を訪れたい。
Nihon ni iru aida ni Kyoto o otozuretai.
I want to visit Kyoto **while** I'm in Japan. ✓ Showing a limited period
19. 兄がシャワーを浴びている間、私は宿題をした。
Ani ga shawaa o abiteiru aida, watashi wa shukudai o shita.
I did my homework **while** my brother was taking a shower. ✓ Showing parallel actions taking place
20. 夏休みの間、アルバイトをしてお金を貯めた。
Natsu yasumi no aida, arubaito o shite okane o tameta.
I saved money by working part-time **during** the summer holidays. ✓ Indicating a continuous period

- ～てからでないと・てからでなければ
21. 宿題をしてからでないと遊びに行けません。 ✓ Indicating a temporal condition
Shukudai o shitekara denaito asobi ni-kemasen.
 I cannot go out and play **until** I finish my homework.
22. パスポートを取ってからでなければ旅行に行けない。 ✓ Indicating a temporal condition
Pasupooto o totte kara denakereba ryokou ni ikenai.
 You cannot travel **until** you get a passport.
23. この本を読んでからでないとレポートはかけない。 ✓ Shows the sequence of required actions
Kono hon o yondekara denai to repooto wa kakenai.
 I cannot write my report **until** I read this book.
24. 両親に相談してからでなければ決められません。 ✓ Indicating a temporal condition
Ryoushin ni soudan shite kara denakereba kimeraremasen.
 I cannot decide **until** I've spoken to my parents.
25. 手を洗ってからでないと食事してはいけない。 ✓ Shows the sequence of required actions
Te o aratte kara denai to shokuji shite wa ikenai.
 You must not eat **until** you have washed your hands.
26. 許可をもらってからでなければ入れません。 ✓ Shows the sequence of required actions
Kyoka o moratte kara denakereba iremasen.
 You cannot enter **until** you get permission.
27. この作業が終わってからでないと帰れない。 ✓ Shows the sequence of required actions
Kono sagyou ga owatte kara denai to kaerenai.
 I cannot go home **until** this work is finished.
28. 詳しい説明を聞いてからでなければ判断できない。 ✓ Indicating a temporal condition
Kuwashii setsumei o kiite kara denakereba handan dekinai.

- I cannot decide **until** I hear a detailed explanation.
29. サインをしてからでないと契約は成立しません。
Sain o shite kara denai to keiyaku wa seiritsu shimasen.
The contract is not complete **until** you sign it. ✓ Indicating a temporal condition
30. 先生に聞いてからでなければ答えられません。
Sensei ni kiite kara dena kereba kotaeraremasen.
I cannot answer that question **until** I ask the teacher. ✓ Indicating a temporal condition
- ところだ・～ところ (+助詞)
31. ちょうど今から出かけるところです。
Choudo ima kara dekakeru tokoro desu.
I am **just about to** go right now. ✓ Indicates that a new action is about to start
32. 昼ごはんを食べているところだから、後で電話して。
Hirugohan o tabeteiru tokoro dakara, ato de denwashimasu.
I am **having** lunch **right now**, so call me later. ✓ Indicates an ongoing action
33. 会議が終わったところなので、少し休みましょう。
Kaigi ga owatta tokoro na node, sukoshi yasumimashou.
The meeting **has just finished**, let's take a break for a while. ✓ Shows a new action was completed
34. 宿題をやっているところを先生に見られた。
Shukudai o yatteiru tokoro o sensei ni mirareta.
The teacher caught me **doing** my homework. ✓ Indicates an ongoing action
35. 駅に着いたところで友達に会った。
Eki ni tsuita tokoro de tomodachi ni atta.
I met my friend when I **just arrived** at the station. ✓ Showing a new action completed, another event occurs
36. 今から説明するところなので、よく聞いてください。
Ima kara setsumeisuru tokoro na node, yoku kiite kudasai.
I am **just about to** explain now, so please listen carefully. ✓ Indicates that a new action is about to start

- I am **just about to** explain this, so please listen carefully.
37. 試験が始まる**ところ**で教室が静かになった。 ✓ Indicates that a new action is about to start
Shiken ga hajimaru tokoro de kyoushitsu ga shizuka ni natta.
 The classroom became silent when the test was **just about to** begin.
38. 彼が出かけようとする**ところ**を呼び止めた。 ✓ Indicates that a new action is about to start
Kare ga dekakeyou to suru tokoro o yobi tometa.
 I called out to him when he was **just about to** leave.
39. お風呂に入っている**ところ**だから、待っててね。 ✓ Indicates an ongoing action
Ofuro ni haitteiru tokoro dakara, matte te ne.
 I am still **taking a** bath, please wait.
40. 授業が終わった**ところ**へ先生が質問してきた。 ✓ Showing a new action completed, another event occurs
Jugyou ga owatta tokoro e sensei ga shitsumonshite kita.
 The teacher asks a question **just as the lesson has finished**.

SS: Syntax Structure

Based on analysis of 40 sentences generated by GPT-5 for time expression sentence patterns according to the JLPT N3 level for time expression sentence patterns, it is known that all data were grammatically correct. A detailed analysis of each sample sentence will be presented further.

3.2 Discussion of ～うちに Sentence Generated by GPT-5

The sentence pattern ～うちに is generally used to express that an action is performed ‘while a condition persists’ or ‘before a certain condition changes’ [25]. Thus, ～うちに serves to mark the natural time limit for an event to occur. The following analysis will examine sentences generated by GPT-5 to assess the extent to which they are consistent with Japanese grammatical rules.

Data 1:

暗くならない うちに 家へ帰りましょう。

subordinate clause main clause

Kuraku naranai uchi ni, ie e kaerimasahou.

Let's go home **while** it's not getting dark.

うちに: temporal connector

動詞 (辞書形) ない形+うちに

Verb (dictionary form)/-nai form + *uchi ni*

The syntactic relationship and temporal subordinators in the pattern of ～うちに imply an accidental shift that occurs during a specific period. The pattern ～うちに is used to express an action taken before a change in circumstances within a period. In this statement, the action, “Let’s go home,” happens before the condition ‘dark’ occurs. This sentence is entirely consistent with the sentence pattern and example sentences from *Shin Kanzen Master Bunpou N3*.

3.3 Discussion of ～間・間に Sentence Generated by GPT-5

The sentence pattern ～間・間に is used to indicate an action that occurs continuously and simultaneously over a period [25]. This analysis below analyzes the grammatical accuracy of GPT-5-generated sentences.

Data 11:

先生が説明している 間、 学生たちは静かに聞いていた。

subordinate clause

main clause

Sensei ga setsumei shiteiru aida, gakuseitachi wa shizuka ni kiiteita.

The students listened quietly **while** the teacher was explaining.

～間: temporal connector

動詞 (辞書形) /ている形+間

Verb (dictionary form)/-te iru form + *aida*

The syntactic relationship and temporal subordinators in the pattern of ～間 show simultaneity between two acts taking place at the same moment. The pattern ～間 is used when one action continues throughout the duration of another action. In this sentence, the subordinate clause “while students listened quietly” takes place continuously within that period. This sentence is entirely consistent with the sentence pattern and example sentences from *Shin Kanzen Master Bunpou N3*.

3.4 Discussion of ～てからでないと・～てからでなければ Sentence Generated by GPT-5

The sentence pattern ～てからでないと・～てからでなければ is generally used to express that an action cannot be realized unless another action has been completed beforehand [25]. The following analysis will examine sentences generated by GPT-5 to assess the extent to which they are consistent with Japanese grammatical rules.

Data 21:

宿題を してからでないと 遊びに行けません。

subordinate clause main clause

Shukudai o shite kara denaito asobi nikemasen.

I cannot go out and play **until** I finish my homework.

～てからでないと: temporal connector

動詞 (て形) + からでないと・からでなければ

Verb (*te* form)+ *kara denai to/kara denakereba*

The pattern ～てからでないと indicates a state in which one action cannot take place unless another is performed first. The pattern ～てからでないと is commonly employed to highlight constraints or prerequisites, frequently conveying a sense of duty or rule. In this sentence, the subordinate clause “until I finish my homework” sets the necessary condition, while the main clause “I cannot go out and play” represents the action that is restricted. This sentence is entirely consistent with the sentence pattern and example sentences from *Shin Kanzen Master Bunpou N3*.

3.5 Discussion of ～ところだ・ところ (+助詞) Sentence Generated by GPT-5

The sentence pattern ～ところだ is generally used to express a situation that is directly connected to the temporal stage of an action [25]. This pattern therefore highlights the speaker’s perspective on the precise timing of an event. The following analysis will examine one sentence generated by GPT-5 to assess the extent to which it is consistent with Japanese grammatical rules.

Data 31:

ちょうど今から 出かけるところです。

subordinate clause main clause

Choudo ima kara dekakeru tokoro desu.

I am **just about to** go right now.

ところ: temporal connector

動詞 (辞書形/ている形/た形) +ところ

Verb (dictionary form/*-te iru* form/*-ta* form) + *tokoro*

Based on the syntactic relationship and temporal subordinator from the pattern ～ところだ, it indicated an event that is situated at the starting point of an action. In this case, the verb in dictionary form “出かける” (*dekakeru*, to go out) combined with 「ところ」 expresses the meaning “about to go out.” The addition of 「ちょうど今から」 reinforces the immediacy of the action, showing that the event is on the verge of occurring. This is fully consistent with the explanation and example sentences in *Shin Kanzen Master Bunpou N3*, which categorizes dictionary form +ところ as expressing an action that is just about to happen.

3.6 The Use of JLPT N3 and GPT-5 Time Expressions in Japanese Grammar Learning

The study shows that students who are learning JLPT N3 level need to understand time expressions like ～うちに、～間、～てからでないと、and ～ところだ. This means they should not just learn what these expressions look like but also how they are different from each other. The problem is that these expressions are usually taught as grammar rules. The main thing that students at the basic and intermediate levels have trouble with is figuring out how to use them correctly in different situations. They need to learn how to use the right one at the right time when they are speaking or writing in Japanese. JLPT N3 level students should practice using ～うちに、～間、～てからでないと、and ～ところだ in contexts to understand their meanings better. N3 Grammar should focus on things that make learners compare time expressions and explain why a certain form is suitable for a specific situation.

This approach is well aligned with the goals of the JLPT N3 reading and grammar sections, which are to understand when to utilize something in context rather than just on the surface. The N3 grammar can also use sentences made by GPT-5 to help learners understand language better by making them check if the grammar is correct and say clearly how time is related in the sentence. This will help learners of the N3 Grammar to think more about the language they are using. This approach supports learner autonomy by shifting learners' focus from memorization to meaningful understanding of N3-level grammar.

4 Conclusion

Based on the analysis, although GPT-5 exhibited hallucination phenomena at the time of its launch, the findings of this study indicate that from 40 data, the GPT-5 results are reasonably accurate, thereby supporting its use as an additional reference tool for generating sentences in Japanese. Further research is recommended to investigate the sentence patterns produced by ChatGPT more comprehensively through three future steps of analysis, namely grammatical, semantic, and pragmatic, in order to obtain a more detailed comprehensive understanding of the naturalness of the sentence generated by ChatGPT.

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