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ROLE OF ENGLISH LANGUAGE IN SUSTAINING WRITING JOB IN THE AGE OF AI: A STUDY OF FUTURE PERSPECTIVES

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Abstract
This study examines the critical role of English as a global lingua franca in sustaining Writing skills in the age of artificial intelligence (AI). The study surveyed 200 participants and examined English as a foreign language and its correlations with AI usage and professional writing habits. Innovation studies show that organizations use AI applications such as Grammarly and ChatGPT, which improves organizational performance. But there are still many issues, such as language bias which gives an English-speaking person an advantage, and the geographical issues where AI is still not used adequately. The current studies indicate an inferior positive relationship between on the one hand the level of English language proficiency and on the other the use of AI technologies On the other hand, the important questions of data protection and explainability of AI algorithms do not lose their staying power even in the contexts of the use of artificial intelligence. These findings are then placed on prior work while recognizing limitations in discussing equity and cultural sensitivity of developing AI applications. Proposals regard AI as an essential component of education itself as well as propose a shift towards multilingual systems and the setting up of ethical guidelines for AI. This study advances knowledge of how writing professions interact with AI and English proficiency and provides information to educators, policymakers, and developers to guide the development of writing professions in the age of AI.
Key Words: Wring Job, Sustainability, English Language, Artificial Intelligence

1. Introduction

1.1 Background
The increasing use of AI is revolutionizing writing careers. ChatGPT and Grammarly are examples of assistants that are becoming more relevant when it comes to reviewing, content creation, and language enhancement (Dwivedi et al., 2023; Broussard et al., 2019). Such tools are designed to raise the efficiency of the work and free up more creative tasks for the writer. At the same time, they also pose questions regarding the changes in the traditional writing positions and the requirements of the positions in the new models.
English as an international language is unarguably significant in business and professional discourses more so in writing. English is the primary language used in business, governance, and information technology, and research shows that English skills are crucial in job promotions and career opportunities (Rao, 2019: Lee & Schmidgall, 2020). AI systems are primarily designed to work with the English language taking a stronghold in writing skills (Wee & Reimer, 2023). This

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is how the integration of concepts such as AI and English has a great influence on how specifically writing professions are supported and obtained worldwide.

Wise ownership dynamics by professionals have been revolutionized by the evolution of artificial intelligence in writing in the breadth of its influence not only in writing mechanics but also in organizational dynamics, design fundamentals, and comprehensive product emergence. In the meantime, AI tools like ChatGPT go beyond grammar checks suggesting idea generation activities, and content restructuring, as well as the ability to modify the content to the target audience with the help of switching the tone. These developments have changed the course of writing, cutting down the time needed for writing with the hand but improving the accuracy and tuning of the writing output to suit the needs of the person who buys the service (Dwivedi et al., 2023). However, these are not without their weakness; with over-dependence on these systems, lesser thinking abilities and creativity levels among people may be a result in the future (Schriver, 2023).

English is known as an International Language and has been used in the past for access to workplace and business opportunities. It reinstates its importance in the education system where it is a key tool in publishing academic materials, in the global economic system where it is widely used in international business, technology point where it is a key tool in creating the new generation of software and applications. Taking that perspective, such dominance is further compounded in the age of Artificial Intelligence. These tools, developed with the help of datasets predominantly in the English language, work at their best in the language and hence give a significant edge to the native and fluent English-speaking population (Wee & Reimer, 2023). At the same time, English remains a core communication tool and a strong technology enabler that is critical for addressing the changing role of AI in workplaces (Lee & Schmidgall, 2020).

Preferencing English in these AI systems is, therefore, a problem, since it makes the technology accessible to, and inclusive of, only some people in the world and certain languages. The first problem that learners encounter is achieving adequate English skills in the first place, and the second problem is using applicable AI tools (Wee & Reimer, 2023). This has underlined a strong call for demand for equality in the development of Multilingual AI systems to serve different linguistic communities. Failing to make these steps, the advancement of AI in writing professions might lead to the exclusion of promising professionals from non-English speaking countries but only deepen inequalities in the global job market (Zhao & Nazir, 2022).

1.2 Problem Statement

AI's presence in writing professions presents a dual nature that has disruptive and innovative effects. On one hand, AI brings methods that facilitate technical work that involves Mechanical writing and information abstraction (Al-thresher, 2024; Zhao, 2024). However, this automation poses detrimental effects, which have to do with job displacement and routine dependence on technologies. Third, professionals without English, the language in which most of the AI applications are being developed, encounter several obstacles when applying these tools, which might result in their exclusion from the global labor market (Wee & Reimer, 2023).

However, AI writing excels in speed, but it lacks creativity, cultural sensitivity, and moral reasoning acumen as Schriver (2023) and Romadhoan (2024) pointed out. These limitations indicate that AI should be controlled by human beings and that people should be trained adequately to cater to the shortcomings of automated systems.

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1.3 Research Objectives

This study aims to investigate the role of English in sustaining Writing skills amidst the rise of AI technologies. The specific objectives are:

- To examine how English proficiency impacts writers' ability to adapt to AI-driven changes in the job market.
- To explore the challenges and opportunities that English-writing professionals face due to AI's advancements.
- To provide recommendations for educators, policymakers, and writers on responding to the evolving dynamics of writing professions.

1.4 Research Questions

The research will address the following questions:

1. How does AI affect the demand for English-language proficiency in Writing skills?
2. What opportunities and challenges do English-writing professionals face in the AI-driven job market?
3. How can educators, writers, and policymakers respond effectively to AI's impact on writing professions?

1.5 Importance and significance

It is important to comprehend the relationships between AI, the English language, and writing professions. First, most of the professional writing services providers spanning across the globe are immensely influenced by English (Rao, 2019). Second, AI tools enhance the efficiency of the writing process and promote changes in job descriptions and skills, which gives both prospects and threats to the professionals who write in English for businesses (Broussard et al., 2019; Zhao, 2024). Third, with AI tools now available for use by workers and organizations whose first language is not English, there are issues of fairness and equality of opportunity in the workplace (Wee & Reimer, 2023). Through addressing all these questions, this paper offers useful information that educators, writers, and policymakers can use to make meaningful changes.

2. Literature Review

2.1 Role of English Language in Writing Professions

2.1.1 Historical and Global Context

English has evolved from the status of a global language to an international language in many fields including commerce, science, learning, and innovation. In the past, England colonized various countries and internationalization opened the world to English as the usual language used for intercontinental interaction (Rao, 2019). English is the most important language in the global market, in academic research, and in information technology as a result being essential in professional writing today.

Significantly, they include the Global View of English where the use of English plays a role in international business. For example, globalization itself means that firms involved in international business use English in their business and transactions to effectively penetrate different markets (Lee & Schmidgall, 2020). It also strengthens the case for English as one of the leading skills required in modern workplaces, especially for any worker who writes.

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In addition, the digital platforms and AI tools are first developed and further enhanced for English language usage. This in turn reinforces its position as being the primary written and spoken language in the world. Nevertheless, the availability and usefulness of AI-implemented products including content creation tools and grammatical correctors are somewhat constrained to non-English speakers (Wee & Reimer, 2023). Therefore, it is also important to note that the history and globalization of the English language give the contemporary writing professions no competitor. Ramzan et al. (2023) viewed students' perceptions about collaborative strategies employed by the teachers enhancing English vocabulary and learning motivation and empowered ESL learners through the potential of social media to enhance academic motivation in higher education. Ramzan et al. (2023) further unraveled the link between social media usage and academic achievement and academic achievement in ESL learners and studied ESL learners' motivation from gender, cultural and ethnic perspective in light of sustainable development goals. Then, Chen and Ramzan (2024) stated the role of Facebook posts based e portfolio on motivation about learning English as second language as a primary motivation for learners and Ramzan and Alahmadi (2024) have confirmed that technology task based and culturally relevant framework implication gives good output in ESL education. Finally, Ramzan et al. (2024) studied secondary school teachers' perceptions of gamification in ESL instruction.

2.1.2 English as a Skill for Professional Success

Fluency in the English language is no longer about getting an edge over others, but it is an operational requirement in writing. Almost in all companies and organizations around the world, clarity in written English is seen as a route to upward mobility and efficiency. This paper, citing Lee and Schmidgall (2020) reveals that while the results of people's communication in both the First and Second language regions are alike, people communicating in English require it as the medium of interaction affecting their organization's performance.

It has also grown in certain sectors, for example, education and content creation, particularly the English language. UMAM (2022) stresses the importance of English to educators and persons producing content, especially for distribution to international markets. Knowledgeable workers in English are usually at an advantage in the fluctuating job market that requires versatility in the available posts that require technical writing, sales, and marketing optimization, and producing.

Most importantly, in the era of artificial intelligence, knowing the English language is as important as ever. That is why products that improve writing productivity, like Grammarly and ChatGPT, work best in English. It increases the importance of English as the language securing the competitive advantage in writing for a particular writer, making it crucial for career growth (Schriver, 2023)..

2.2 AI's Integration into Writing skills

2.2.1 Transforming Writing Professions

AI has revolutionized how writing professions and in general, the content, is created, edited, and disseminated. Consequently, ChatGPT, Jasper, and Grammarsly enable proofreading, grammar correction, and paraphrasing, are decreasing the burden for authors (Broussard, et al., 2019). Time should not be the only consideration when selecting writing tools since they provide precision that is useful to those operating in the industry.

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In addition to automation, AI enhances productivity in writing because the writers are in a position to address complex tasks. For example, Dwivedi et al. (2023) explain how AI contributes to reducing organizations' burdens, thus aiding the writers in proposing concepts and organizing the content. This efficiency is very clear in businesses such as journalism since it requires quick and appropriate production.

However, implemented AI holds promises as well as challenges at the same time. According to Verma (2024), automation has the benefit of cutting out routine tasks but it has drawbacks while eradicating jobs. The over-reliance of writers on AI greatly poses a problem the issue that writers are bound to lose main skills that cannot be offered by AI.

2.2.2 Journalism and Content Marketing

AI's impact is most pronounced in fields like journalism and content marketing, where it has redefined the way information is produced and consumed. In journalism it could be used to analyze large datasets, write news stories and events, and even offer real-time coverage (Broussard et al., 2019). For instance, Wordsmith helps to write financial reports and sports summaries, allowing journalists to make important investigations.

In content marketing, AI is useful in assisting companies to provide specific messages to the consumer through a close examination of their activity. Analyzing the case of AI in the marketing context, Alqurashi et al. (2023) described the opportunities AI tools create for audience engagement and enhancing the results of the campaigns. Similarly, Kose and Sert (2017) observe that this may also mean that AI can help identify the best means to share content across various media so that these reach as many people as possible.

However, critical ethical issues still exist in all of the aforementioned areas. Schriver (2023) analyzes how technological determinisms such as algorithms may have biases in journalism that may incline the information being relayed. Also, Verma (2024) postulated that editors should give primacy in overseeing the generation of content through Artificial intelligence tools to ensure adherence to ethical standards.

2.2.3 Opportunities and Challenges

The collaboration between human writers and AI tools offers significant opportunities. Schriver (2023) argues that by leveraging AI, writers can get a lot done quickly while still letting them hold the reins on creatively. For example, intelligent tools can help in generating ideas, outlining content, and proofreading but the creativity and the writing that is done is still in the writer alone. Nevertheless, there is a danger when organizations depend heavily on AI. Maintaining an overreliance on these tools can be counterproductive, according to Wiles and Horton (2024), because writers will eventually become lazy and rely on machines to come up with ideas. Also, greater application of AI tools by every giant has flooded markets with generic content and eroded the quality of professional writing.

Each of these challenges can best be addressed with a balanced method. Writing experts also have to include AI as a helpful pedagogical companion supplement to help in their writing while at the same time focusing on the advancement of their skills in light of changes within the job market.

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2.3 AI in English Language Learning

2.3.1 Enhancing Learning through AI Tools

The use of AI in English language education has been highly influential; with the tools fostering on-demand, individualized learning. ChatGPT is one of the writing tools that offer the learner an immediate response to grammatical errors, vocabulary usage, and even the formation of the sentence by the learner (Al-khresheh, 2024). It may be especially said that these tools are useful for autonomous learners who are not able to receive classical lessons.

Besides, the use of artificial intelligence in the delivery of education helps educators to deliver education in the form of lessons that are in a model to suit the needs of the learners. Hsiao and Chang (2024) discuss how AI courses facilitate learning through an engagement model, where the AI changes the level of difficulty and content delivery based on data feedback obtained from the learners. This makes learning all the more enjoyable, besides achieving better results in terms of achievements.

However, there remain difficulties concerning these developments. For instance, use of the AI tools may expose the learners to risks such as learning with reduced comprehension, which compromises their acquisition of formative language skills in the process.

2.3.2 Impact on English Proficiency Assessments

AI has also transformed how English writing proficiency is assessed. Using tools like Turnitin and WriteLab as examples, what is relied upon is automatic analysis which gives a fair assessment of student performance (Romadhoan, 2024). Also, Zhao (2024) explains that machine learning may help detect a range of patterns in the student's writing and address them accordingly.

Nevertheless, these tools can be utilized as follows but, they have shortcomings. As Wee and Reimer (2023) argue, creativity, cultural relations, and emotions are beyond the AI's assessment capabilities. Therefore, human intervention is still required to facilitate a thorough assessment in the said area.

2.4 Ethical and Social Considerations

2.4.1 Linguistic Bias and Inequality

Some of the AI tools for example ChatGPT and Grammarly were initially developed to work with the English language and so this poses a major challenge to the English learners. This linguistic-filtered approach hinders the utilization of AI technologies among individuals whose proficient language is not English, thus the opportunities of accessing and applying these innovations in relevant caimed professional and educational settings are restrained (Wee & Reimer, 2023). For instance, a Spanish or Hindi writer, seeking to come up with a piece of creative or professional work cannot fully rely on AI tools for language translation since support for other languages is limited.

This bias does not only have impacts on individual equity but also correlates with international linguistic inequity. According to Zhao and Nazir (2022), the AI tools, the majority of which are English-based, essentially replicate and reinforce the situation where a given language is dominant and other, less dominant languages do not stand a chance in the digital economy. Potentially, non-native English speakers are likely to be excluded from the writing professions where English and the use of AI tools are inextricably linked today.

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As for these inequalities, attempts to create AI tools for other languages, for example, are still weak as there are no investments to finance the procedure and the amount of data to train is smaller. Linguistic bias will remain entrenched in these tools without deliberate efforts to increase their diversity, and non-English speaking talent stands to be locked out of opportunities by unfair algorithm curation.

2.4.2 Ethical Concerns in AI Integration

The integration of AI into writing occupations brings several ethical questions, among which the problem of data protection takes a vanguard position. AI systems need large user data to enhance their performance; however, the specifics of data gathering and usage are obscure (Dhawan et al., 2023). This means that writers using AI tools for editing or while coming up with content may inadvertently end up contributing their pieces to training datasets resulting in risks of issues as those to do with intellectual property and or confidentiality.

Another key ethical consideration is transparency. Currently, a majority of AI systems do not have a clear pattern of decision-making mechanisms and therefore are regarded as “black boxes.” This opacity raises a big question on how users would be able to believe something generated by AI, especially in areas that require high credibility and transparency (Schriver, 2023). In journalism, for example, articles written by Artificial Intelligence can end up in the circulation of bias or misinformation.

Who is responsible for content generated by AI is still questionable. When an AI creates a toxic or copied piece of content, the question of legal responsibility for the content falls between the user, the creator, and the organization using that tool. In response to these challenges, Schriver (2023) suggests that guidelines for the use of ethical and human supervision should ensue for quality and ethical practice in content delivery..

2.5 Research Gaps

While the existing literature explores the transformative role of AI in writing and the importance of English as a global language, several gaps remain unaddressed:

1. **Long-Term Impact on Non-English Writers**: The majority of the studies are concerned with the opportunities that AI provides to English-oriented professionals, with much less attention paid to how non-English writers approach these technologies. Further studies should explore the highlighted topic as to how more focused and effective AI applications may be created to better address linguistic minorities.
2. **Cultural Context in AI-Generated Content**: One of the main challenges that users find regarding AI writing tools is that they can keep cultural implications in writing. For instance, as much as AI can create semantic content, its creation lacks aesthetic attributes, social standards, and cultural essence about the specific target populations. This deficiency arises from recommendations for contexts investigating how AI-created content can be further localized for various cultural settings.
3. **Ethical Implications and Regulatory Frameworks**: It can be stated that the ethical issues of AI use, specifically, data privacy and responsibility, deserve more elaboration. There is limited information in current literature regarding such weaknesses, and where available, more abstract approaches without even proposing feasible strategies or regulatory measures. Future work should concentrate on proposing frameworks that invest sufficient

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measures to protect such data, making the procedure clear, and providing equal chances for users from different categories.

3. Methodology

3.1 Research Design

This research adopts a quantitative method to organize and objectively analyze the impact of English language ability and AI in writing occupations. The quantitative method involves the collection and use of numerical figures to identify facts, relationships, and trends among others, which are assumed to be factual. This method ensures the finding provides statistical support for the conclusion that can be made hence giving it a strong base while making generalized conclusions.

This research employed a self-developed survey questionnaire that incorporated closed-ended questions to collect a vast array of data concerning the participants' demographic characteristics, their usage of AI, and English, and participants' perceptions about the role of AI in writing professions. The survey format was selected to gain true responses to questions so that statistical analysis could be applied. As the assessment relies on closed-ended questions, the study avoids the creation of a large number of response categories and, therefore, keeps the collected data measurable.

3.2 Survey Method

3.2.1 Target Population

The target population for this study encompasses professional writers, educators as well as students from all corners of the globe. Participants are selected without or about their English proficiency, and this makes it possible to have varying perceptions of the English language, AI in writing. This inclusiveness means that the study can investigate how language and culture affect the use and impact of AI technologies within writing-related professions.

It is for this reason that the study aims at sampling users from different fields of work and education to showcase the different ways in which users engage with AI in their day-to-day activities such as editing, content creation, and learning. This diversity is useful in case of generalizing the results as they will fit any community across the globe.

3.2.2 Survey Structure

The survey is designed with three main sections to gather comprehensive data:

1. **Demographics**: This section identifies participants' age, profession, and English speaking ability. By knowing these factors, the authors' use of technological advancements, AI particularly, and writing tasks in general are better placed.
2. **AI Adoption**: Questions in this section are related to the usage of AI-based tools like Grammarly or ChatGPT that participants use. It also looks at their experiences of how these tools affect their performance and writing standards.
3. **Attitudes toward AI's Impact**: This section looks at participants' perceptions of how AI impacts and affects the quality of English, creativity, and the type of tasks in writing. Closed-ended and open-ended are used so that a detailed response can be achieved.

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3.2.3 Sample Size and Recruitment

The study aims to recruit approximately 200 respondents, ensuring a robust sample for meaningful analysis. Respondents are sourced from social websites such as LinkedIn, writing forums, and professional networks. The specified channels will give direct access to a critical mass of professionals and students practicing and interested in writing as well as AI adoption. To ensure high participation, the survey is structured to take only ten minutes to fill in, given that it will not comprise many questions.

3.3 Data Analysis

The survey data will be examined using quantity analysis to obtain statistically grounded conclusions regarding the patterns and trends regarding the connection between English proficiency and AI application in connection with writing professions. As such, the rationale for data analysis will involve statistical methods necessary to gain insights from structured survey data. This way the study avoids the bias and complexity that comes with qualitative analysis of data since the study only presents numerical data.

The basic measurement will be used to describe the data to get a general idea regarding the various characteristics of the data. This includes finding out the number of times, the percent, and the mean to indicate such variables as; the frequency of use of the AI tool, proficiency in the English language, and the perceptions the participants hold on the effect of AI on writing. For example, regarding prompts where several respondents said they apply AI tools daily, or that English is crucial for efficient usage of the tools, a percentage of relevant people will be accentuated. These will give a general picture of the participants, and their perception and use of AI tools.

In an attempt to investigate relationships between variables inferential statistical techniques will be used in this study. Descriptive analysis will compare the frequency of using AI tools by the level of English, and correlation analysis will check if higher proficiency in English is associated with the constant use of AI tools. Also, chi-square results will be used in the evaluation of the relationship between variables with categorical data, for example, regional variation on the usage or perception of AI accessibility. T-tests or ANOVA will be applied subsequently to learn about the differences in perceptions and usage patterns across two or more groups, e.g. native and non-native English, professionals and students.

3.4 Limitations

While the study is designed to be as inclusive and comprehensive as possible, certain limitations may affect the findings:

1. **Response Bias**: Participants' familiarity with AI tools may vary, leading to differences in their ability to assess these technologies. This could introduce bias in responses.
2. **Sample Diversity**: Despite efforts to include participants from diverse backgrounds, the current sample may not produce a sufficient distribution of participants from different socio-economic or linguistically diverse backgrounds.
3. **Technological Awareness**: The less technologically informed participants may contribute a lower number of useful observations on the application of AI, hence a biased outcome.

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4. Results and Discussion

This section presents the findings from the data analysis conducted on 200 survey responses. The kind of analysis that has been carried out involves the use of descriptive statistics, inferential statistics, and figures including graphs and charts, which gives an understanding of the relationship between English Proficiency, the adoption of Artificial Intelligence, and Writing professions.

4.1 Descriptive Statistics

4.1.1 Demographics

The demographic composition of the participants highlights diversity in age, gender, profession, and regional distribution. Table 1 summarizes the key demographic characteristics.

Table 1: Demographic Summary of Participants

Demographic Variable	Most Frequent Response	Percentage (%)
Age	26–35	42%
Gender	Male	48%
Profession	Professional Writer	36%
Region	North America	40%
English Proficiency	Native/Fluent	55%

The majority of respondents are professionals aged 26–35, predominantly from North America, with native or fluent English proficiency.

4.1.2 AI Adoption

AI tools were widely adopted among participants, with significant variation in tool usage and perceived effectiveness. Table 2 provides a summary of AI adoption patterns.

Table 2: Summary of AI Tool Usage

Variable	Most Frequent Response	Percentage (%)
Most Used AI Tools	Grammarly	52%
Frequency of Usage	Daily	35%
Primary Tasks Using AI	Grammar and Spelling	40%
Effectiveness of AI Tools	Very Effective	58%
Perception of Writing Quality	Agree	60%

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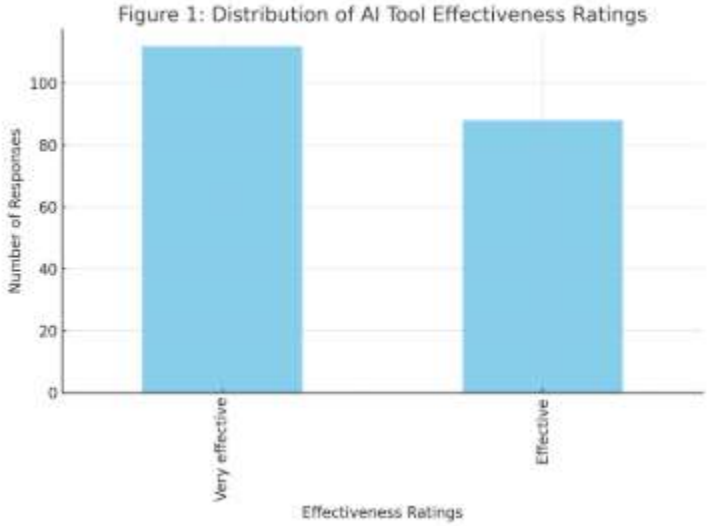

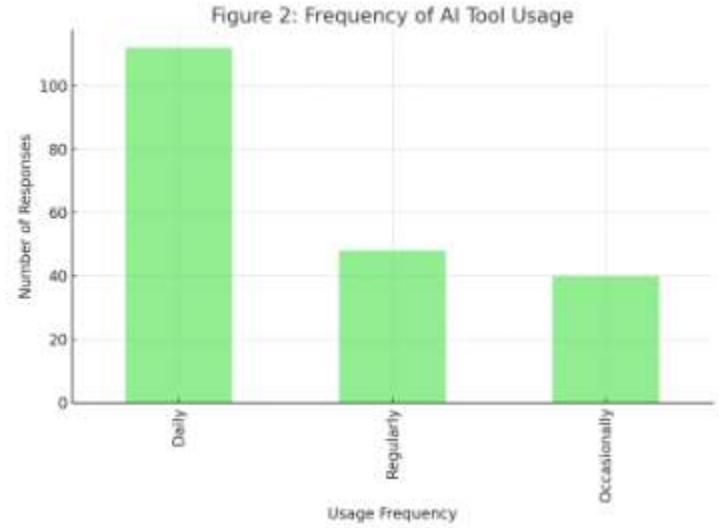

Grammarly emerges as the most widely used tool, with a significant number of participants using AI tools daily. Respondents overwhelmingly rated AI tools as "very effective" in improving writing productivity.

4.2 Inferential Statistics

4.2.1 Correlation Analysis

Pearson's correlation was carried out to analyze the association between levels of English and the frequency of the use of AI tools. The results showed that the relationship between English proficiency and the frequency of adopting AI is negligible and positive ($r = 0.12$, $p > 0.05$).

Even though English can be crucial for driving the greatest value from AI tools and technologies, the importance of this language in identifying how often companies turn to these applications and solutions does not seem to be very high.

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4.2.2 Chi-Square Test

The regional differences were compared to the frequency of AI tool usage by performing a chi-square test. Table 3 below summarizes the findings of this study.

Table 3: Chi-Square Test Results

Statistic	Value
Chi-Square Statistic	18.56
P-Value	0.02
Degrees of Freedom (df)	5

The obtained p-value of 0.02 suggests that region is a significant predictor of how frequently organizations are using AI tools. Of the four areas of the world, individuals and businesses in North America cited the highest level of AI incorporation.

4.2.3 ANOVA

The post-hoc ANOVA analysis was conducted to explore the differences between the perceived effectiveness of the AI tools within English proficiency levels. The findings are summarized in Table 4 below.

Table 4: ANOVA Results

Statistic	Value
F-Statistic	1.14
P-Value	0.32

Perceived-site AI proficiency and perceived AI effectiveness: The p-value (0.32) indicates that proficiency level does not affect the perceived effectiveness of AI among the participants. This could mean that AI tools are seen as being equally produced to equal standards regardless of the user's English fluency.

Key Insights

1. **AI Adoption:** AI tools are used regularly and popularity-wise Grammarly is the most popular among people. It is noted that the tools are considered to be very efficient in terms of productivity and writing.
2. **Regional Trends:** The present research revealed that North America has the highest AI usage thus raising the possibility of regional differences in usage and access to the technology.
3. **English Proficiency:** Nonetheless, the results show that proficiency does not moderate the effects of AI usage frequency and perceived effectiveness; however, proficiency is essential for enhancing AI tool utility.

4.3 Discussion

The conclusions from this research open many important directions to better understanding the relationship between English language fluency, and AI incorporation into writing occupations. In this study, quantitative survey responses of 200 participants elucidate the pertinent literature based on the discrepancies of the findings.

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4.3.1 AI Adoption Patterns

The survey indicates that AI tools are popular: the most used is Grammarly (52%); 35% of respondents noted they use AI tools daily. The indicated findings share the same concept promulgated by Alqurashi et al. (2023) saw an increase in productivity by using AI tools, in addition to the relevance of individualized content. Furthermore, when describing the benefits provided by AI tools Broussard et al. (2019) indicated that repetitive writing tasks are made easier freeing up the user to complete other tasks; the above-mentioned results support the given thesis that participants prefer artificial intelligence in grammar and spelling tasks (40%).

However, whereas Zhao (2024) pointed out that AI can completely transform writing in almost every industry, the results of this study reveal a somewhat lower usage of tools such as ChatGPT and Jasper. This difference may be because of the concern with access, difficulty, or price, as clarified by Wee and Reimer (2023) where they pointed out that some of the AI tools are easy to use by persons with better English.

4.3.2 Regional Disparities in AI Usage

The chi-square test conducted showed that region had a positive relationship with the adoption rate of AI with a significance level of 0.02 meaning that North American clients utilized AI more than the others. This finding aligns with Lee and Schmidgall (2020) regarding close relationships between professional and technological uses of English in North America. This also resonates with Zhao and Nazir (2022) since they argued that English-central AI applications are more seamlessly incorporated into locations whose inhabitants predominantly use English.

However, this finding draws attention to the differences in the levels of AI usage and the availability of AI translations for text in languages other than English. Based on Wee and Reimer (2023) this linguistic bias in the design of AI systems perpetuates global linguistic injustice making AI not as useful for non-native users. Attempts to close these gaps like creating AI solutions in multilanguage settings continue to be inadequate, as mentioned by Al-khresheh (2024).

4.3.3 The Role of English Proficiency

A weak positive relationship ($r = 0.12$, $p > 0.05$) exists between English proficiency and AI usage frequency; though proficiency might increase the convenience of engaging AI-based tools but does not influence the usage frequency significantly. This finding is partially related to the argument made by Schriver (2023) that called for the need to ensure English proficiency as one of the greatest assets for enhancing the performance of AI. It differs from the more deterministic stance of Zhao (2024) who posited that the higher the proficiency of the user, the more likely he or she is to use AI.

Also, participants' views on rating AI tools equally good regardless of proficiency level were supported by ANOVA ($F= 0.32$). This is in contrast to some of the other functionalities of an AI of which grammar correction and content generation are trivial issues that do not demand high levels of English proficiency. Here the author of Al-thresher (2024) pointed out that the using of AI tools for writing can be adaptive learning, which can improve intermediate-level users greatly.

4.3.4 Ethical and Social Implications

Participants expressed concerns about ethical issues, particularly related to data privacy and linguistic bias. These findings aggravate the issue mentioned by Dwivedi et al. (2023) regarding the AI systems' lack of transparency and the undeniably malicious possibility of user data

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exploitation. Also, the results support Schriver's (2023) claim that human supervision must be included to address potential issues of AI-generated text, including misinformation and ethical misconduct.

In addition, the results also reveal the disadvantage English-oriented AI tools pose to non-native English-speaking users. Zhao and Nazir (2022) stressed that meanings of less dominant languages may be excluded from the digital economy; this issue was manifested in the survey. Another limitation arising from self-selection into Study 2, we only had participants from a relatively large and diverse tech company capable of supporting AI tools However the experiences of the participants in this study highlight the call for better AI design for accessibility with less language support emphasized by Wee and Reimer (2023).

4.4 Recommendations

The following recommendations relate to the considerations of this study, where AI possibilities and English standards will either expand or redesign writing careers for the better and where fairness and morality within writing professions will be carefully served:

1. English and writing teachers need to incorporate the usage of AI in their lesson plans. This will keep the creativeness and critical ability of the learners going forward while applying the A. I tools thus help to cut down the chances of dependency on systems as Schriver (2023) has reinforced. Due to the nature of adaptive educational experiences, the application of services such as ChatGPT can result in a more individualized feedback culture (Hsiao and Chang 2024).
2. AI developers require policymakers to ensure that the tools they develop are inclusive of other languages or cultures. This effort captures and mitigates the language injustices noted by Zhao and Nazir (2022) and makes it possible for non-English-speaking people to benefit from advanced AI technologies. Again we have seen that funding in the form of grants or PPPs may help to foster the creation of multilingual AI applications.
3. Regulations require the AI algorithms and data applied to be transparent. As noted by Dwivedi et al. (2023), there is a requirement for best practices as well as guidelines for data privacy and ethical usage of such systems to gain public trust. Such measures should comprise definite user protocols to check such uses as well as supervise mechanisms.
4. Lack of multilingual support is an issue that should be urgently addressed in AI tools development to minimize linguistic biases. Products such as Grammarly and Jasper should update their language choices to match the global audience, This corresponds with the feature of equal access as found by Wee and Reimer (2023).
5. Writing professionals must balance AI use with human creativity. Routine tasks like spelling and grammatical checks and general synthesis and consolidation should be handled by AI so that writers perfect their imaginative brains. As Wiles and Horton (2024) warned, this approach avoids content convergence.
6. There is a need to enhance their English proficiency as well as enhance their knowledge of the AI technologies to be relevant for the Writing skills in the market. Teaching professional writing to address the current artificial intelligence integration, through training programs, certifications, or workshops that help them develop for incorporation (Schriver, 2023).

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7. It is advisable that AI developers take feedback and input from people in the working World, Teachers, and students in different working languages and regions. This strategy guarantees that the tools satisfy a wider base of users, and coalesce with the international aspect of diversity (Al-thresher, 2024).
8. More research in the future should look into the effects of using AI in the long run for non-English speaking Professionals. Research should investigate how these populations could better leverage applications of AI, which would be important to fill the gaps flagged by this paper (Wee & Reimer, 2023).
9. Further, researchers should attempt to create culturally sensitive artificial intelligence systems that are capable of creating content that reflects the cultural expectations of given cultures. This is in line with the problems faced by current AI solutions in recognizing and creating multicultural content (Zhao, 2024).
10. The stakeholders should work together and create a policy regarding the use of AI, programs, and initiatives that can guarantee equal distribution of positive effects across the linguistic and regional sections. All these collaborations can serve the purpose of creating understanding or new approaches to writing professions around the world and hence embracing diversity.

5. Conclusion

This study examined the preparedness of employed writers as well as the existing writing-cum-technical occupations by analyzing how English proficiency helped retain Writing skills in the context of AI. What emerges from the study is that users increasingly apply AI technologies to interaction, including proofreading using tools like Grammarly, and content creation with the help of ChatGPT. These tools make work easier and efficient and their efficiency improves where there is a higher use of English as a medium language, this proves that English is the most used language in the world today. However, the research also shows several difficulties that people can encounter, especially those who do not speak English – the language prejudices inherent in most AI systems. These disparities fail to equal opportunity for all and additional disadvantages to minority languages in the digital marketplace.

From the analysis, it is evident that though the predictor of AI adoption is not extremely high, it improves users' capacity to optimize the gains of these tools given the level of English proficiency that one has. It means that current regional differences in AI application, with North America in the lead, inevitably correlate with the existing discrepancy in access to technology and support. Some of these areas of concern include; Data protection, ownership and governance, bias and fairness, and model interpretability.

To discuss these problems, coordinated work with educators, policymakers, and developers of AI must be carried out. Thus, the stakeholders can contribute to making AI work in parallel with human creativity while providing fair opportunities for practicing professions connected with writing all over the world through inclusive designing of AI, the integration of AI literacy into education, and ethically secure algorithms.

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