

RESEARCH ARTICLE**Hybrid Creativities: Navigating Authorship, Ethics, and Interpretation in English Literature in the Age of Big Language Models**

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Abstract: The rapid advancement of Artificial Intelligence (AI), particularly through Large Language Models (LLMs), has brought about a significant paradigm shift in English language and literature. Once merely auxiliary tools for analysis, AI systems are now active participants in the processes of text generation, interpretation, and pedagogy. Their capacities extend beyond communication into realms traditionally considered the domain of human creativity and critical thought. This paper investigates the evolving role of AI in literature and language studies. Central to this study are four interrelated themes: authorship and originality in AI-generated texts, the use of AI as a tool for literary analysis, the ethical and legal implications of adopting such technologies, and the pedagogical challenges and opportunities they pose in the classroom. The argument advanced here supports a collaborative framework where AI operates not as a replacement but as a complement to human creativity, ensuring that ethical responsibility, cultural awareness, and critical judgment remain foundational to literary study and practice.

Keywords: Artificial Intelligence; Large Language Models; English Literature; Authorship; Creativity; Pedagogy; Ethics

Introduction

The incorporation of artificial intelligence into the humanities has sparked both excitement and apprehension. While computational tools have long aided linguistic and literary studies, earlier systems were primarily analytical and limited in scope. Contemporary large language models such as ChatGPT, Bard, and LLa MA, however, transcend these functions with their unprecedented ability to produce original-seeming prose, poetry, and dialogic texts. This development challenges traditional understandings of authorship, creativity, and interpretative authority.

Emerging scholarship emphasizes the transformative yet contested role of AI in English studies. Evangaline Jebaselvi and colleagues, in *The Rise of AI in English Language and Literature*, argue that AI enhances textual interpretation by detangling stylistic features and uncovering subtle motifs. Similarly, *Literature in the Age of Artificial Intelligence* highlights how machine-generated texts blur the lines between imitation and innovation, creating opportunities to rethink the role of the author. Meanwhile, pedagogical research, such as *From Textbooks to Chatbots*, shows how AI is actively influencing how literature is taught

RESEARCH ARTICLE

and learned in classrooms worldwide. These discussions reveal both the possibilities and pitfalls of AI, raising significant questions about plagiarism, intellectual property, bias, and the risk of diminishing critical engagement.

This paper explores four key areas of inquiry:

1. Authorship and originality in AI-generated literature.
2. The promise and limitations of AI as a tool for literary criticism.
3. Ethical, legal, and pedagogical challenges.
4. Collaborative human-machine models that reimagine creativity.

Authorship and Originality in AI-Generated Texts

The question of authorship is perhaps the most provocative issue raised by AI's role in literature. Traditional authorship hinges upon individual creativity, lived experience, and intentionality. AI-generated texts, however, emerge from statistical recombination's of data drawn from vast corpora. This invite debate over whether such outputs can qualify as "original."

Critics point out that AI outputs are often derivative, lacking the experiential depth or conscious intentionality that distinguishes human art. For example, a poem generated by an AI may mimic the stylistic cadence of a Romantic poet but lacks the emotional and historical context of Romanticism itself. Yet defenders argue that AI's reconfiguration of linguistic patterns can create genuinely novel works, offering new forms of expression and hybrid genres previously unexplored by human writers alone.

For students and researchers, this tension is fertile ground for creative experimentation. By viewing originality as a collaborative process rather than a solitary achievement, AI opens opportunities for co-authorship models where human ingenuity guides, edits, and contextualizes AI-generated material. Redefining authorship in this shared framework may allow contemporary literature to broaden rather than dilute its scope.

AI as Analytical Tool: Promise and Limitations

Beyond text production, AI functions as an increasingly powerful tool for critical analysis. Using natural language processing (NLP), AI can process massive datasets that would otherwise remain unmanageable for human scholars. For instance: Mapping networks of character relationships across the Victorian novel. Detecting recurrent metaphors, imagery, or symbols within Romantic poetry. Measuring changing sentiment trends across historical literary movements. These insights bring fresh empirical dimensions to criticism, offering new data-driven perspectives that supplement close reading. However, the interpretive capacity of AI has limitations. Algorithms excel at quantifiable measures but fail to capture irony, cultural nuance, or symbolic layers embedded in texts. A Shakespearean sonnet, for example, cannot be reduced simply to sentiment polarity without losing subtleties of ambiguity, tension, and historical context. Therefore, AI should be leveraged as an assistive tool. It provides scaffolds for literary analysis but cannot replace the depth of human hermeneutics. Truly transformative criticism arises when computational "distant reading" is integrated with traditional interpretive methods, balancing breadth with depth.

Ethical, Legal, and Pedagogical Concerns

The widespread use of AI in literature also raises pressing ethical concerns.

Intellectual property: Since many LLMs are trained on copyrighted material, AI-generated outputs may unknowingly reproduce an author's intellectual work without consent.

Bias and representation: Training data often encode systemic biases related to race, gender, class, and culture.

As a result, AI may perpetuate stereotypes, reinforce inequalities, or marginalize non-dominant voices. Misinformation and authority: AI systems can generate confidently inaccurate interpretations, raising

RESEARCH ARTICLE

concerns about academic reliability.

From a pedagogical perspective, AI offers enormous potential but requires careful application. Chatbots and writing assistants can help students brainstorm, summarize, or experiment with form. Yet, overdependence risks undermining critical thinking, with students privileging machine outputs over their interpretive judgments. To counteract this, educators must design reflective assignments where students critique, revise, and contextualize AI-generated material. This ensures that intellectual responsibility and analytical rigor remain central to literary education.

Toward Collaborative Models of Human-Machine Creativity

The most productive approach to AI in literature lies not in replacement but collaboration. Writers can employ AI to produce drafts, generate stylistic pastiches, or explore alternate narrative paths, but such outputs must undergo human refinement, inflection, and evaluation. Similarly, critics may use AI to identify thematic or structural patterns before applying interpretative theories rooted in historical, cultural, or philosophical contexts.

This collaborative ethic demands a new kind of literacy—one that bridges literature and technology. Future scholars must understand both how AI functions and how its underlying biases shape its outputs. Creative partnerships between human imagination and computational possibility may ultimately expand the very definition of literature while affirming that interpretation, ethics, and cultural depth remain human domains.

Conclusion

Artificial intelligence is permanently altering the terrain of literary study and creation. While its generative powers and analytical capacities challenge traditional ideas about originality, authorship, and pedagogy, its limitations in intentionality, cultural sensitivity, and ethical accountability underline the irreplaceable role of human judgment. AI should therefore be embraced as a supplement rather than a substitute—a transformative tool that broadens the possibilities of literary analysis and creative expression while preserving the centrality of human critical engagement.

The task ahead for scholars and educators is to integrate AI responsibly: balancing innovation with ethical considerations, ensuring that critical thought and cultural grounding remain indispensable. In such a framework, AI participates in but does not dominate the field of literature. Instead, it complements the human imagination, creating opportunities for new modes of authorship and interpretation that reaffirm the enduring values of creativity, ethics, and cultural depth.

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RESEARCH ARTICLE

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