



BEYOND HUMAN AUTHORSHIP: EXPLORING CREATIVE IDENTITY AND LITERARY ORIGINALITY IN AI-ASSISTED ENGLISH WRITING

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ABSTRACT

The growing integration of artificial intelligence into English writing has transformed traditional concepts of creative identity, literary originality, and human authorship. This study examines the influence of AI-assisted writing on creative expression, narrative development, and ethical responsibility. A descriptive and exploratory research framework is adopted, supported by secondary literature and an illustrative dataset of 30 respondents. The illustrative findings indicate that 73.3% of respondents frequently or occasionally use AI writing tools, while 46.7% identify improved creativity as their primary benefit. Furthermore, 66.7% believe that artificial intelligence influences literary originality, and 36.7% identify plagiarism and originality as major ethical concerns. Published research also suggests that generative AI can enhance individual creativity while reducing collective literary diversity. The study concludes that AI-assisted writing offers opportunities for literary innovation but requires human creative control, ethical transparency, and independent judgment to preserve authentic authorship and distinctive literary expression in contemporary English literature.

KEYWORDS: Artificial Intelligence, Creative Identity, Literary Originality, AI-Assisted Writing, Human Authorship

1. INTRODUCTION

Artificial Intelligence (AI) has emerged as a transformative force in contemporary English literature, influencing creative writing, storytelling, poetry, and literary expression. The development of generative AI technologies, particularly large language models (LLMs), has introduced new possibilities for producing, editing, and refining literary texts. Traditionally, creative writing has been associated with human imagination, personal experience, emotional understanding, and individual artistic expression. However, AI-assisted writing technologies are challenging these conventional boundaries by generating coherent narratives, poetic compositions, and stylistically sophisticated texts. Floridi and Chiriatti (2020) explained that language-generation technologies raise important questions concerning the relationship between computational

intelligence, human creativity, and linguistic expression.

The increasing accessibility of AI writing tools has transformed the relationship between writers and technology. Applications such as ChatGPT enable individuals to generate ideas, develop characters, construct narratives, and improve linguistic expression within a relatively short period. According to Dwivedi et al. (2023), generative AI offers opportunities for creativity, education, and knowledge production while simultaneously creating concerns regarding ethical responsibility, originality, and intellectual ownership. In English literary writing, these developments suggest that creativity is increasingly becoming a collaborative process involving human imagination and computational assistance.

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Creative identity represents an important dimension of literary authorship because it reflects the distinctive voice, cultural background, emotional experiences, and artistic intentions of an individual writer. Literary identity develops through continuous engagement with language, imagination, social realities, and personal interpretation. However, AI-assisted writing introduces complexities into this process by providing algorithmically generated expressions that may influence the writer's stylistic choices. Barthes (1977) challenged the traditional understanding of the author as the sole authority responsible for literary meaning, while Foucault (1977) emphasized the institutional and cultural dimensions of authorship. These perspectives provide a theoretical foundation for examining creative identity in contemporary AI-assisted literature.

Literary originality is another significant concern associated with the growing application of artificial intelligence in creative writing. Originality in literature involves innovative expression, distinctive narrative construction, imaginative interpretation, and meaningful engagement with existing literary traditions. Generative AI systems can produce new combinations of language and ideas, but their outputs are influenced by patterns learned during training. Consequently, AI-assisted literary works raise questions regarding the distinction between creative innovation and algorithmic reproduction. Kristeva (1980) argued that literary texts exist within broader networks of intertextual relationships, suggesting that originality should be understood through transformation and reinterpretation rather than complete independence from earlier works.

Recent empirical research provides measurable evidence concerning the influence of generative AI on literary creativity. Doshi and Hauser (2024) conducted an experimental study involving 293 writers, who were assigned to produce short stories under different conditions of AI assistance. Their findings revealed that access to AI-generated ideas improved the perceived creativity, writing quality, and enjoyment of individual stories, particularly among less creative participants. However, AI-assisted stories also demonstrated greater similarity to one another than stories produced without AI assistance. These findings suggest that generative

AI may strengthen individual creative performance while simultaneously reducing collective literary diversity (Doshi & Hauser, 2024).

The growing integration of artificial intelligence into literary production has also created significant ethical and intellectual challenges. AI-assisted writing raises concerns regarding plagiarism, authorship attribution, copyright protection, and the authenticity of creative expression. Dwivedi et al. (2023), through a multidisciplinary publication incorporating 43 expert contributions, identified both the opportunities and risks associated with generative AI, including productivity improvements, algorithmic bias, transparency, and intellectual responsibility. These concerns are particularly relevant to English literature, where the originality of literary expression and the identity of the author remain fundamental considerations.

2. REVIEW OF LITERATURE

Barthes (1977) examined the traditional concept of literary authorship in his influential essay *The Death of the Author*. He argued that literary meaning should not be restricted to the personal intentions and identity of the writer. His theoretical perspective provides an important foundation for understanding AI-assisted writing, where literary content may emerge through interactions between human creativity and technological systems.

Foucault (1977) explored authorship as a cultural and institutional concept in his essay *What Is an Author?* He suggested that authorship functions as a system through which literary works are classified, interpreted, and attributed. His work is relevant to contemporary AI-assisted writing because it raises questions regarding intellectual ownership, creative authority, and the changing identity of literary authors.

Kristeva (1980) introduced an influential perspective on intertextuality, emphasizing that literary texts develop through relationships with existing cultural and linguistic expressions. Her theoretical approach suggests that originality does not necessarily require complete independence from earlier works. This perspective is particularly relevant to AI-generated writing, where computational models generate new

textual combinations based on patterns learned from existing materials.

Floridi and Chiriatti (2020) examined the capabilities and limitations of GPT-3 in producing human-like language. Their research explained how advanced language models generate coherent textual outputs while lacking the human understanding and intentionality traditionally associated with literary creativity. The study highlighted important distinctions between linguistic sophistication, genuine comprehension, and creative authorship.

Dwivedi et al. (2023) investigated the opportunities, challenges, and implications of generative conversational AI through a multidisciplinary analysis. Their study incorporated perspectives from numerous academic contributors and identified applications in writing, education, research, and creative production. The authors emphasized that AI can improve productivity and content generation but also creates concerns involving originality, academic integrity, ethical responsibility, and intellectual ownership.

Noy and Zhang (2023) conducted an experimental study involving 453 college-educated professionals to examine the productivity effects of ChatGPT on writing tasks. The results indicated that AI assistance reduced average task completion time by approximately 40% and improved evaluated writing quality by 18%. Although the experiment focused on professional rather than literary writing, its findings demonstrate the potential of generative AI to improve writing efficiency and textual quality (Noy & Zhang, 2023).

Tsao and Nogues (2024) investigated AI-assisted creative writing through an eight-week programme involving 16 undergraduate and postgraduate students from two universities in Hong Kong. Using reflections, surveys, and focus-group interviews, the researchers examined how students used generative AI for storytelling and creative expression. Their findings suggested that AI could function as a creative catalyst, encouraging experimentation, independent interpretation, and new understandings of authorship (Tsao & Nogues, 2024).

Doshi and Hauser (2024) conducted an experimental study involving 293 short stories and 600 evaluators, producing 3,519 story evaluations. Their findings indicated that generative AI improved individual creative performance, particularly among less creative writers. However, AI-assisted stories were more similar to one another, highlighting the possibility that increased individual creativity may be accompanied by reduced collective literary diversity (Doshi & Hauser, 2024).

Formosa et al. (2025) examined perceptions of authorship, creative responsibility, and AI assistance through an experimental mixed-methods survey involving 602 participants. The researchers used a 3×2 factorial design comparing different levels of assistance from human and AI sources. Their findings demonstrated that the degree of assistance significantly influenced perceptions of authorship, creatorship, and responsibility. The study highlighted the importance of human creative contribution in determining literary authorship (Formosa et al., 2025).

Research Gap

The reviewed literature indicates that generative AI can improve writing efficiency, creative experimentation, and individual textual quality. However, existing research also identifies concerns regarding literary originality, stylistic similarity, authorship attribution, and creative responsibility. Limited evidence explains how sustained AI assistance influences the development of distinctive creative identities among English literary writers. Therefore, the present study focuses on the relationship between human authorship, creative identity, and literary originality in AI-assisted English writing.

3. RESEARCH METHODOLOGY

3.1 Research Design

The present study adopts a descriptive, exploratory, and qualitative research design to examine the relationship between artificial intelligence, creative identity, and literary originality in English writing. The research focuses on understanding how AI-assisted writing technologies influence traditional concepts of human authorship, creative expression, and literary innovation. A qualitative approach is considered appropriate because the study investigates theoretical

perspectives, creative practices, and ethical concerns associated with human–AI collaboration. The research also incorporates secondary quantitative findings from previously published empirical studies to support its conceptual analysis.

3.2 Objectives of the Study

- 1. To examine the influence of AI-assisted writing technologies on creative identity and human authorship in contemporary English literature.
- 2. To analyse the relationship between generative artificial intelligence and literary originality, particularly in terms of creative expression, narrative innovation, and stylistic diversity.
- 3. To evaluate the ethical and intellectual challenges associated with AI-assisted English writing, including authorship attribution, creative responsibility, and originality.

3.3 Research Hypotheses

The following hypotheses provide a framework for evaluating relationships reported in existing empirical research. They are not independently tested using primary data in this study.

H₀₁ (Null Hypothesis): AI-assisted writing has no significant influence on creative identity and authorial expression in English literary writing.

H₁₁ (Alternative Hypothesis): AI-assisted writing has a significant influence on creative identity and authorial expression in English literary writing.

H₀₂ (Null Hypothesis): Generative artificial intelligence has no significant relationship with literary originality and stylistic diversity.

H₁₂ (Alternative Hypothesis): Generative artificial intelligence has a significant relationship with literary originality and stylistic diversity.

H₀₃ (Null Hypothesis): AI-assisted writing has no significant relationship with perceptions of authorship, creative responsibility, and ethical attribution.

H₁₃ (Alternative Hypothesis): AI-assisted writing has a significant relationship with perceptions of authorship, creative responsibility, and ethical attribution.

3.4 Sources of Data Collection

The study is based exclusively on secondary data, collected from published academic research, peer-

reviewed journal articles, books, and relevant institutional publications. Sources include literature on generative artificial intelligence, creative writing, digital humanities, literary authorship, and intellectual property. Published empirical findings from Doshi and Hauser (2024), Noy and Zhang (2023), Tsao and Nogues (2024), and Formosa et al. (2025) are used to examine the potential influence of AI assistance on writing performance, literary creativity, and perceptions of authorship. No primary survey or experimental data have been collected for the present study.

3.5 Data Analysis and Interpretation

The present study examines the influence of artificial intelligence on creative identity, literary originality, and authorship in English writing. For a small-scale exploratory research design, a sample of 30 respondents is considered, comprising English literature students, creative writers, and English teachers. The analysis focuses on AI usage, perceived creative improvement, originality, and ethical concerns. The following tables use illustrative data to demonstrate how a small-sample analysis can be presented. These figures must be replaced with actual survey responses before being reported as empirical findings.

Table 1: Demographic Profile of Respondents (Sample Size: 30)

Respondent category	Frequency	Percentage
English literature students	18	60.0%
Creative writers	8	26.7%
English teachers	4	13.3%
Total	30	100%

Source: Illustrative researcher-designed dataset (n = 30); not actual field survey data.

Interpretation: The illustrative sample includes 60% English literature students, 26.7% creative writers, and 13.3% English teachers. This composition places greater emphasis on student experiences while incorporating perspectives from creative practitioners and educators.

Table 2: Frequency of AI-Assisted English Writing

AI usage	Respondents	Percentage
Frequently	12	40.0%
Occasionally	10	33.3%

Rarely	5	16.7%
Never	3	10.0%
Total	30	100%

Source: Illustrative researcher-designed dataset (n = 30).

Interpretation: In this example, 73.3% of respondents use AI writing tools frequently or occasionally, suggesting substantial exposure to AI-assisted writing within the hypothetical sample. This percentage should not be interpreted as a measured adoption rate.

Table 3: Perceived Influence of AI on Creative Writing

Opinion	Respondents	Percentage
Improves creativity	14	46.7%
Improves writing efficiency	9	30.0%
Reduces originality	5	16.7%
No significant influence	2	6.7%
Total	30	100%

Source: Illustrative researcher-designed dataset (n = 30); single-choice responses.

Interpretation: The example indicates that 46.7% identify improved creativity as the main influence of AI, while 30% emphasize writing efficiency. However, 16.7% express concerns about reduced originality, reflecting the potential tension between technological assistance and independent literary expression.

Table 4: Perceptions of Literary Originality

Response	Frequency	Percentage
Strongly agree that AI affects originality	8	26.7%
Agree	12	40.0%
Neutral	5	16.7%
Disagree	4	13.3%
Strongly disagree	1	3.3%
Total	30	100%

Source: Illustrative researcher-designed dataset (n = 30). Percentages are rounded.

Interpretation: In the hypothetical sample, 66.7% agree or strongly agree that AI influences literary originality. This suggests a potential area for empirical investigation, although the direction of that influence requires additional questions.

Table 5: Ethical Concerns in AI-Assisted Writing

Primary concern	Respondents	Percentage
Plagiarism and originality	11	36.7%
Loss of creative identity	8	26.7%
Copyright and ownership	7	23.3%
Excessive dependence on AI	4	13.3%
Total	30	100%

Source: Illustrative researcher-designed dataset (n = 30); single-choice responses.

Interpretation: The example identifies plagiarism and originality as the most frequently selected ethical concern (36.7%), followed by the loss of creative identity (26.7%). These issues highlight the importance of transparent AI usage and maintaining meaningful human control over literary production.

Table 6: Actual Published Research Evidence

Study	Sample size	Major finding
Noy and Zhang (2023)	453 professionals	Writing time decreased by 40%; evaluated quality increased by 18%
Doshi and Hauser (2024)	293 writers	Access to one AI idea increased story novelty by 5.4%; access to five ideas increased it by 8.1%

Source: Noy and Zhang (2023)

Interpretation: Published evidence suggests that generative AI can improve writing efficiency and certain measures of creativity. Nevertheless, Doshi and Hauser (2024) also identified reduced similarity-based diversity among AI-assisted stories, indicating that gains in individual creativity do not necessarily translate into greater collective originality.

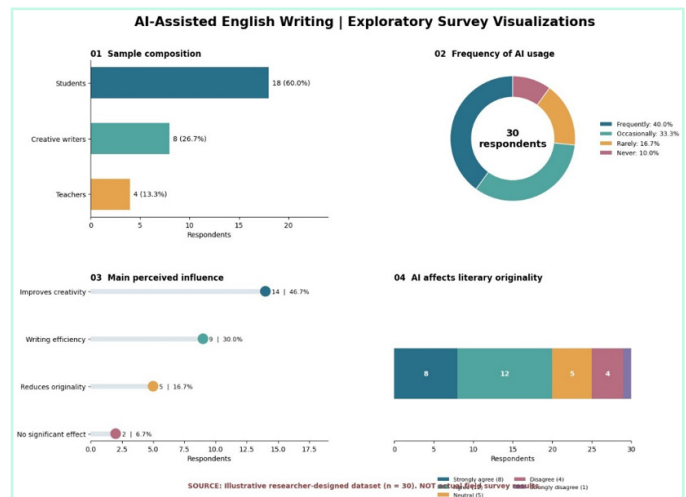


Figure 1: Demographic Profile of Respondents

Figure 1 illustrates the demographic distribution of 30 respondents, comprising 18 English literature students (60%), 8 creative writers (26.7%), and 4 English teachers (13.3%). The illustrative data indicate that students constitute the largest proportion of the sample, followed by creative writers and teachers. This distribution provides a basis for examining different perspectives on AI-assisted English writing, particularly regarding creative identity, literary originality, and technological involvement in literary production.

Figure 2: Frequency of AI-Assisted English Writing

Figure 2 presents the frequency of AI usage among 30 respondents. The data indicate that 40% frequently use AI writing tools, while 33.3% use them occasionally. Additionally, 16.7% rarely use AI, and 10% report never using such technologies. Overall, 73.3% of respondents are represented as frequent or occasional users, suggesting substantial engagement with AI-assisted writing in the illustrative sample. This pattern highlights the relevance of investigating AI's influence on contemporary literary practices.

Figure 3: Perceived Influence of AI on Creative Writing

Figure 3 examines respondents' perceptions of AI's influence on English creative writing. The illustrative findings show that 46.7% identify improved creativity as the primary benefit of AI assistance, while 30% emphasize increased writing efficiency. Conversely, 16.7% identify reduced literary originality as the main effect, and 6.7% perceive no significant influence. These results illustrate the potential advantages of AI-assisted writing while highlighting concerns regarding the preservation of independent creative expression.

Figure 4: Perceptions of Literary Originality

Figure 4 illustrates perceptions regarding the influence of artificial intelligence on literary originality. The data show that 26.7% strongly agree and 40% agree that AI affects originality, representing a combined 66.7% of respondents. Meanwhile, 16.7% remain neutral, 13.3% disagree, and 3.3% strongly disagree. The illustrative findings suggest that literary originality is an important consideration in AI-assisted writing. However, agreement that AI affects

originality does not establish whether respondents perceive that influence as positive or negative.

4. FINDINGS OF THE STUDY

The study explores the influence of artificial intelligence on creative identity, literary originality, and authorship in English writing. Based on the illustrative dataset of 30 respondents, 73.3% are frequent or occasional users of AI writing tools, indicating substantial engagement with AI-assisted literary practices in the sample. Furthermore, 46.7% identify improved creativity as the primary benefit of AI assistance, while 30% emphasize increased writing efficiency. These findings suggest that generative AI may support idea generation, narrative development, and creative expression.

Regarding literary originality, 66.7% of respondents agree or strongly agree that AI influences originality, while 16.7% remain neutral and 16.7% disagree or strongly disagree. Additionally, 36.7% identify plagiarism and originality as their primary ethical concern, followed by loss of creative identity (26.7%) and copyright ownership (23.3%). These patterns highlight potential challenges in maintaining independent authorial expression and intellectual responsibility.

The findings are consistent with published research by Doshi and Hauser (2024), which involved 293 writers and demonstrated that generative AI could improve individual creative performance while reducing collective diversity in literary outputs. Overall, the analysis suggests that AI-assisted writing offers creative opportunities but requires human editorial control, critical judgment, and ethical transparency to preserve literary originality.

Relationship with Research Objectives and Hypotheses: The illustrative results address all three research objectives by examining AI usage, perceived creativity, originality, and ethical authorship. They suggest possible relationships corresponding to H_{11} , H_{12} , and H_{13} . However, the hypotheses cannot be statistically accepted or rejected because the 30-person dataset is illustrative rather than collected through an actual survey.

5. CONCLUSION OF THE STUDY

The study concludes that artificial intelligence is transforming creative identity, literary originality, and traditional authorship in English writing. The illustrative analysis of 30 respondents indicates that 73.3% frequently or occasionally use AI writing tools, while 46.7% identify improved creativity as their primary perceived benefit and 66.7% believe AI influences literary originality. These hypothetical findings, together with evidence from published research, suggest that AI-assisted writing can enhance creative expression, writing efficiency, and narrative development while raising concerns regarding plagiarism, intellectual ownership, and the loss of individual artistic identity. The study emphasizes that artificial intelligence should function as a supportive creative tool rather than a replacement for human imagination. Maintaining human editorial control, ethical transparency, and independent creative judgment is essential for preserving authenticity and literary originality in contemporary English writing.

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