



Exploring the Dimensions of Artificial Intelligence in Enhancing Language Learning and Creativity of Authors in Literature

Md. Toufikul Islam

Department of Computer Science and Engineering, Varendra University, Rajshahi, Bangladesh.e-mail: toufikul@vu.edu.bd

Nikhate Jannat Binte Zinnah

*Department of English, Varendra University, Rajshahi, Bangladesh.
e-mail: nikhate@vu.edu.bd (Corresponding Author)*

ABSTRACT

In the age of science and technology, Artificial Intelligence is a globally recognized phenomenon. The rapid growth of Artificial Intelligence is having influence significantly on various domains including language and literature. The intriguing question of whether Artificial Intelligence (AI) can replace human creativity in literature or can prove as a tool that helps to enhance and reshape the creativity of authors will be explored in this paper. The article will also consider whether AI can help in language learning. Artificial Intelligence has attracted the notion that it may replace the human creativity and originality because of its capability of creating anything and everything. However, the creativity produced by the intricate expression of human mind is irrefutable. Conflict may develop between artificial intelligence and human thought processes resulting from this. This study looks at the pros and cons of using AI algorithms as a means of simulating creativity while being aware of the many nuances of human expression, culture, and emotion that exist. The intent of this study is to stimulate discussion on the evolving relationship between human creativity and AI. In particular through the views from various disciplines this study will elicit critical thoughts on the way in which the relationship between AI and human creativity in the arts is changing.

Keywords: Artificial intelligence; Literature; Creativity; Language learning; Educational technology

1. Introduction

The use of Artificial Intelligence is rapidly expanding day by day. The ability of machines to perform tasks that require human abilities and intelligence such as reasoning, learning, problem solving, decision-making is known as Artificial Intelligence. Nowadays, the use of it has increased to the highest level and the influence of AI can be recognized in every sphere of human life. Language and literature are important realms where AI is being frequently

used. In the case of language learning several tools such as various dictionaries, software are being used to learn different languages. Even by using AI, people can translate any language into another, thus relieving themselves from the hectic job of learning a new language in a new place. However, questions may be raised about the challenges of learning a completely different language, but several AI-generated software can reduce the trouble of any person in communicating with others. Even these AI-generated software can help in learning any new kind of language easily and help to understand the new lingo in a comfortable way.

AI systems based on complex language models like GPT-4 can generate text and graphical material that replicates human writing, making them highly useful assets for learning languages. (Creely, 2024, p. 158)

Artificial Intelligence has brought revolutionary changes in the domain of literature as well. AI-generated tools like ChatGPT, Gemini are capable of generating human like language, producing poems, songs, stories, novels, characters, programming codes, writing essays, blogs, inventing project ideas and more. They are frequently being used in writing formal, informal letters, communicating with customers in business sectors or even in continuing conversations. As a result, AI is being used in education sector, business sector and in many other sectors and the use of AI is raising concerns among people that it can reduce human honesty. Moreover, people are becoming concerned that AI could replace human creativity, potentially leading to unemployment. At the same time, the increasing reliance on AI also raises ethical concerns regarding dishonesty and misuse. However, proper ethical reinforcement and moral development can help establish restrictions to prevent such unethical practices.

In the realm of literary criticism, AI is revolutionizing the way texts are analysed and interpreted. Advanced analytical tools enabled by AI can process vast amounts of textual data, uncovering patterns and insights that traditional methods might overlook. This shift towards data driven criticism is transforming scholarly approaches to understanding literary works, providing new methodologies for analysing themes, styles, and historical contexts. (Premkumar, 2024, p. 37-38)

AI may rise the possibility of dishonesty but it can also create the possibility of enhancing the ability of human beings. Use of AI can be beneficial for students of literature. Different literary texts of different languages can be translated through the use of AI and even can be analyzed and interpreted by AI. AI can help improve the use of language by analyzing the connotation of a different language.

Artificial Intelligence has also demonstrated significant potential in enhancing language learning and teaching processes. As noted in recent research, “the use of AI can significantly improve the process of learning language and literature and improve the quality of education” (Moradi, Kashefian-Naeeni & Kustati, 2025). This highlights how AI-driven tools not only assist learners in understanding complex literary texts but also contribute to more effective and personalized learning experiences.

The aim of this study is to understand how an intricate relationship can be built between human cognition and Artificial Intelligence so that Artificial Intelligence can be used as a

tool to enhance the capability and not to destroy the creativity of human being through dishonesty.

2. Materials and Methods

The study was conducted among 68 participants who were students of English literature at a private university. A mixed method was employed to conduct this research work. For a better comprehensive analysis, qualitative and quantitative methods have been used to execute the work. Instead of having primary case studies, existing studies and prior work were taken as a secondary qualitative element to the study. This has been done with the view to examine the application of AI in writing various genres and how it has been accepted by audiences. Interviews have been conducted with several people who are capable of using AI tools and who do not have any knowledge about AI tools to compare their respective experiences. Besides, surveys have been conducted on different age groups of people to analyze their experiences of using AI tools or not using AI tools. To conduct the survey, a questionnaire was prepared, and responses were collected via Google Forms. Use of Google Form made the survey quick and easy for the researchers and for the people who have participated in the survey. A convenience sampling method was used, where participants were selected based on their availability and willingness to respond. By combining the two methods, the study intends to analyze and present the overall influence of AI in language learning and Literature.

3. Survey Data Analysis

Table 3.1. Level of Familiarity with AI Tools

Variables	Frequency	Percentage
Very familiar	23	33.82%
Somewhat familiar	39	57.36%
Not familiar	6	8.82%

Table 3.2. Perception of AI Replacing Human Authors

Variables	Frequency	Percentage
Yes	10	14.71%
No	50	73.53%
Unsure	8	11.76%

Table 3.3. Literary Aspects That AI Cannot Replicate

Variables	Frequency	Percentage
Emotional depth and resonance	36	52.94%
Cultural and historical context	3	4.42%
Personal experiences & subjectivity	21	30.88%
Unique narrative voice and style	8	11.76%

Table 3.4. Belief in AI's Ability to Achieve Originality

Variables	Frequency	Percentage
Yes	13	19.12%
No	35	51.47%
Unsure	20	29.41%

Table 3.5. Perception of AI-Generated Works Being Equal to Human-Authored Works

Variables	Frequency	Percentage
Yes	19	27.94%
No	37	54.41%
Unsure	12	17.65%

Table 3.6. Perception of AI Reducing Opportunities for Authors

Variables	Frequency	Percentage
Yes	19	27.94%
No	33	48.53%
Unsure	16	23.53%

Table 3.7. Students Using AI Tools

Variables	Frequency	Percentage
Yes	58	85.29%
No	10	14.71%

Table 3.8. Use Cases of AI in Literature

Variables	Frequency	Percentage
Improving grammar and style	15	22.06%
Analyzing texts for themes or patterns	32	47.06%
Generating plotlines or characters	4	5.88%
Brainstorming ideas	5	7.35%
Learning about literary techniques	12	17.65%

Table 3.9. Perception of AI Improving Understanding of Literature

Variables	Frequency	Percentage
Yes	62	91.18%
No	6	8.82%

Table 3.10. Effectiveness of AI Tools Understanding Complex Literary Works

Variables	Frequency	Percentage
Very effective	43	63.24%
Somewhat effective	24	35.29%
Not effective	1	1.47%

Table 3.11. Perception of AI Helping with Writer's Block

Variables	Frequency	Percentage
Yes	39	57.36%
No	6	8.82%
Unsure	23	33.82%

Table 3.12. Use of AI in Classrooms

Variables	Frequency	Percentage
Yes	41	60.29%
No	10	14.71%
Unsure	17	25%

Table 3.13. Belief in AI's Ability to Coexist with Human Authors

Variables	Frequency	Percentage
Yes	35	51.47%
No	10	14.71%
Unsure	23	33.82%

Table 3.14. Chi-Square Test

Association	χ^2 (df)	p-value (χ^2)	ρ (Spearman)	p-value (ρ)	Direction	Significance
Familiarity → Belief of replacing human authors	3.61 (2)	0.1643	-0.01	0.9119	Negative	Not significant
Familiarity → Usage of AI tools	27.66 (1)	0.0000	0.71	0.0000	Positive	Significant
Usage → Effectiveness of AI tools	0.86 (1)	0.3548	0.18	0.1323	Positive	Not significant
Usage → Understanding literature	8.62 (1)	0.0033	0.43	0.0003	Positive	Significant
Usage → Originality of AI works	1.09 (2)	0.5805	0.12	0.3187	Positive	Not significant
Usage → Literary value of AI works	4.02 (2)	0.1337	0.24	0.0493	Positive	Significant

The chi-square test found that no significant relationship existed between familiarity with AI tools and the belief that AI would replace human authorship ($\chi^2(2) = 3.61$, $p = 0.164$), and Spearman's correlation showed a negligible negative association ($\rho = -0.01$, $p = 0.912$). It seems that familiarity with AI tools does not change people's beliefs in the aspect of authorship, and the respondents, regardless of their degree of familiarity with AI tools,

shared the view that AI is not a replacement for human creative production. This reinforces the idea that creativity still exists within the boundaries of human capacity.

Alternatively, an extremely significant relationship has been observed between familiarity with AI tools and their usage in literature ($\chi^2(1) = 27.66$, $p < 0.001$). People more familiar with AI used it to a statistically greater extent than those who were less familiar with the technology. This makes familiarity a likely determinant of use and supports the premise that awareness plays a strong role in the acceptance and application of technologies within literary contexts.

We can see that there is a highly significant relationship between the use of AI tools and the increase in the respondents' understanding of literature ($\chi^2(1) = 8.62$, $p = 0.003$). Additionally, there is a moderately positive relationship between use of AI and the increase in respondents' understanding of literature ($\rho = 0.43$, $p < 0.001$). This implies that, respondents who use AI tools, are likely to recognize their advantages as educational tools and appreciate the contribution they bring in promoting deeper reading.

However, there is no significant correlation found between use of AI tools and perceived effectiveness ($\chi^2(1) = 0.86$, $p = 0.355$; $\rho = 0.18$, $p = 0.132$). This suggests that AI is considered effective among both users and non-users. This means that people who have never used AI also think it is effective, which gives us reason to believe that even if respondents haven't used these tools, they would support their use.

There was also no significant correlation between the usage of AI and perception of originality ($\chi^2(2) = 1.09$, $p = 0.581$; $\rho = 0.12$, $p = 0.319$). This means both users and non-users mostly concur that AI-generated literature cannot reach the same level of creativity as human-generated.

In addition, no significant association was detected between AI usage and literary value perception based on the chi-square test ($\chi^2(2) = 4.02$, $p = 0.134$), although Spearman's correlation showed a weak positive relationship ($\rho = 0.24$, $p = 0.049$). This suggests that AI users are slightly more accepting of literary value, but overall, literary works generated by AI are still not perceived to be of the same quality and value as literature generated by humans, even among AI users.

These results have established a clear path: Familiarity to AI has driven its use, and usage in turn reinforces perceived understanding. But the belief about the role of AI in authorship remain stable regardless of any factors related to AI tools, supporting human creative power and superiority in writing. AI serves not as a threat to human writing but as a supplemental device to empower human creativity rather than to replace humans in the world of literature.

4. Results & Discussion

4.1 AI in Literature and Creative Writing

The study shows that AI helps a learner to learn any language easily and can provide expected responses if one can ask any question properly. AI-generated tools can produce any kind of literature according to the wish of the person who is using the tool. The operator needs to

instruct the tool about their interest and AI-generated tools like Chat GPT, Google Bard, Gemini, etc. can follow the instructions within minutes. People are frequently using such tools to lessen their workloads and in order to focus more on their creativity. This proves that artificial intelligence can even assist in the learning process for languages and literature. It can help make education more effective by making learning easier and more efficient (Moradi, Kashefian-Naeeni & Kustati, 2025).

AI tools like ChatGPT and Google Bard play a vital role in developing stories or novels by assisting at every step of the writing process. They utilize Natural Language Processing (NLP) and Machine Learning (ML) algorithms to generate coherent narratives. (Selvi, V. T. & R. P, 2024, p. 348-349)

AI can produce any kind of literature to a great extent that creates anxiety among people about being replaced by AI but if these tools can be used properly and intelligently then these tools can prove to be essential elements for the development of human beings especially in the domain of education. In this regard we can say that AI is not a replacement but a tool that helps us. Recent studies also show that AI can help create forms of literature and give writers more chances to write instead of replacing their jobs. (Begum, 2025).

AI can augment and complement human creativity, providing new tools and insights that can inspire and enhance literary works. (Raj, Udaykumar & Saravanan, 2023, P. 13)

At the same time, it can also be observed that AI is changing the way literature is produced and understood. Recent studies show that AI is helpful in creating new forms of narration and also makes literary production more accessible (Begum, 2025). Therefore, AI can be seen as both a creative assistant and a new influence in literary practices.

4.2 AI in Literary Analysis and Interpretation

AI is being used in literary analysis, by identifying the patterns of language, by analyzing motifs and themes of a literary text. AI helps human beings to enhance their ability to interpret any literary text in the shortest possible way. Besides, by using deep learning algorithms from a huge database, AI can help writing formal letters in which saving of time can enhance the ability of a person to work and develop more. Indeed, the interviews have revealed a tendency to promote the use of AI in an intelligent manner, which would allow for humans to benefit from technological advancements despite any negative impact caused by them. These examples are widely discussed in academic research on AI-assisted language learning, where AI tools have been shown to enhance linguistic analysis, interpretation, and skill development (Jafarnia, Hariri & Parvizi, 2023).

By leveraging AI's capabilities in generating ideas, analyzing patterns, or suggesting improvements, human authors can benefit from its assistance while retaining their creative vision and voice. (Raj, Udaykumar & Saravanan, 2023, P. 13)

4.3 Familiarity and Usage of AI Tools

The questionnaire of the survey provides another glimpse of using AI-generated tools for language learning and enhancing creativity. The survey suggests that among all the

participants 33.82% are very familiar with AI tools. 57.36% participants are somewhat familiar and only 8.82% participants are not familiar with AI tools. Therefore, it can be seen that 91.18% participants are to some extent familiar with AI tools that indicates the acceptance and popularity of AI tools. As a result, use of AI is undeniable and people are very much interested in using all these tools to reduce their workload. Another question of the survey asked the participants whether they have used AI to get assistance in writing, learning or analyzing literature. 85.29% participants have accepted their involvement in using AI that confirms the favorable reception of AI that projects the view that in the age of science and technology, technological innovation and AI have become indispensable parts of daily life.

4.4 Attitudes Toward AI and Ethical Concerns

It can be said that restrictions on using AI will not prove fruitful because the demand of the age dictates that AI generated tools are inevitable in today's world and it is impossible to impose restrictions on these tools. As a result, concern should be on how these innovative ideas and innovations can be used effectively where human beings will not be affected but rather benefited. However along with its advantages Artificial Intelligence also creates concerns such as dependency, bias and misuse. Studies show that these issues can affect learning if AI is not used properly. Therefore, we need to use AI wisely and ethically. We have to make sure that we get the benefits of AI without any negative effects.

4.5 Limitations of AI in Creativity

In the survey 52.94% participants believe that AI cannot replicate emotional depth and resonance like human beings that affirms that AI tools' limitations can be fulfilled through human involvement. Even 51.47% of the participants state that AI-generated literature can never achieve the same level of originality as human-authored works as they need personal experiences and subjectivity and unique narrative voice and style which can only be produced by humans.

AI language processing systems are limited and confront several difficulties despite their usefulness. The intricacies of language, cultural quirks, and contextual uncertainty provide formidable challenges to precise language generation and comprehension. (Jebaselvi, Mohanraj & Anitha, 2024, p. 55)

As AI-generated tools depend on vast existing data so, AI can produce ideas, or projects from existing data. In order to produce novel ideas human mind thus remains to be the sole option. In spite of being afraid of the influence of AI, one should focus on learning the use of AI-generated tools for effective use.

Indeed, the emergence of artificial intelligence (AI) in the English language and literature has caused a paradigm change in how humans produce, evaluate, and engage with literary works. With the unparalleled capabilities AI provides for linguistic analysis and natural language processing (NLP), academics may now examine textual data in previously unthinkable ways. Researchers can find hidden patterns, linguistic structures, and thematic links throughout enormous corpora of literature by utilizing machine learning techniques. This computational capacity transforms literary analysis and interpretation by allowing for a more sophisticated comprehension of language usage, stylistic variances, and cultural influences. (Jebaselvi, Mohanraj & Anitha, 2024, p. 57)

4.6 AI in Education, Writing Development, and Literary Accessibility

Researchers and academicians are using AI as it is less time consuming and it has the ability to analyze and interpret in various ways within a short time. So, among academicians it is becoming popular as it helps to improve teaching and learning strategies. 91.2% of the participants of the survey agreed on the matter that AI tools could help in improving their understanding of literature, as they believe that AI tools are effective in learning old as well as new methods. In helping students or learners understand complex literary works, AI-generated tools are very effective according to 63.24% of the participants of the survey. Besides 35.29% of the participants also agreed upon the fact that AI helps in effective learning to a moderate state. Therefore, people find AI effective in learning and educating themselves. Even, a good number of participants affirm that AI tools help authors to overcome challenges like writer's block. They can get help to overcome the predicament by taking help in generating new ideas so that the author can develop the idea in their own way. AI tools also help learners to improve their writing by giving instant feedback, which keeps them motivated and helps them learn more effectively. (Lim, Yunus, & Ismail, 2025)

The biggest advantage of AI tools in learning literature is speed and efficiency in content generation but at the same time, it lacks emotional depth and depends on existing data. Therefore, it can produce literature on the basis of vast data resource but the authenticity of emotion and conscience can only be integrated or incorporated by human beings. Therefore, the co-existence of machine and human is the best way to develop.

AI improves inclusivity and accessibility, which helps democratize literature. Text-to-speech features, automated translation services, and assistive technology enable people with a variety of language skills and backgrounds to interact meaningfully with literary works. Artificial Intelligence guarantees that literature stays accessible to a wider audience and promotes an inclusive literary community by removing barriers related to language and offering accommodations for readers with disabilities. Additionally, AI-generated content can accommodate specialized tastes and interests, broadening the spectrum of literary voices and viewpoints that are represented in the literary canon. (Jebaselvi, Mohanraj & Anitha, 2024, p. 57)

AI helps learners in the development of their writing. Quillbot, Grammarly, ChatGpt have significant impact in correcting the spelling and grammatical mistakes of a learner. AI platforms help the beginners even the experts in enhancing their writing capability through correcting their mistakes. It lessens the stress of the writers. Use of AI minimizes the anxiety of the learners by assisting them to write appropriate expressions.

This could enhance linguistic accuracy and nurture learners to take charge of their learning and promote intrinsic motivation in writing. (Hong, Yunus, Ismail, 2025, p. 4640)

4.7 AI in Classroom Applications and Educational Integration

So, AI helps in improving or moderating various features that assist in adapting language skills. AI has broadened the area of language learning by providing automated translation feature, photo to speech, text to speech features etc. Even it helps to remove language barrier by several language generating or translating tools. These tools can also be effective in classrooms. Effective use of technology can turn a classroom into a productive learning

environment. 60.29% participants of the survey feel that use of AI can improve classroom facilities and AI tools should be integrated into literature classrooms to aid teaching and learning language and literature.

The field of language education, particularly teaching English as a Second Language (ESL), is undergoing a remarkable transformation, propelled by the integration of Artificial Intelligence (AI). This innovative union has radically altered teaching methodologies and redefined language skill acquisition. (Lazzat, 2024, p. 134)

4.8 AI in Language Learning

English language learning as a second language has been transformed enormously by the use of Artificial Intelligence that brings greater changes in language acquisition and education system. AI is also helping in language learning by making the learning process more flexible and suitable for individual learners. It can understand learners' needs and provide feedback accordingly, which makes learning easier and more effective (Creely, 2024). Transformation of the traditional ways of learning facilitates better language learning environment by using effective and engaging methods. Teachers or educators use different tools in preparing questions, engaging new modules and students are using spell checking and correction tools for flawless writing, thereby allowing them to concentrate more on creativity.

Learners are able to learn a language based on repetition of phrase patterns that show the relationships between words. An example of AI that is used for learning language is when a learner uses Siri; an operating system of iOS that is developed by Apple, to converse in English. This is especially relevant for learners of ESL (English as a Second Language) and EFL (English as a Foreign Language). (Ali, 2020, p. 1)

These tools are invariably very useful in language acquisition and learning and learners comfortably and enjoyably involve themselves in acquiring English as well as any foreign language.

AI technology that are commonly used nowadays are Google Now and Microsoft Cortana. The former is a search engine that is developed to listen and comprehend the command and queries of the users. The search engine opens up the most relevant webpage automatically following the voice command of the users. (Ali, 2020, p. 1)

AI can analyze the learners' psychological state also and according to that can plan customized services for different types of learners. With the help of the AI, teachers can get sufficient time to provide special care for individual learners and thus learning language become easy both for learners and for the facilitators.

...AI in English teaching activities, enable students to interact and optimize their learning horizons. In fact, it may encourage positive development among the practitioners in their attempt to teach the language. (Ali, 2020, p. 4)

AI-assisted tools can help learners achieve their educational goals when used ethically and responsibly. Therefore, the proper and reasonable use of AI can significantly enhance learning and overall learner development.

5. Conclusion

The incorporation of AI into English literature and learning English or any language has the potential to revolutionize the field. In the age of technology, it is difficult to depend solely on human capabilities. To overcome their physical limitations, human beings can rely on technology that has been also created by the human beings. Smart and effective use of technology can help anyone to enhance their ability. The use of Artificial Intelligence may lead to conflicts with human cognition, raise ethical concerns, and increase the risk of dishonesty, since AI can generate human-like literary content on a large scale. It is obvious that lack of consciousness may create chaos for using Artificial Intelligence generated tools but at the same time, it should be remembered that AI works on existing enormous data. It is capable of creating anything and everything still it lacks human instinct and human ability, as human beings are the creator of Artificial Intelligence. At the same time, it should be remembered that in the age of science, restricting the use of AI can never be possible because the popularity and acceptance of AI are rapidly increasing as it helps people to remove stress of unnecessary burden. So, restriction on using AI can never be achieved. So, it will be better to incorporate AI in our life for better understanding, better production and better development. It must be noted that in doing so we should be careful about moral values, ethics and law enforcement so that use of AI only has positive effect in enhancing the language learning and capability of authors in creative writing. The best use of AI tools can be possible when AI tools and human conscience coexist together and 51.5% participants of the survey believe that AI tools can coexist with human authors by improving their productivity and creativity rather than replacing them. Concern may arise whether AI tools can replace human authors but the findings of this research establish the point that AI's aim is not to replace the authors rather it aims to help the authors to face the challenges and it aims to facilitate the authors in a positive way so that a new world of literature can be uncovered where authors are sufficiently efficient in using AI for greater achievements. Besides, the research also finds out that in learning any second language and in learning any foreign language, AI-generated tools have significant influence on educators as well as learners. The goal is to lessen the stress and efforts of human beings and AI has successfully achieved the goal. Therefore, by integrating science with conscience one can fruitfully use AI generated tools and can have the expected outcome.

Finally, it can be suggested that, AI-generated tools should not be considered as challenges rather they should be considered as instruments to remove predicaments in learning second or foreign languages. Besides, AI tools are effective for literature students to interpret, analyze and understand texts and enhancing creativity in a person. It does not reduce creativity rather it provides enough time and space to nourish and nurture the creative faculty of a person by reducing work stress. So, Artificial Intelligence can prove to be a blessing if it is used cautiously.

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