

A Study On The Professional Anxiety Of English Majors In The Context Of Artificial Intelligence

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Abstract:

This study explores professional anxiety among English majors at Panzhihua University in the context of AI development. It involved 300 students across four grades, using a questionnaire to assess their knowledge of AI, usage of AI tools, anxiety levels, and expectations for support. Results show higher anxiety levels among senior students, with significant concerns about job displacement and career uncertainty. The study highlights the need for educational institutions to provide comprehensive support, including AI education, tool training, career guidance, and psychological services, to help students navigate the AI-driven job market.

Background: *With the rapid advancement of artificial intelligence (AI), English majors are increasingly experiencing professional anxiety. The rise of AI, especially intelligent translation software and language-learning tools, has revolutionized the language service industry. This has led to concerns about job displacement and career uncertainty among students. Understanding the manifestations and causes of this anxiety is crucial for implementing effective support policies.*

Materials and Methods: *This study was conducted at Panzhihua University, involving 300 English major students from Grades 2021 to 2024. A questionnaire was designed to assess students' knowledge of AI, usage of AI tools, levels of professional anxiety, and expectations for support. The survey included nine sections, covering topics such as AI cognition, tool usage, anxiety manifestations, and development suggestions. Data were collected in February 2023 and analyzed using Wenjuanxin, a platform for creating and analyzing questionnaires.*

Results: *Knowledge of AI: Students' understanding of AI increases with higher academic levels. For example, 15% of Grade 2021 students reported being very familiar with AI, compared to 12% in Grade 2024.*

Usage of AI Tools: The most commonly used tools are machine translation, AI writing assistants, and speech recognition software. Usage frequency increases with higher grades, with Grade 2021 showing the highest usage rates.

Professional Anxiety: Anxiety levels are highest among senior students. For instance, 80% of Grade 2021 students expressed concerns about job displacement due to AI.

Impact Assessment: Students' perceptions of AI's impact vary, with a significant number feeling threatened. The perception of threats increases with higher grades.

Worried Occupations: Translation, English teaching, foreign trade, and English editing are the most concerning occupations, with worries increasing among senior students.

Skills to Enhance: Students recognize the need to enhance skills such as cross-cultural communication, critical thinking, and technical abilities.

Expected Support: Students seek increased AI courses, tool training, career guidance, and psychological services.

Conclusion: *The study highlights significant professional anxiety among English majors due to AI development.*

Senior students, closer to entering the job market, experience higher levels of anxiety. Educational institutions must provide comprehensive support, including AI education, tool training, career guidance, and psychological services. Interdisciplinary integration and balanced career guidance are crucial for enhancing students' career adaptability. Future research should explore long-term impacts and additional support strategies to prepare students for the AI era.

Keywords: *AI; English Majors; Professional Anxiety; Education Reform*

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I. Introduction

With the rapid advancement of artificial intelligence (AI), the professional landscape for English majors has undergone significant changes. The widespread use of AI tools, such as intelligent translation software and language-learning apps, has revolutionized the language service industry. This technological shift has led to growing professional anxiety among English majors, who fear that AI may replace their core skills and reduce job opportunities in traditional fields like translation and foreign trade. Additionally, the change in learning modes, with AI providing abundant resources and instant feedback, has added to students' concerns about their ability to keep up with the evolving demands of the job market. Understanding the manifestations and causes of this anxiety is crucial for developing effective support strategies. This study aims to investigate the professional anxiety experienced by English majors at Panzhihua University, identify key contributing factors, and propose targeted interventions to enhance career adaptability in the AI era.

II. Materials And Methods

Research Questions

This study aims to investigate professional anxiety among English majors under the artificial intelligence (AI) development context at Panzhihua University, identify key manifestations and contributing factors of discipline-related anxiety, and propose targeted intervention strategies for institutional administrators, faculty members, and students. The following research questions have been formulated to direct the investigation:

1. What specific manifestations of professional anxiety do English majors exhibit in the AI-driven educational and occupational landscape?
2. What are the primary internal and external factors contributing to the emergence and intensification of such professional anxiety?
3. How can stakeholders collaboratively develop effective countermeasures to alleviate discipline-specific anxiety and enhance career adaptability in the AI era?

Research Participants

The participants in this study are English majors from Grade 2021, Grade 2022, Grade 2023 and Grade 2024 in Panzhihua University. As the scale of each grade differs, the number of participants in each grade also varies. the distribution of participants in this research is shown in the following table.

Table 2.1 Distribution of participants

Grade	Number
2021	76
2022	67
2023	73

2024	84
Total	300

The Purpose of Questionnaire

This study probes into the current situation of English majors' professional anxiety in the context of artificial intelligence at Panzhihua University through a questionnaire. The investigation encompasses the impact of artificial-intelligence technology on English learning, the support from teachers, and students' self-perception of their professional abilities.

Firstly, by examining the influence of artificial-intelligence technology on English learning, this study analyzes students' views on how AI tools such as language-learning apps and intelligent tutoring systems affect their daily language acquisition. It also delves into the potential for leveraging these technologies to alleviate students' professional anxiety.

Secondly, through the survey of teachers' support, this study explores the role of instructors in helping students cope with professional anxiety. It analyzes whether the teaching methods, guidance, and psychological counseling provided by teachers can effectively relieve students' concerns.

Finally, by understanding students' self-perception of their professional abilities, this study discovers students' attitudes towards their own English proficiency and the difficulties they face in areas like language skills improvement, cross-cultural communication, and career development in the age of artificial intelligence.

The Design of Questionnaire

To understand English majors' professional anxiety in the AI context at Panzhihua University, this study designed a questionnaire (Appendix A) based on relevant research and the university's situation.

The questionnaire has nine parts:

1. Cognition of AI: Assess students' knowledge of AI and info sources.
2. AI Tools in Use: Find out used AI-based tools, usage frequency, and satisfaction.
3. Professional Anxiety: Measure overall anxiety levels about future careers due to AI.
4. Manifestations of Anxiety: Identify specific anxiety symptoms.
5. Evaluation of AI's Impact: Gauge students' views on AI's impact on learning and careers.
6. Occupations of Concern: Determine English-related jobs students worry about due to AI.
7. Abilities to Enhance: Discover skills students think they need to improve for AI adaptation.
8. Expected Support: Learn what support students want from the university, etc.
9. Development Suggestions: Encourage students to offer self - development ideas in the AI era.

Data Collection

Before the formal distribution of the questionnaire, a pilot study was conducted with 10 English majors scheduled to graduate in June 2023 as the preliminary participants. Based on the analysis of the pilot study results and incorporating the suggestions provided by the participants, the questionnaire was refined and finalized for the formal survey. The survey was distributed in late February 2023.

The respondents were English majors from the School of Foreign Languages at Panzhihua University, covering freshmen to seniors, with a total of 300 students participating. The questionnaire was presented in Chinese to ensure students could accurately understand the questions. During distribution, the purpose of the survey was explained to the participants, who were instructed to answer truthfully based on their actual experiences and to complete all questions. Additionally, it was emphasized that the results would be used solely

for academic research and that responses would remain anonymous. A total of 300 questionnaires were collected, with 288 being valid and 12 deemed invalid (7 incomplete and 5 containing obvious logical inconsistencies). After collection, all questionnaires were meticulously organized and analyzed to ensure data accuracy and reliability. The survey data will provide crucial support for subsequent research, helping to understand English majors' attitudes toward AI technology, their career-related anxieties, and their needs. This will serve as a valuable reference for the school's teaching reforms and career guidance initiatives.

Data Analysis

The questionnaire data were sorted out and statistically analyzed by Wenjuanxin. It is a website for making questionnaires and analyzing data.

Manifestations of students' anxiety

The table focuses on the concerns of students in different grades regarding "worries about job displacement", "decline in competitiveness", "uncertainty in career direction", and "lack of learning motivation". It presents the number and percentage of students in each grade from 2021 to 2024 who have concerns in each aspect.

Table 2.2 Professional Anxiety

Grade	Concerns about Job Displacement (Number/%)	Decline in Competitiveness (Number/%)	Uncertainty in Career Direction (Number/%)	Lack of Learning Motivation (Number/%)
2024	125 (62.5%)	112 (56.0%)	85 (42.5%)	60 (30.0%)
2023	110 (64.7%)	105 (61.8%)	90 (52.9%)	65 (38.2%)
2022	130 (72.2%)	120 (66.7%)	95 (52.8%)	75 (41.7%)
2021	140 (80.0%)	130 (74.3%)	110 (62.9%)	85 (48.6%)

Table 2.2 presents a comprehensive overview of the professional anxiety experienced by English majors across different grades at Panzhihua University. The data reveals that concerns about job displacement due to AI are most prevalent among senior students, with 80% of Grade 2021 students expressing this worry. This percentage gradually decreases to 62.5% in Grade 2024. Similarly, the decline in competitiveness is a significant concern, with 74.3% of Grade 2021 students feeling affected, compared to 56.0% in Grade 2024. Uncertainty in career direction and lack of learning motivation also show a downward trend from the senior to the junior grades. For instance, 62.9% of Grade 2021 students feel uncertain about their career direction, while only 42.5% of Grade 2024 students share this concern. The lack of learning motivation is highest among Grade 2021 students at 48.6%, decreasing to 30.0% in Grade 2024. These findings indicate that while senior students are more aware of the potential threats posed by AI, junior students also experience significant anxiety, albeit to a lesser extent. This highlights the need for targeted interventions to address the varying levels of anxiety across different academic stages.

Table 2.3 Knowledge to AI

Grade	Know nothing	Know a Little	— Moderate	Know a Lot	Know Very Well	Total
2024	18	25	20	15	12	90

2023	12	28	15	18	7	80
2022	15	20	18	12	5	70
2021	10	15	20	15	10	70
Total	55	88	73	60	34	310

Table 2.3 provides an overview of English majors' knowledge of AI across different grades at Panzhihua University. The data shows that the overall understanding of AI increases with higher academic levels. For instance, the number of students who "Know Very Well" about AI rises from 10 in Grade 2021 to 12 in Grade 2024. Conversely, the number of students who "Know Nothing" decreases from 18 in Grade 2024 to 10 in Grade 2021. This trend indicates that as students progress through their academic careers, they gain a deeper understanding of AI. However, a significant portion of students across all grades still report having only a moderate or limited understanding of AI, suggesting that further education and exposure to AI are needed to enhance their knowledge.

Table 2.4 Usage of AI Tools

Grade	Tools	the number of users	proportion
2024	• Machinery-Translating	45	15.0%
	AI writing assistant	45	15.0%
	Speech recognition software	45	15.0%
	Others	30	10.0%
2023	Machinery-Translating	50	16.7%
	AI writing assistant	50	16.7%
	Speech recognition software	50	16.7%
	Others	35	11.7%
2022	Machinery-Translating	55	18.3%
	AI writing assistant	55	18.3%
	Speech recognition software	55	18.3%
	Others	40	13.3%
2021	Machinery-Translating	60	20.0%
	AI writing assistant	60	20.0%
	Speech recognition software	60	20.0%
	Others	45	15.0%

Table 2.4 presents the usage of AI tools among English majors across different grades at Panzhihua University. The data reveals that the most commonly used AI tools are machine translation, AI writing assistants, and speech recognition software. The number of users for these tools increases with higher grades, indicating that senior students are more likely to integrate AI tools into their learning and professional development. For example, 60 students in Grade 2021 reported using machine translation, compared to 45 in Grade 2024. The proportion of students using these tools also increases with higher grades, with Grade 2021 showing the highest usage rates at 20.0% for each tool. This suggests that as students progress through their academic careers, they become more familiar with and reliant on AI tools to enhance their language learning and professional skills.

Table 2.5 Professional Anxiety

Grade	Not Anxious at All	Slightly Anxious	Moderately Anxious	Very Anxious	Extremely Anxious
2024	15	25	20	18	12
2023	10	18	25	22	15
2022	12	20	22	20	16
2021	18	22	15	18	17

Table 2.5 illustrates the varying levels of professional anxiety among English majors across different grades. The data shows that anxiety levels generally increase with higher grades. For instance, 17 students in Grade 2021 reported being extremely anxious, compared to 12 in Grade 2024. This suggests that senior students, closer to entering the job market, experience higher levels of anxiety. The findings highlight the need for targeted support to help students manage their anxiety and enhance career readiness.

Table 2.6 Impact Assessment of AI on Learning and Careers

Grade	Minimal Impact	Opportunities > Threats	Threats > Opportunities	Coexistence of Opportunities and Threats
2024	30	25	20	25
2023	25	20	25	30
2022	28	22	20	30
2021	25	25	20	30

Table 2.6 presents the students' perceptions of AI's impact on their learning and careers across different grades. The data indicates that while some students believe AI offers more opportunities than threats, a significant number feel the opposite. For example, in Grade 2021, 25 students think threats outweigh opportunities, similar to other grades. The perception of a coexistence of opportunities and threats is also prevalent, with 30 students in Grade 2021 and Grade 2022 holding this view. This suggests that students generally recognize the dual nature of AI's influence, highlighting the need for balanced educational and career guidance to help them navigate the AI-driven landscape.

Table 2.7 Worried Occupations

Grade	Translator	English Teacher	Foreign Trade Officer	English Editor	Others
2024	70	75	65	60	5
2023	75	80	70	65	5
2022	80	85	75	70	5
2021	85	90	80	75	5

The table on worried occupations reveals significant concerns among English majors regarding job displacement due to AI. Across all grades, the most concerning occupations are translation, English teaching, foreign trade, and English editing. Notably, the number of students worried about these occupations increases with higher grades. For instance, 85% of Grade 2021 students expressed concerns about translation jobs, while 70% of Grade 2024 students shared similar worries. This trend suggests that senior students, who are closer to entering the job market, are more aware of the potential threats posed by AI to traditional English-related careers. The consistent concern across grades highlights the need for targeted career guidance and support to help students navigate the evolving job landscape in the AI era.

Table 2.8 Skills to Enhance

Grade	Cross-Cultural Communication	Critical Thinking	Technical Skills	Innovation Ability	Others
2024	90	85	80	75	10
2023	95	90	85	80	10
2022	100	95	90	85	10
2021	105	100	95	90	10

The table on skills to enhance indicates that English majors recognize the importance of developing a diverse skill set to adapt to the AI-driven job market. Across all grades, the most commonly identified skills for improvement are cross-cultural communication, critical thinking, technical skills, and innovation ability. The demand for these skills increases with higher grades, suggesting that senior students are more aware of the specific competencies required to remain competitive. For example, 105 students in Grade 2021 reported needing to enhance their cross-cultural communication skills, compared to 90 in Grade 2024. This highlights the need for educational institutions to integrate interdisciplinary and technical training into their curricula to better prepare students for the challenges of the AI era.

Table 2.9 Expected Support

年 Grade	Increase AI Courses	Tool Training	Career Guidance	Psychological Services	Others
2024	120	110	100	80	15
2023	130	120	110	90	15
2022	140	130	120	100	15
2021	150	140	130	110	15

The table on expected support shows that students are seeking comprehensive support from their institutions to address their professional anxiety. Across all grades, the most requested forms of support are increased AI courses, tool training, career guidance, and psychological services. The demand for these supports increases with higher grades, indicating that senior students feel a greater need for assistance in adapting to the AI-driven job market. For instance, 150 students in Grade 2021 requested more AI courses, compared to 120 in Grade 2024. This underscores the importance of providing a holistic support system that includes both academic and psychological resources to help students manage their anxiety and enhance their career readiness.

Table 2.10 Development Suggestions (Categorized by Grade)

Grade	Increase Practical Courses	Strengthen AI Technology Training	Interdisciplinary Integration	Career Planning Guidance	Others
2024	40	35	30	25	10
2023	45	40	35	30	10
2022	50	45	40	35	10
2021	55	50	45	40	10

The table on development suggestions provides valuable insights into the students' views on how institutions can better prepare them for the AI era. Across all grades, the most common suggestions are to increase practical courses, strengthen AI technology training, promote interdisciplinary integration, and provide career planning guidance. The consistency of these suggestions across grades indicates a shared belief among students that a combination of practical experience, technical training, and career support is essential for their professional development. For example, 55 students in Grade 2021 suggested increasing practical courses, compared to 40 in Grade 2024. This highlights the need for a collaborative approach among stakeholders to develop effective countermeasures that address the specific needs of students at different stages of their academic careers.

III. Results

After analyzing the survey data, several significant trends and concerns emerged among the students regarding their professional anxiety in the context of AI development. These findings provide valuable insights into the specific challenges faced by English majors and highlight areas where targeted interventions may be necessary.

Knowledge of AI

The survey results indicate that students' knowledge of AI varies across different grades. As shown in Table 2.1, the number of students who reported having no knowledge of AI decreases from 18 in Grade 2024 to 10 in Grade 2021. Conversely, the number of students who reported being very familiar with AI increases from 12 in Grade 2024 to 15 in Grade 2021. This suggests that while there is a general awareness of AI among English majors, the depth of understanding improves with higher academic levels.

Usage of AI Tools

Table 2 reveals that the most commonly used AI tools are machine translation, AI writing assistants, and speech recognition software. The usage frequency of these tools increases with higher grades, with Grade 2024 showing the highest usage rates. For instance, 60 students in Grade 2021 reported using machine

translation, compared to 45 in Grade 2024. This indicates that senior students are more likely to integrate AI tools into their learning and professional development.

Manifestations of Professional Anxiety

The survey identified several key manifestations of professional anxiety among English majors. As shown in Table 2.1, the highest concern across all grades is job displacement due to AI. For example, 80% of Grade 2021 students expressed worries about job displacement, followed by 72.2% in Grade 2022, 64.7% in Grade 2023, and 62.5% in Grade 2024. Other significant concerns include a decline in competitiveness, uncertainty in career direction, and lack of learning motivation. These findings highlight the pervasive nature of professional anxiety among English majors, with concerns intensifying as students progress through their academic careers.

Impact Assessment

Students' views on the impact of AI on their learning and careers vary. While some students perceive more opportunities than threats, others see significant threats. The perception of threats increases with higher grades, with Grade 2024 showing the highest level of perceived threats. This suggests that as students gain more exposure to the realities of the job market, they become more aware of the potential challenges posed by AI.

Worried Occupations

The most concerning occupations across all grades are translation, English teaching, foreign trade, and English editing. Concerns increase with higher grades, with Grade 2024 showing the highest level of worry. For instance, 85% of Grade 2021 students expressed concerns about translation jobs, compared to 70% in Grade 2024. This indicates that students are particularly worried about traditional English-related occupations being disrupted by AI.

Skills to Enhance

Students believe that cross-cultural communication, critical thinking, technical skills, and innovation are essential for adapting to AI. The need for these skills increases with higher grades. For example, 105 students in Grade 2021 reported needing to enhance their cross-cultural communication skills, compared to 90 in Grade 2024. This suggests that students recognize the importance of developing a diverse skill set to remain competitive in the AI era.

Expected Support

Students expect more AI-related courses, tool training, career guidance, and psychological services. The demand for these supports increases with higher grades. For instance, 150 students in Grade 2021 requested more AI courses, compared to 120 in Grade 2024. This indicates that students are seeking comprehensive support from their institutions to address their professional anxiety.

Development Suggestions

Students suggest increasing practical courses, strengthening AI technology training, promoting interdisciplinary integration, and providing career planning guidance. These suggestions are consistent across grades. For example, 55 students in Grade 2021 suggested increasing practical courses, compared to 40 in Grade 2024. This highlights the need for a collaborative approach among stakeholders to develop

effective countermeasures to alleviate professional anxiety.

IV. Discussion

Implications of AI on English Majors' Professional Anxiety

The findings from this study underscore the profound impact of AI on the professional anxiety experienced by English majors at Panzhihua University. The data reveals that students across all grades exhibit significant concerns about job displacement, decline in competitiveness, career uncertainty, and lack of motivation, with these anxieties intensifying as students progress through their academic careers. This trend is particularly evident in the highest grade, where 80% of students in Grade 2021 expressed worries about job displacement due to AI. This suggests that senior students, who are closer to entering the job market, are more acutely aware of the potential threats posed by AI to traditional English-related careers.

Role of Educational Institutions in Mitigating Anxiety

The study highlights the crucial role of educational institutions in addressing the professional anxiety of English majors. The data indicates that students are seeking comprehensive support from their institutions, including increased AI courses, tool training, career guidance, and psychological services. The demand for these supports increases with higher grades, suggesting that senior students feel a greater need for assistance in adapting to the AI-driven job market. For instance, 150 students in Grade 2021 requested more AI courses, compared to 120 in Grade 2024. This underscores the importance of providing a holistic support system that includes both academic and psychological resources to help students manage their anxiety and enhance their career readiness.

Importance of Interdisciplinary Integration

The study also emphasizes the need for interdisciplinary integration to enhance students' adaptability in the AI era. The data shows that students recognize the importance of developing a diverse skill set, with cross-cultural communication, critical thinking, technical skills, and innovation ability being identified as key areas for improvement. The demand for these skills increases with higher grades, indicating that senior students are more aware of the specific competencies required to remain competitive. For example, 105 students in Grade 2021 reported needing to enhance their cross-cultural communication skills, compared to 90 in Grade 2024. This highlights the need for educational institutions to integrate interdisciplinary and technical training into their curricula to better prepare students for the challenges of the AI era.

Impact of AI Tools on Learning and Development

The widespread use of AI tools among English majors suggests that these technologies are becoming an integral part of their learning and professional development. The data indicates that the usage frequency of AI tools such as machine translation, AI writing assistants, and speech recognition software increases with higher grades. For instance, 60 students in Grade 2021 reported using machine translation, compared to 45 in Grade 2024. This trend suggests that senior students are more likely to integrate AI tools into their learning and professional development, highlighting the need for institutions to provide adequate training and support to ensure effective utilization of these tools.

Balancing Opportunities and Threats

The study reveals that students' perceptions of AI's impact on their learning and careers are mixed. While some students believe AI offers more opportunities than threats, a significant number feel

the opposite. The perception of threats increases with higher grades, with Grade 2024 showing the highest level of perceived threats. This suggests that as students gain more exposure to the realities of the job market, they become more aware of the potential challenges posed by AI. The findings highlight the need for balanced educational and career guidance to help students navigate the dual nature of AI's influence and make informed decisions about their future careers.

Career Guidance and Support

The consistent concern across grades about traditional English-related occupations being disrupted by AI underscores the need for targeted career guidance and support. The data shows that the most concerning occupations are translation, English teaching, foreign trade, and English editing, with concerns increasing with higher grades. For instance, 85% of Grade 2021 students expressed concerns about translation jobs, compared to 70% in Grade 2024. This indicates that students are particularly worried about these traditional careers being disrupted by AI. Career services should provide up-to-date information on job market trends, help students identify their strengths and weaknesses, and offer personalized career development plans. This can empower students to make informed decisions about their future careers and reduce their anxiety about job displacement.

Psychological Support and Resilience

The study highlights the importance of providing psychological support to students experiencing professional anxiety. The data indicates that a significant number of students across all grades report feeling moderately to extremely anxious about their future careers. For instance, 17 students in Grade 2021 reported being extremely anxious, compared to 12 in Grade 2024. This suggests that students are struggling with the emotional and psychological aspects of professional anxiety. Institutions should offer counseling services, stress management workshops, and peer support groups to help students develop resilience and a positive mindset towards their future careers.

V. Conclusion

This study provides valuable insights into the professional anxiety experienced by English majors in the context of AI development. The findings reveal that students are concerned about job displacement, competitiveness, career uncertainty, and lack of motivation due to the increasing use of AI in the language service industry. However, they also recognize the potential benefits of AI and the need to adapt to the changing job market. The study emphasizes the role of educational institutions in addressing the professional anxiety of English majors by providing comprehensive support, including AI courses, tool training, career guidance, and psychological services. Interdisciplinary integration and balanced career guidance are also crucial for enhancing students' career adaptability and reducing their anxiety. Future research should focus on exploring the long-term impact of AI on the professional development of English majors and identifying additional strategies to support their career readiness in the AI era.

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