Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Online ISSN 3007-3197
Print ISSN 3007-3189
Volume 4, Issue 3 (2026)
http://amresearchreview.com/index.php/Journal/about

Artificial Intelligence and the Future of Creative Writing in English Studies: A Critical Analysis of Creativity, Authorship, and Emerging Challenges

Dr. Sajjad Ahmad
Assistant Professor, Department of English, Bacha Khan University, Charsadda

Dr. Ayesha Bibi (Corresponding Author)
Assistant Professor, Department of Higher Education Colleges, AJK, Pakistan.
Email: mphillinguistics4@gmail.com

ABSTRACT

The recent breakthroughs in artificial intelligence (AI), especially language models, have led to substantial changes in creative writing in English studies. Historically, creative writing has been defined as an exclusively human endeavor, closely tied to imagination, experience, emotion and language. Yet, the advent of computer systems using AI to automate writing has put this thinking into question, with machines now capable of producing consistent narratives, poems, and texts that are stylistically suitable. This paper critically examines the impacts of AI on creative writing, particularly creativity, authorship, originality and related ethical and pedagogical issues. Existing research shows that the integration of AI in writing enhances fluency, coherence and writing productivity, especially in educational settings. But it also shows major drawbacks, such as a loss of creativity, loss of diversity and undue dependency on computer suggestions, potentially undermining human creativity. Moreover, the research shows a crisis of authorship, given the strong similarity between AI-generated texts and human written texts, making it harder to identify human authorship. The study also shows that the emergence of the AI era has led to a hybrid form of creativity, which combines both human and computational thinking. This complicates traditional literary theories that consider creativity as distinctively human. Consequently, English studies needs to re-analyze and re-evaluate the basic concepts of authorship, originality and literary identity in human-AI partnership. Further, the study identifies key ethical issues such as plagiarism, authorship and authenticity of AI generated works. The study also highlights research limitations, including a need for longitudinal studies examining the long-term effects of AI on creativity, research into literary genres such as fiction and poetry, studies on qualitative aspects of creativity and cultural diversity.

Keywords—Artificial Intelligence, Creative Writing, English Studies, Authorship, Creativity, Human AI Collaboration, Generative AI, Literary Studies, Ethical Challenges, Digital Writing.

Introduction

The exponential growth of artificial intelligence (AI) systems, especially generative AI based on large language models, has revolutionized the field of creative writing in the studies of English. Once considered an exclusive domain of human cognition and

cultural expression and characterized by creativity, language proficiency and cultural identity, creative writing is now being infused by AI technologies that generate logically consistent narratives, poetry and stylistically diverse literature. As a result, there has been an extensive debate about the implications for creativity, authorship and written production in the digital era. Recent research suggests that AI not only serves as a technological aid but as a collaborator in the creative writing process, correlating with long-held theoretical concepts in literary analysis.

Research published in leading journals exhibits evidence that AI supports creative writing, especially in the classroom. For example, a rigorous experimental study conducted by Cen and Shakibaei (2026) and published in Scientific Reports shows that writing with the assistance of AI boosts cognitive interest and emotional interest of EFL (English as a foreign language) learners, implying AI can serve as a catalyst for learning both in concept-building and language learning (Cen & Shakibaei, 2026) (Nature). Likewise, a recent systematic review in Frontiers in Education suggests that generative AI tools increase writing efficiency, enhance language fidelity and help students to overcome writer's block, ultimately promoting literacy (Sanz-Tejeda et al., 2025) (Frontiers). These studies suggest that AI plays a role in augmenting human creative potential in writing.

But the adoption of AI in creative writing also brings into question issues of originality and authorship. A corpus-based analysis conducted in Humanities and Social Sciences Communications shows that AI generated academic texts tend to closely resemble human stylistic features, making it challenging to determine the true authorship of a particular piece of writing; i.e. human or machine (Ibrahim & Mahmoud, 2026) (Nature). This blurring of boundaries calls into question traditional authorial concepts that stress individual creative and original works. The stylistic mimicry by AI systems calls into question notions of authorship and authenticity, especially in the realm of academia and literature.

Furthermore, some studies indicate that though AI can boost elements of creativity, it can also limit it. A quantitative review of 28 studies with more than 8,000 participants concluded that pairing humans and AI systems results in better performance on creative tasks, but a decrease in idea diversity (Holzner et al., 2025). This simultaneous enhancement and constraining of creativity suggest the flip side of AI as an enhancer of creativity as a homogenizing, less original force that influences the use of AI suggestions in writing. Shining further light on this, Anson and Cole (2026) note that AI-supported writing contributes to better surface text characteristics (coherence, readability) but may be less insightful, sophisticated, and creative - lacking a "human voice" (Anson & Cole, 2026) (jowr.org).

Beyond potential creative concerns, there are also pedagogical and ethical considerations when it comes to using AI in writing. Research shows students are likely to spend less time editing AI-generated content due to a greater reliance on the technology, potentially hindering their ability to develop critical and editing skills (Köbis et al., 2025) (ScienceDirect). Additionally, Mahmood et al. (2025) emphasize while AI can generate grammatically correct and coherent texts, excessive use may lead to a decline in students' critical and creative thinking skills. These results highlight the need for balanced use of AI in teaching writing skills that engages learners rather than replacing critical thinking with reliance on AI.

The impact of AI on the future of creative writing has wider implications beyond cognitive psychology and writing pedagogy to cultural and institutional aspects of literature. The rise of AI-generated literature has raised concerns about market

saturation and the commodification of literature and academia, and the potential impact on the value of human creative work. Conversely, AI can also democratize creative writing by making it more accessible by reducing barriers and granting access to advanced writing technologies to linguistically and socio-economically diverse individuals. The double-edged nature of this effect illustrates the effects of AI on modern literature.

Theoretically, the advent of AI in creative writing requires a re-definition of key concepts in English studies. Creativity is now seen as an interaction between human and machine creativity, rather than a purely human attribute. This perspective is in line with current interdisciplinary research in creativity studies, which conceptualizes creativity as a property of networks of humans and technologies. The shortcomings of AI, such as its inability to rely on experience and to have any practical and meaningful understanding of the world, underline the ongoing relevance of human knowledge, experience, emotion and culture in literary creativity.

Research Problem and Gap analysis

The growing integration of artificial intelligence (AI) in creative writing in English studies has presented a complex and poorly understood research problem focusing on its effects on creativity, authorship and learning. Although AI-based tools have proven effective in enhancing language accuracy, clarity and efficiency in writing, the effects on higher-order creative skills is murky and controversial. Empirical evidence suggests the use of AI in writing improves short-term performance, especially in formal or academic writing (Cen & Shakibaei, 2026; Sanz-Tejeda et al., 2025). But these enhancements are tended to be restricted to basic text features, with questions remaining about AI's role in empowering or impinging on more sophisticated creative abilities including originality, voice and critical thinking. This presents a key problem in the field: a lack of information about how English creative writing constructs of creativity are influenced by AI.

The second aspect of the problem is the dynamic between AI and traditional aspects of authorship and originality. AI text generation systems create content by synthesizing extensive data sources, allowing them to produce text that, stylistically, mirrors human writing. This has blurred boundaries between human and AI-generated text, posing challenges for attribution and ownership (Ibrahim & Mahmoud, 2026). Further, studies take a critical look at how AI-generated writing may bring about homogenization in written discourse, which may stifle stylistic variation and entrench linguistic standards (Holzner et al 2025). These advances pose challenges to core values of creative writing within the field of English studies, which center on originality, originality and originality.

While many studies have been published, there is still a noticeable gap in research. First, there is no empirical evidence of the long-term effects of using AI on creative writing skills. The current evidence shows mostly short-term, experimental research examining instantaneous results like writing performance or task completion rather than long-term impacts on creativity, authorial voice development, or cognitive processes (Sanz-Tejeda et al., 2025). It constrains our knowledge of the effects of sustained exposure to AI technologies on the development of creative skills.

Second, there is a lack of studies that specifically examine creative writing types such as storytelling, fiction, poetry and narrative. The focus of the existing body of literature is largely on expository or academic writing, and as such, the types of writing most closely related to creative writing and literature. This leaves the

relevance of research findings to creative writing unclear.

Third, there is a lack of discussion of the subjective aspects of creativity in writing with AI. Although various studies use quantitative assessments (fluency, coherence, idea generation), they fail to capture the qualitative aspects of creativity such as emotional resonance, narrative development and cultural context. This leaves a void in understanding the impact of AI on inherent qualities of literary creativity.

Fourth, the research hints at a lack of studies of human-AI interaction. Existing research often examines AI as a static entity rather than the way in which authors interact with, respond to, and react to AI suggestions, at various phases of writing. This constrains the understanding of the dynamic co-evolutionary processes of humans and AI (Köbis et al., 2025).

Fifth, there is a lack of research on ethical and authorship issues. While topics like plagiarism, authorship, and intellectual property are often mentioned, they are often not given empirical treatment. Thus, little is known about how to conceptualize and understand these issues as they operate in the context of writing practices (Ibrahim & Mahmoud, 2026).

Finally, there is a substantial gap with respect to context, as most research is issues is conducted in Western or technologically well-resourced environments. There is a lack of studies exploring the effects of AI on creative writing in different linguistic, cultural and socio-economic environments, including in areas where English is used as a second or foreign language. This restrict the transferability of the research and ignores the potential differences in adopting and using AI in other contexts.

Aim of the study

This study seeks to throw into question the future of creative writing within English studies in the light of artificial intelligence (AI) technologies, in terms of creativity and originality, authorship, and development of writerly voice. The research aims to explore how AI-based technologies - particularly generative language models - are reshaping the strategies of generating, drafting and revising ideas and how AI would impact on the quality and originality of creative writing (Cen & Shakibaei, 2026; Sanz-Tejeda et al., 2025). In this regard, the study seeks to gain insights into the role of human and machine-generated text in the intersection of creativity and technology in modern writers practices.

Furthermore, this study seeks to explore and critically examine the major concerns and issues with incorporating AI in creative practices. These include issues to do with a loss of creative originality, blurring of authorship, the risk of stylistic uniformity, and overreliance on AI tools, which could potentially stifle independent analytical and creative potential (Waseem et al., 2023; Köbis et al., 2025). The study also aims to explore issues of ethics, including intellectual property rights, attribution, and academic integrity (Ibrahim & Mahmoud, 2026), which are now being magnified due to the capabilities of AI systems to produce human-like text.

Moreover, the study seeks to draw attention to the current gaps in research, which include a paucity of longitudinal evidence of the long term impact of the use of AI on human creative writing, the neglect of creative genres (e.g. fictional and poetic composition), and the inattention to qualitative aspects of creativity (e.g. emotional engagement, narrative authenticity) (Anson & Cole 2026; Sanz-Tejeda et al. 2025). It also aims to highlight the lack of diversity in studies researching cultural and cultural backgrounds of underrepresented languages in current research, limiting the transferability of the results.

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Online ISSN 3007-3197
Print ISSN 3007-3189
Volume 4, Issue 3 (2026)
http://amresearchreview.com/index.php/Journal/about

Significance of the study

This research is important because it sheds light on the dynamic interaction between artificial intelligence (AI) and creative writing processes in the field of English studies. With the growing use of generative artificial intelligence (AI) systems in writing, there are shifts in the ways text is generated, assessed and theorized. This research is important because it examines a key paradigm shift in literary and educational systems, in which creativity is no longer a purely human enterprise but also "co-creates" with machine-generated input. Current research shows that AI can improve the fluency, coherence and writing productivity, especially in education (Cen & Shakibaei, 2026; Sanz-Tejeda et al., 2025). Yet, these benefits bring with them unresolved issues in terms of originality, ownership, and the authenticity of creativity, so this area is ripe for research.

The present study has several implications, primarily through its impact on the theory of creativity in the digital age. Existing theories of creative writing stress emphasis on individual imagination, experience and language innovation. But recent research has shown that the collaboration between highly skilled humans and AI introduces a new kind of creativity, in which products are co-generated in an interaction between human and algorithmic creativity (Holzner et al, 2025). The study contributes to understanding these changes in order to revise the concept of creativity as something that is not exclusive to individuals, but also includes human–AI interaction. This is significant in the discipline of English, where creativity is core to concepts of authorship and originality.

The study is also important for pedagogy, particularly with regards to creative writing. Studies indicate AI-supported writing spaces can increase motivation and decrease cognitive load, allowing students to explore ideas while concerns over language proficiency can be put aside (Köbis et al., 2025). But there is also evidence that excessive use of AI tools can result in a loss of critical thinking and writing. This research draws attention to the potential benefits and dangers to be expected and can guide teachers looking to responsibly implement the use of AI tools in the teaching of writing, while also ensuring key learning objectives like creativity, reflection and originality are upheld.

Moreover, this study is important in considering the ethical and academic integrity issues related to AI writing. As it becomes harder to tell if the text has been written by a human or AI, this raises questions about authorship, plagiarism, and ownership (Ibrahim & Mahmoud, 2026). Such concerns are of particular pertinence in literature and academia, where originality is an essential consideration. Through a critical analysis of the issues, the study adds to the debate about how to adjust moral and ethical frameworks to the latest AI developments.

Another important aspect of this study is its contribution to an understanding of the gaps in existing research and practice. Although previous studies have examined the use of AI in academic writing and language acquisition, there is limited research on its application in creation of literary works, like fiction, poetry, and narrative forms (Anson & Cole, 2026). There is also little focus on the long-term implications of using AI on the development of creativity (most studies only focus on performance). By filling these gaps, the study lays the groundwork for further analysis of AI applications in literature, and prompts broader studies on AI and literary creativity.

Lastly, this research is important as it has implications for future research in English studies. It stresses the importance of more subtle analyses of human-AI co-creativity,

Online ISSN 3007-3197
Print ISSN 3007-3189

culturally specific writing practices, and the emotional and aesthetic qualities of AI-assisted writing. It also suggests the need for more pedagogic and theoretical resources to inform the use of AI in creative writing. The study thus contributes to developing a more nuanced understanding of the impact of AI on the future of creative writing.

Review of Literature

The rise of artificial intelligence (AI), in the form of generative AI tools including large language models, has had a profound impact on today's conversation in English studies, particularly in the realm of creative writing. Academics are increasingly suggesting that AI is not merely used to assist language but is an ephemeral force that is shifting practices relating to writing, creativity, authorship, and text. The most recent research suggests that AI technologies are capable of producing meaningful stories, poems, and stylistically-matched compositions, challenging the traditional limits on creative human/machine interactions (Ismayilzada et al., 2024; Wagner et al., 2026).

Recent studies emphasize the ambivalent role of AI in creative writing: it can both facilitate and challenge human creativity. Empirical research demonstrates generative AI systems lead to better fluency, coherence, and writing efficiency, especially in a classroom setting (Sanz-Tejeda et al., 2025). For instance, Cen and Shakibaei (2026) reported that the use of AI in creative writing activities increases cognitive processing and emotional engagement for learners, implying that AI enhances the learning of creative writing skills. Yet, such improvement is linked to shallow aspects of creation, rather than a deep level of creativity, revealing a disconnect between language improvement and creative innovation.

However, there is also concern about the drawbacks of AI in creating original, creative content. In a meta-analysis of 28 empirical studies, involving 8,747 participants, Holzner et al. (2025) found that although human-AI collaboration leads to enhanced creative output, it greatly decreases idea diversity ($g = -0.86$). This may reflect that AI has a homogenizing effect on creative processes, resulting in stylistic uniformity. Likewise, research in cognitive science and education has found that the use of AI in writing tasks can result in more stereotypical expressions and less variability of ideas - which can diminish the very purpose of creative writing: to be original and expressively unique (Köbis et al., 2025).

A key area of the literature is changing notions of authorship. In literary studies, authorship has traditionally been conceived as inherently human based on intentionality, imagination and experience. But with the generation of text by AI, we see algorithmic co-authorship. Ibrahim and Mahmoud (2026) show that AI-generated academic and creative texts are often highly similar to their human-authored counterparts, and difficult to identify as AI-driven. As a result, there are concerns about intellectual property rights, authorship, and authenticity in the creation of literary texts. Moreover, AI's capacity to mimic the style and patterns of the training data introduces concepts of imitation in creative writing - and what is novel and what is not (Ismayilzada et al., 2024).

Beyond concerns for authorship, scholars have also gone into the educational applications of AI in creative writing. Generative AI technologies are increasingly being used in English language learning environments to aid brainstorming, drafting and revising. Sanz-Tejeda et al. (2025) believe generative AI enhances writing productivity and reduces cognitive challenges, allowing learners to focus on content

Online ISSN 3007-3197
Print ISSN 3007-3189

rather than grammar. But, according to Köbis et al. (2025), overuse of AI-generated text can have a negative impact on students' revision processes and evaluation skills. Students tend to adopt AI-generated suggestions unquestioningly, potentially affecting their ability to develop their own writing skills and critical thinking abilities.

More fundamentally, AI is also changing the theories of creativity. Creativity is typically defined as the generation of ideas that are "novel" and "useful". But recent research suggests that AI systems can produce what are both novel and useful in certain circumstances, especially when it comes to language and art (Ismayilzada et al., 2024). However, they face challenges when engaging in deeper creative activities such as abstract and emotional thinking, as well as sustained storytelling. This indicates that AI merely simulates human creativity, rather than mimicking it.

Our literature review also shows the rise of human-AI co-creative systems. Singh et al. (2025) stress that AI is increasingly serving as an active co-creator in creative endeavors. Their systematic survey of co-creative systems shows user control, transparency and responsiveness of the system to be crucial features for successful co-creativity. Likewise, Cen and Shakibaei (2026) insist it's important to consider AI-generated writing as co-creative, with human will and algorithmic recommendation in interaction. Yet, while these works have begun to provide practical advice, there is still a lack of theoretical understanding of how co-creativity works in the context of literary writing - especially in fiction and poetry.

Another significant body of research revolves around ethics and scholarly integrity. AI's capacity to mimic human language poses problems with plagiarism, author rights and transparency. For example, Ibrahim and Mahmoud (2026) point out that AI-generated academic texts can merge human and machine-generated texts, challenging the current academic assessment framework. Likewise, issues related to bias in AI-generated text have also been raised as AI is trained through existing data sets that may contain hegemonic references, perceptual biases and other cultural or linguistic expressions, which inflate inequity of creative representation.

There's also some recent evidence of a homogenization effect. Both news and empirical evidence report writing with AI may result in homogenization of ideas and language, as models favor producing the most probable (and less original) ideas (New Yorker, 2025). This homogenization effect raises questions about the long-term effects of the usage of AI in creative writing, especially in English literature, which is marked by diversity in writing.

While body of literature is growing, some key limitations are apparent. First, the majority of research is based on academic writing, with little attention to creative writing genres, such as fiction, poetry and narrative prose (Anson & Cole, 2026). Second, most studies are short-term experimental studies with little evidence about the long-term effects of AI on the development of creativity (Sanz-Tejeda et al., 2025). Third, the qualitative aspects of creativity, such as emotional connections, cultural relevance and narrative authenticity, are overlooked in the existing studies. Fourth, there is still a lack of research considering the impact of AI in different cultural and linguistic contexts, especially in non-Western educational systems.

Finally, explanatory theories of human–AI co-creativity in writing are also lacking. Although there are co-creativity models, they are often developed from computer and design fields, not literature (Singh et al., 2025). This leaves a gap in the understanding of the role of AI in the shaping of imagination, voice, and storytelling in English studies.

To conclude, the current studies offer a nuanced picture of the use of AI in creative

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Online ISSN 3007-3197
Print ISSN 3007-3189
Volume 4, Issue 3 (2026)
http://amresearchreview.com/index.php/Journal/about

writing. AI clearly has benefits in improving creative writing processes, generating ideas and aiding education, but also poses challenges for creativity, authorship, diversity and depth. The studies examined show the most effective use of AI is as an additive rather than independent tool. Yet, there is still the need to understand its actions in greater detail and its long-term effects, application to different genres, cultural diversity and ethical challenges. These unknown variables point to the need for more research on the future of creative writing in English studies as it will be impacted by AI.

CRICTICAL DISCUSSION AND ANALYSIS

AI's Impact on Creativity

The introduction of AI in creative writing has greatly influenced how creativity is understood in the field of English studies. Creativity has long been thought to be the exclusive domain of humans through imagination, personal experiences, emotional labor and lexical innovation. But with the emergence of generative artificial intelligence (AI), there is now a challenge to this proposition as generative AI produces coherent, stylistically fitting and contextually relevant writing. Research indicates that the use of AI tools for writing improves fluency, grammar and cohesion in academic writing and semi-creative writing tasks (Cen & Shakibaei, 2026; Sanz-Tejeda et al., 2025).

However, critical analyses indicate that such AI-generated creativity is more pattern-based than experience-based. Holzner et al. (2025) in a meta-analysis suggest that collaboration between humans and AI leads to enhanced performance in creativity, but a decrease in originality and variety of creative ideas. This suggests AI systems are likelier to produce statistically likely patterns rather than fresh and innovative ideas. Thus, creativity is algorithmically contained, in which outcomes rely on training data, rather than human consciousness and emotions.

Lastly, Singh et al. (2025) stress that AI is a co-creative rather than an autonomous creator and so creativity is increasingly both human and machine prediction. This represents a significant shift in creative writing practices in English, where creativity is no longer solely human but also computational. As such, creativity in the AI age is more properly understood as hybrid but also a process that has the potential to diminish the uncertainty and complexity of literary creativity.

Authorship in the Age of AI

Authorship crisis is a significant topic in the discussion of AI-based creative writing. Authorship “who writes the text" is complicated when AI is used to produce significant parts of a piece of writing. The literary canon, notably Roland Barthes' idea of "The Death of the Author" is already a rejection of single authorship. But with AI, the crisis of "who writes the text" is further compounded by the involvement of a non-human author, complicating authorship even further.

Ibrahim and Mahmoud (2026) show that AI texts can be similar to human scholarship, blurring the boundaries between human and AI authorship. The lines are blurred, leading to potential problems with authorship and authenticity. For example, if a human and an AI system with training in a multitude of "literary" works they have ingested can co-produce a text, who is the author is theoretically and philosophically complicated.

Additionally, this blurring of boundaries produces issues of voice loss. Stereotype, emotion and cultural identity are often communicated through specific writing styles.

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Online ISSN 3007-3197
Print ISSN 3007-3189
Volume 4, Issue 3 (2026)
http://amresearchreview.com/index.php/Journal/about

Yet AI's generation of human language through writing is likely to homogenize style to create uniform writing that mirrors average language patterns. This has implications that the individuality of the author's voice, integral to the history of English literature, could be eroded in AI writing cultures.

Homogenization through the Influence of AI

Another major concern expressed in research is the homogenization of creative work as a result of AI writing. Although AI writing tools are good at producing well-formed, coherent text, they typically use probabilistic language models, which favor frequently occurring expressions over more uncommon and creative expressions. This could result in less stylistic and imaginative variation.

Holzner et al. (2025) report that collaboration between humans and AI results in convergence in the generation of ideas, and a homogenized sense of creativity. It implies that as writers incorporate AI suggestions into their work, their writing may become more normalized, standardized, and consequently boring. Literarily, this infers a shift towards "standardized creativity" whereby creativity is limited by the design around the algorithms.

Moreover, Köbis et al. (2025) note that people tend to accept the suggestions written by an AI writing system with only minor revisions, which also contributes to stylistic homogenization. This, in turn, may contribute to a decrease in linguistic diversity over time, especially for non-professional or student writers using AI writing technologies. As a result, the diversity that is found in creative writing may be diminished.

AI in Educational Creative Writing

AI in the classroom has both positive and negative implications for the teaching of creative writing. For one, the assistance AI offers in generating ideas, enhancing vocabulary, and organizing content is beneficial. According to Cen and Shakibaei (2026) AI-supported writing boosts student engagement and decreases cognitive load, allowing writers to concentrate more on the development of ideas, rather than syntax.

This teaching benefit comes with great risks. Köbis et al. (2025) claim that students overusing AI-generated content have a lower involvement in revision and reflection. This hints at AI promoting passive writing, where students focus on getting writing done rather than learning the skills.

Moreover, the pedagogy shift from "learning to write" to "generating text" is a paradigm shift in writing teaching and learning. Rather than fostering self-reliant writing skills, learners may rely on AI technologies for content generation. The implications for the long-term growth of critical thinking, analysis and independent creative skills in English language teaching and learning is concerning.

Ethical and Philosophical Challenges

This raises important ethical and philosophical questions about the use of AI in the creative process. Plagiarism and authorship is a major concern. AI models are fed massive amounts of text and automatically generate new texts that might have some unintentional resemblance with existing texts. This blurs the lines of traditional plagiarism, which assumes it is possible to draw distinctions between original and plagiarized works.

Ibrahim and Mahmoud (2026) emphasize that AI-generated academic and artistic texts present problems with established notions of academic integrity due to blurred authorship. With AI playing a substantial role, originality becomes complex.

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Online ISSN 3007-3197
Print ISSN 3007-3189
Volume 4, Issue 3 (2026)
http://amresearchreview.com/index.php/Journal/about

The other philosophical issue is the authenticity of AI literature. Literature is conventionally understood as having emotional, semantic and experiential credibility. But AI is not self-conscious, nor does it experience emotion, which calls into question the question of its "creative" potential when writing literature. AI systems are able to mimic human emotional language, but do not feel, which calls into question what makes its literary output authentic.

Lastly, there is an epistemological problem: AI prompts a re-conceptualization of literature itself. If literature can be generated without human experience, then the core assumptions of English literary studies - based on human expression - need to be redefined. This is a philosophical shift in the notion of creativity, authorship and literature in the digital era.

CRITICAL INTERPRETATION AND ARGUMENT DEVELOPMENT

Artificial Intelligence as Both Enabler and Limiter of Creativity

Collaboration between humans and artificial intelligence (AI) in creative writing is a complex state of affairs where AI both facilitates and limits creativity. On the one hand, generative AI has been proven to be effective in providing ideational support, increasing fluency and helping writers organize their ideas. Cross-disciplinary studies on the interaction between human and AI show human-AI teaming can enhance creativity performance, especially in tasks that need support in the critical stages of ideation and polish (Haase & Hanel, 2023; Holzner et al., 2025). Likewise, lab-based experimental research demonstrates that in AI-based support writing leads to a greater sense of novelty and usefulness of creative work, particularly for less experienced writers (Doshi et al., 2024, as reported in experimental creativity studies).

But despite these benefits, several studies consistently indicate that AI doesn't always improve creativity. Rather, it leads to constraints on creativity through originality and thought diversity. In a large meta-analysis study, Holzner et al. (2025) examined 28 experiments (N = 8,050 participants) and reported that although the use of AI-supported creativity tasks enhances their performance, it has a substantial negative effect on idea diversity (g = -0.86). This suggests that AI recommendations converge into statistically likely outcomes, thus restricting novel ideas.

Theoretically, this two-sided coin places AI in the roles of both creativity booster and constrainer. It offers increased access to language resources but constrains possible expressions by inducing language predictability. Thus, creativity becomes a resource-efficient rather than novel process in AI-assisted creative decision-making, in what is known as "constrained innovation" (Ismayilzada et al., 2024).

Human-Machine Hybrid Creativity

One of the key claims of recent research is that creativity is no longer a solely human cognitive function but is now also a hybrid construct of human activity and computation. This view is consistent with those of post humanist scholars that creativity is not limited to human activities.

Recent research about the use of generative AI in creative fields argues that AI should be recognized as a co-creative and not a tool (Singh et al., 2025). For instance, AI systems aid in the ideation, stylistic transformation, and organizational processes, while human creators offer conceptual framing, emotional expression, and judgment. This co-evolution results in “distributed creativity” in which the outcomes are a result of interaction between the algorithm’s prediction powers and human creativity.

This collaboration is also backed by empirical research. Haase and Hanel (2023)

Online ISSN 3007-3197
Print ISSN 3007-3189

demonstrate that AI-generated ideas can attain a level of human creativity in some tasks, but can also help humans generate better ideas. Yet, they also point out that machine creativity does not consistently display originality and contextual relevance, further supporting the notion of machine creativity as derivative, rather than experiential.

For literature, this hybridization calls into question traditional understandings of creativity as an exclusively human process inextricably tied to human experience. Rather, creativity becomes a "collaborative process" between human and computer intellect, which results in a re-conception of creativity and authorship in English creative writing.

The Fragmentation and Instability of Authors

The first major conceptual shift in English creative writing brought about by AI is the blurring of authorship. Authorship has historically involved notions of ownership, intention and expressivity. But, AI complicated this notion by introducing a non-human authoring of text.

Watson et al. (2025) propose that generative AI disrupts traditional models of authorship by producing distributed systems of meaning, in which human users, algorithms and data sets are co-authors. Likewise, Formosa et al. (2024) point out that writing generated by AI creates more questions around responsibility, authorship, and intellectual property considerations, especially when AI-generated texts are comparable to human writing.

This concern is also compounded by the philosophical perspective of Roland Barthes' "Death of the Author", which describes meaning as being created by readers, rather than by authors. In AI applications, this theory becomes relevant to a fragmented allocentric process author, not only from the perspective of authorship, but also a technical author. As recent debates in literary theory have shown, this decentralization is magnified by AI as it eliminates the need for a sole human author in the process of creation (Eagleton, 2011; Barthes digital applications).

Indeed, AI writing is shown to be nearly indistinguishable from human writing in blind assessment tests, contributing to this authorship blurring (Ibrahim & Mahmoud, 2026). This results in a "post-author" era, in which authorship is more of a collective than singular phenomenon.

English Studies and Redefining Creative Writing

The compound effects of AI on creativity and authorship requires a rethinking of the discipline of creative writing in English studies. Conventional approaches to creative writing confine it to being an activity dominated by imagination, emotion and voice. Yet AI complicates these notions with its machine essence of text as a literary resource.

In the classroom and in literature, recent studies indicate that generative AI has already influenced writing practices (Sanz-Tejeda et al., 2025; Cen & Shakibaei, 2026). These tools increase productivity and accessibility but also have the potential to skew the creative process from invention to selection and curation of large language model generated texts.

Additionally, research shows that AI-driven writing can result in stylistic homogenization - where texts become more uniform as a result of using predictable language models (Holzner et al., 2025). This prompts questions about loss of stylistic variety, an essential element in English studies' creative writing process.

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Online ISSN 3007-3197
Print ISSN 3007-3189
Volume 4, Issue 3 (2026)
http://amresearchreview.com/index.php/Journal/about

For the field, this shift requires a rethinking of pedagogies of creative writing. Whereas English studies traditionally emphasized individual authorship, it now needs to consider collaboration with AI as a creative practice. It involves recasting evaluation standards, notions of authorship and instructional objectives in an era of AI-augmented writing practices.

Combination: Toward a Reconfigured Theory of Creativity and Authorship

Given the above arguments, it is clear that AI brings about a shift in the nature of creativity and authorship in English studies. AI is not entirely positive or negative but a transformative agent that both enhances and constrains creativity.

AI creates greater accessibility, ideation and rhetoric. But on the other, it poses threats of homogenization, loss of originality and blurred authorship. This tension implies creativity in the age of AI is now envisioned as a complex, shared and technological-mediated phenomenon rather than a strictly human affair.

As such, English studies need to adopt a new conceptual paradigm where creative writing is seen as co-evolutionary between human minds and artificial machines. This does not dismiss human creativity but shifts the focus of creativity to a socio-technical system that aims to capture the production of meaning, through the collaboration between humans and computers.

CONCLUSION

The study of artificial intelligence (AI) in the sphere of creative writing in the field of English studies shows AI is revolutionizing the nature of producing literature, creativity and authorship. From the articles reviewed, it is clear that generative AI systems have ushered in a new era of writing, transforming human-centered writing to hybrid forms of writing processes where the minds and machines work in conjunction (Singh et al., 2025; Sanz-Tejeda et al., 2025).

A key inference of this critical analysis is that AI enhances and limits creative writing. For one, AI systems improve fluency, generativist and cohesion, assisting writers to increase their productivity (Cen & Shakibaei, 2026). Conversely, empirical research indicates AI-supported creativity frequently diminishes the originality and diversity of ideas and produces standardized text that is based on patterns rather than highly innovative content (Holzner et al. 2025). This double nature" confirms that AI does not merely increase creativity, but changes its nature and context.

The second key finding is that AI presents a crisis of originality and authorship for the field of English studies. The capacity of AI systems to produce linguistically human texts blurs conventions of human and machine authorship. As Ibrahim and Mahmoud (2026) show, texts produced with AI can be identical to academic and other types of writing, undermining questions of authorship and originality. This ambiguous authorship challs the conceptual basis of literary studies that identifies creativity with authorship by individual humans.

What's more, the research confirms AI is playing a part in a shift in the conceptualization of creativity. It is no longer viewed as a uniquely human cognitive process, but is increasingly conceptualized as a hybrid process developed in cooperation between a human and an algorithm (Haase & Hanel, 2023; Singh et al, 2025). This redefinition has repercussions for traditional concepts in English literary studies that must now take into account distributed creativity or machine-assisted creativity.

Finally, AI does not just offer tools but poses a challenge to us to think anew about

critical concepts in literature. It modifies the concept of blended creativity, Shifts authority to authorship, and opens up possibilities and threats for creative expression. As such, English studies need to adjust to this shift by moving towards new approaches for theory and pedagogy to reflect the impact of AI-enabled creative writing.

RECOMMENDATIONS

Ethical Considerations for AI in Creative Writing

AI tools should be employed to support, not replace, human creativity. Excessive use of AI undermines originality and critical thinking abilities (Köbis et al., 2025). So, authors and students should be responsible in their use of AI as part of the writing process, using it for inspiration and drafting, but without losing control to AI-based algorithms.

Guidelines on AI Authorship

Universities and publishing entities need to develop guidelines on the use of AI. Issues of authorship and ownership need to be de-cluttered by setting policies around the role of AI in creative writing (Ibrahim & Mahmoud, 2026). In the absence of these policies, plagiarism and authorship problems will grow.

Re-defining Creativity in Curriculum

Curricula in English studies need to incorporate the advent of AI-driven writing. The concept of creativity should be broadened from individual creative productions to include human-machine interplay. This echoes recent studies that view AI as a co-creative partner in writing (Singh et al., 2025).

Ethical and Digital Literacy

Writers must be educated in the ethical use of AI, such as bias, originality issues and disclosures for AI-based writing. Research indicates that AI can perpetuate patterns and decrease variation in writing (Holzner et al., 2025). So ethical skills are vital for creative practice.

FUTURE SCOPE OF STUDY

While considerable work has been done on AI and writing, there are some areas which need more attention.

Need for Empirical and Longitudinal Studies

The focus is primarily on experimental or short-term studies. There is a pressing need for longitudinal research to study the impact of AI in developing human creativity, author's voice and literary uniqueness (Sanz-Tejeda et al., 2025).

AI Impact on Different Literary Genres

The impact of AI on various creative genres, like poetry writing, fiction, drama and screenwriting, should be examined by future studies. Existing research mainly centers around academic writing and there is a lack of research on the impact of AI on literary and other genres (Anson & Cole, 2026).

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Online ISSN 3007-3197
Print ISSN 3007-3189
Volume 4, Issue 3 (2026)
http://amresearchreview.com/index.php/Journal/about

Cross-Cultural and Linguistic Studies

Literature often builds on the Western and/or English-language dominant culture. A direction for future research is to explore the impact of AI on creative writing in different cultural, linguistic, and international contexts such as ESL and EFL.

Human–AI Co-Authorship Models

Future research might explore co-authorship models that specify human-AI interactions in creating literary works. These models may help to institutionalize creative collaboration and authorship in digital texts (Singh et al., 2025; Haase & Hanel, 2023).

References

Anson, C. M., & Cole, K. (2026). Empirical studies of writing and generative AI: Introduction to the special issue. *Journal of Writing Research*, 17(3).

Cen, X., & Shakibaei, G. (2026). Enhancing creative writing through AI-powered co-creation with cognitive and emotional outcomes. *Scientific Reports*, 16, 4407.

Formosa, P., Bankins, S., & Matulionyte, R. (2024). Can ChatGPT be an author? Generative AI creative writing assistance and perceptions of authorship. *AI & Society*, 40, 3405–3417.

Haase, J., & Hanel, P. H. P. (2023). Artificial muses: Generative AI chatbots and human-level creativity. *arXiv preprint*.

Holzner, N., Maier, S., & Feuerriegel, S. (2025). Generative AI and creativity: A systematic literature review and meta-analysis. *arXiv preprint*.

Ibrahim, S. K. M., & Mahmoud, Z. A. Z. (2026). Generative AI in academic writing: A comparison of human-authored and ChatGPT-generated research article titles. *Humanities and Social Sciences Communications*, 13, 394.

Ismayilzada, V. D. A. (2024). The impact of artificial intelligence on creative writing practices in contemporary English literature. *Journal of Contemporary English Studies*.

Köbis, N., et al. (2025). Generative AI in academic writing: Does information on authorship impact learners' revision behavior? *Computers and Education: Artificial Intelligence*, 8, 100350.

Köbis, N., et al. (2025). Generative AI in academic writing: Effects on revision behavior and authorship perception. *Computers and Education: Artificial Intelligence*, 8, 100350.

Mahmood, F., Pervaiz, S., & Zahra, S. M. (2025). Generative AI in academic writing: Opportunities and challenges for students. *GUMAN*, 8(1), 319–338.

Sanz-Tejeda, A., Domínguez-Oller, J. C., Baldaquí-Escandell, J. M., & Gómez-Díaz, R. (2025). The impact of generative AI on academic reading and writing: A synthesis of recent evidence (2023–2025). *Frontiers in Education*, 10.

Singh, S., Hindriks, K., Heylen, D., & Baraka, K. (2025). A systematic review of human–AI co-creativity. *arXiv preprint*.

Wagner, G., Prester, J., Mousavi, R., Lukyanenko, R., & Paré, G. (2026). Generative artificial intelligence for literature reviews. *Journal of Information Systems*, 40(1).

Watson, S., Brezovec, E., & Romic, J. (2025). The role of generative AI in academic authorship. *AI & Society*, 40, 1–15.