



AI Tools in English Literature and Language Education Across the World: Self-regulation, Motivation, and Satisfaction

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Abstract: The Efficient usage of 21st-century technology like artificial intelligence (AI) and its various tools is a rapidly expanding field and has become a major information channel in the world. It is reshaping how people think, learn, teach, and communicate in various fields. Within English literature and language education, AI technologies are increasingly being applied to support creating writing, literary work and language acquisition. Indian English literature is enormous and varied. From British rule to independence and even after independence, the seed of English literature has grown and blossomed vibrantly in all parts of the country. Indian English literature is constantly monitored by a number of writers, and their writings have turned out to be a new richness in poetry, drama, essays, and novels, which have brought new voices in Indian culture. From tradition to the modern Indian context, the usage of technology has an intense influence on education and specifically on English language learning. Modern communication and modern ways of information in the form of the internet, media, television, smartphones, and emerging tools like artificial intelligence (AI) have changed the way learning systems operate. Efficient usage of 21st-century technology, like artificial intelligence, added an improved version of English literature as a resourceful tool. Though the technology is infused with AI-driven tools, it has some limitations. This paper presents the role of emerging tools in English literature and English Language Teaching/Learning (ELT/L) with their limitations, challenges and skills related to LSRW, emphasising factors related to self-regulation, motivation, and satisfaction.

Keywords: Artificial Intelligence, English Literature, English Language Teaching/Learning, 21stCentury Technology, LSRW Skills, Self-regulation, Motivation, Satisfaction

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1.0 Introduction

In computer programmes, artificial intelligence (AI) has been in use for several years. Interestingly, it is now integrated and widely applied in education through instructional programmes, learning design, language teaching, computational literature, and linguistics. Artificial intelligence, which stands at the core of modern technology, has the power to imitate and sometimes surpass human intelligence. It refers to computational systems built to reproduce human abilities such as creating written or visual work, understanding complex problems, and breaking them down into simpler forms. In several instances, applications and devices equipped with AI can act on their own, reducing or replacing the need for direct human involvement (Almulhim, 2024).

The incorporation of artificial intelligence (AI) is a creative process, as it involves the use of algorithms for natural language processing (NLP). This system is capable of producing creative work in English literature through vast collections of textual data such as poetry, prose, summaries, short stories, novels, microfiction, story outlines, essays, news articles, and text translations (Jebaselvi et al., 2024).

Within English language learning, LSRW skills are developed through speech recognition and comprehension applications that help learners progress while gaining exposure to authentic accents and intonation. AI chatbots offer real-time speaking practice without the fear of judgment, and grammar or writing tools help refine sentence structure, vocabulary, and style. Reading skills also improve through personalised recommendations and summaries on various platforms (*Ohio State News*, 2023).

The role of literary imagination supported by artificial intelligence has widened the horizons of literature. AI-based writing systems such as natural language processing (NLP) and machine learning (ML) have become important tools for writers, editors, scholars, students, and educators, assisting in the refinement and expansion of literary expression (Al-Sharqi, 2020).

1.1 The International Context

A shift toward global perspectives in academia does not just broaden curricula; it quietly reshapes how knowledge travels. The inclusion of cross-cultural dimensions in teaching and inquiry is no longer optional it now forms part of the way modern institutions evolve. With artificial intelligence entering classrooms, methods of engaging with English language and literary studies are changing at speed. Learners do not depend solely on traditional instruction any more they work through material on adaptive interfaces that respond to personal rhythms. Because communication across nations often passes through English, intelligent systems help reduce linguistic isolation. Access widens when algorithms support comprehension, tailor feedback, or open users to a wide range of stories. These tools do not replace teachers they shift the balance of possibility. Distance matters less when a student in one time zone interacts with a digital tutor trained on texts from many parts of the world. Economic limits ease a little when mobile platforms carry rich content without the need for physical libraries. Knowledge moves where it once stalled. Unexpected voices join conversations once dominated by elite centres. Education discovers new pathways, not through grand reforms, but through quiet technological currents beneath the surface.

Tools such as Duolingo or AI-driven chat interfaces offer customised support speaking practice, grammar work, vocabulary growth, even more precise control over how words sound all available whenever it suits. They do more than deliver content they shift and change in response to how each person learns. In transnational education settings, automated systems bring lively teaching approaches into distant regions and quietly extend access beyond urban centres. This reach allows students in overlooked communities to work with material once out of step with their context. New platforms now link educators across borders and open shared spaces where training develops through collaboration rather than isolation. Curriculum planning becomes

less rigid when teams build courses together using real-time feedback and a range of cultural inputs. The effect is not loud it moves at a steady pace English acquisition bends toward inclusivity, shaped by personal pace yet woven into wider academic networks. Boundaries blur not because of grand claims, but through daily use, small changes, repeated connection. What emerges is neither uniform nor perfectly smooth, yet still markedly fairer and more attentive to different voices meeting on similar footing.

Countries should ratify and bring their systems into line with UNESCO recognition conventions. By endorsing the 2019 Global Convention on Higher Education, states commit to promoting international mobility through transparency in the evaluation of foreign credits and qualifications (UNESCO, 2025).

2.0 Literature Review (Johannes Gutenberg)

Technology and the English language have shared a long history that reaches back centuries. From early inventions to modern digital means, technology has steadily influenced how writing is made, shared, and read. One turning point in this long story was the invention of the printing press in the fifteenth century by Johannes Gutenberg. Around 1450, Gutenberg reworked the mechanism of a wine press and built a machine that transferred ink onto paper through the use of movable metal type.

This invention led to the Gutenberg Bible of 1455—a Latin book that became the first great work printed through this technique. The press altered the movement of written work and built the groundwork for literacy and learning across Europe, much as the later digital revolution would do (American Society of Mechanical Engineers, 2012).

Though Gutenberg's creation changed human communication, it brought him little money or comfort. Even so, presses spread swiftly through Europe—they marked a moment in

history that invites comparison with today's digital change. The spread of the press quickened the shaping of common language, opened knowledge to wider reach, and changed how people met the written word (Bellis, 2019).

2.1. Artificial Intelligence (AI) in the Prose and Poetry Literary Domain

Considering the changing trends in technology, such as artificial intelligence (AI), which has a significant influence on both English language learning and literature, this study explores the comparative and interpretative aspects of this evolution. Examining these areas contributes to understanding how AI is transforming English literature and English language education.

In English literature, AI is now widely used to create, analyse, and interpret literary works. Recent studies show that AI technology can produce complex and innovative outputs across different literary domains (Patam, 2021; *Ohio State News*, 2023). Before such technology, many remarkable developments had already taken place in English literature; however, the integration of advanced systems such as AI and machine learning introduced new possibilities by performing tasks that were previously carried out only by humans.

One striking impact of AI on English literature is in content creation. Advanced models like OpenAI GPT-5.2, Claude Sonnet 4.5, and Grok-4.1-Fast-Reasoning are powerful AI-driven language systems capable of producing narratives that closely resemble those written by humans—stories, poems, and prose alike. Although AI can analyse and produce vast amounts of textual data at great speed and with minimal error, it still faces some limitations concerning the depth and nuance of its generated material (Raj, 2023).

AI modules are built with a complex design that can read context and compose verses close to what human imagination might create. The meeting of creative thought and technology opens new ground for poetic dis-

covery. One example lies in a short Python programme that writes poems in the manner of known poets.

Under artificial intelligence, poetry often takes the form of writing shaped by coded systems. Another known programme is the AI poem writer. It uses natural language processing to form brief poems from a short piece of input—perhaps a line or two about a theme—and produces quick, well-shaped verse (Sujitha, 2023).

The main differences between poems made by AI and those written by people lie in style, depth, method, and purpose. Artificial intelligence writes by joining patterns, tones, and images drawn from enormous stores of existing writing. Human poets express emotion from thought, memory, and shared culture, which lends their work true feeling and sincerity. Artificial intelligence can imitate feeling through chosen words, yet its verses often sound polished and hollow at the same time—a lasting limitation (Cleveland, 2023).

For example, a poem titled “Nature Care” made through artificial intelligence used strong comparison and firm rhythm but missed the pulse of feeling that marks human verse.

Nature Care

(With AI poem writer)

Green shoots poke up, shy and small,
No one sees them, not at all.
New buds open, soft and slight,
Lost beneath the city’s light.
Sun shines hot, a golden ray,
People rush through every day.
Cool streams run, but look so grim,
Waste is floating, to the brim.
Leaves turn red, then brown and old,
Stories whispered, never told.
They fall to earth, a gentle spread,
On cold, hard ground instead.
Cold wind blows, a bitter chill,
The world is quiet, standing still.
No one cares for what is gone,
Just wait for morning, and move on.

2.2. ChatGPT and Google Gemini tools (for novel writing, short stories and storytelling)

For writing novels in prose and for story composition, AI-driven tools such as ChatGPT, chatbots, and Google Gemini are now being used to create narratives that resemble human writing in terms of theme, style, dialogue, composition, plot, and characterisation. These applications use natural language processing (NLP) and machine learning (ML) algorithms to generate text data.

Similarly, data mining can be applied in English literature to analyse literary texts by using NLP to identify themes, motifs, and symbols across many works. Within literary prose, sentiment analysis using data mining serves as a useful tool for detecting emotional tone in writing (Edmett, 2024). It is also applied to identify language patterns, word frequency, metaphors, grammatical structure, and syntax. Writers can make their creative process more efficient by generating and refining stories and novels with these systems.

An AI text generator functions as a popular content creation tool, using large language models (LLMs) that follow specific prompts to create coherent contexts, sentences, and expressions (Madhavaiah, 2020). Toolsaday’s AI Story Generator helps in constructing narration, plots, genres, themes, and characters. Alongside this, subsets of AI such as machine learning (ML) and deep learning (DL) rely on neural networks—including recurrent neural networks (RNNs)—to construct stories that involve complex linguistic patterns. These models are trained on vast datasets of text and fiction (Gervás, 2009).

One such short adventure story created with ChatGPT-4 used only three prompt lines specifying theme, style, and character, yet the tool generated a complete short narrative titled “The Secret Trail.” Although AI can simulate emotion, it cannot express inner feelings or human struggle with the philosophical in-

tent that inspires readers on a deeper level. This remains one of the main limitations of AI-driven tools within the literary domain (Chowdhury, 2024).

The Secret Trail

(With ChatGPT short story writer)

Fourteen-year-old Jessica tightened the straps of her helmet and squinted at the path ahead. The morning mist still clung to the hilly forest, wrapping the trees in a silver veil. Her bicycle gleamed faintly in the rising sun—her most trusted companion for weekend rides.

The trail was steep, scattered with roots and pebbles, but Jessica’s heart raced with excitement rather than fear. She loved the challenge, the rush of wind against her cheeks, and the thrill of riding where few dared to go. As she pedalled deeper into the forest, the world grew quiet except for the crunch of tires on gravel and the occasional call of a bird. Suddenly, she spotted something unusual—a narrow, hidden track cutting away from the main trail, partly covered by ferns. Curious-

ity tugged at her. “Should I?” she whispered, resting her foot on the ground. With a grin, she turned her bike onto the secret path. It twisted sharply, climbed higher, and tested every ounce of her strength. Sweat trickled down her forehead, but her determination pushed her forward.

Finally, the trail opened into a clearing she had never seen before. There, at the edge of a cliff, the entire valley spread out beneath her—rolling hills, a ribbon of river, and distant villages dotted with smoke. The view was breath-taking. Jessica laughed out loud, the sound echoing through the forest. She felt like she had discovered a treasure no one else knew about. At that moment, the ride wasn’t just an adventure—it was proof that courage and curiosity could lead to extraordinary places. With renewed energy, she turned her bike downhill, the forest rushing past her. She couldn’t wait to return home and tell her friends about the secret trail—but a part of her wanted to keep it just hers, a magical secret hidden among the hills.

Table 1: *Tools in English literature*

S.No.	Tool	Tool (latest version)	Applications
1.	Chat GPT	1.2025.343(Android APK)	It is applicable in generating stories, short stories
2.	Google Gemini	Gemini3 (app model update)	It is applicable for Stories, storytelling and novel writing.
3.	Python code snippet	Python 13.14.2	It generates poetry that can mimic the style of poets.
4.	AI poem writer	Hyper write AI poem	It creates poetry by using a natural learning process (NLP).
5.	Data mining	SAS Enterprise Miner (2025.1)	It helps in analysing literary texts by applying natural language processing (NLP) for themes, motifs, and symbols.
6.	AI text generator	Jasper AI (7.0 with Atlas update)	It’s useful in content creation using a large learning module (LLM).
7.	Toolsaday	Latest toolkit update	Used for a Short story generator in creating narration, plots, genres, themes, and characters.
8.	Sudowrite	Muse model integration (app v3.2)	Specifically designed for writing fiction stories.

9.	Novelcrafter	Experimental features (Gemini 3 integration)	It helps authors plan, write, and refine stories with AI tools for world-building and organisation.
10.	Quillbot	4.48.0 (Chrome extension)	Useful for creating unique poems, it also helps with grammar checking and paraphrasing.

3.0 Tools in English Language Learning

Tools in artificial intelligence (AI) are becoming highly useful for developing English language skills among learners. They connect with the four main skills, regarded as essential in English language learning. Platforms such as Chatbot, Grammarly, Diffit, Duolingo, and Memrise make learning interactive, personalised, and accessible at any time for acquiring listening, speaking, reading, and writing abilities (LSRW) (Hendijani, 2025).

AI tools can support learners in these areas, but motivation and self-regulation remain major challenges in English language learning with new technologies. A teacher who is physically present can teach, guide, and mentor a learner in ways that AI tools cannot replicate. Artificial intelligence can offer help in teaching and learning, but it cannot replace traditional instructional strategies—educators therefore continue to play an essential part in guiding students through the learning process (Bienkowski, 2012).

Table 2: *Different tools in the English language learning*

S.No.	Tool	Tool Latest version	Application	Uses
1.	ChatGPT	1.2025.343(Android)	Generates lesson plans, creating & engaging learning materials, and generating rubric feedback.	Useful in creating a lesson plan which includes a warm-up activity, a detailed explanation, interactive practice activities, and a short assessment at the end.
2.	Twee	1.13(iOS)	This tool helps with a variety of tailor-made tasks and activities instantly.	Helpful in creating comprehension questions, transcripts, and gap fills for any YouTube video. Generate dialogues, stories, letters or articles on any topic and for any level.
3.	Diffit	Web based 2025	Tailored differentiated learning materials for various proficiency levels.	Useful in generating a reading passage with key vocabulary words and comprehension questions.
4.	Wordwall	3.2(Desktop)	Create interactive and engaging activities for English language learners.	Helpful in interactive Games and quizzes.
5.	Loora AI	2.12.1(Android)	Specifically designed for language learning.	Offers a high-quality conversational experience.
6.	Grammarly	14.1266.0(Chrome)	A tool that corrects grammar, spelling and offers real-time style.	Helpful suggestions to improve written work.

7.	Sonix	1.25.643(Android)	This tool specialises in accurate AI transcription.	Useful for converting audio and video into text for study and analysis.
8.	Babbel	21.88.1(Android/iOS)	It's a comprehensive language learning app.	Uses AI to provide structured lessons.
9.	Memrise	2025.12.90.0(Android/iOS)	This tool is designed for vocabulary.	Retain vocabulary through engaging methods.
10.	Quizlet	10.16(Android/iOS)	It is employed on new words and phrases.	Allows retrieval practice to help learner's master new words and phrases.
11.	Lingua	1.3.7(as lingo Tok)	This tool serves as a platform for language learning.	Designed specifically for conversation practice and speaking fluency development.
12.	Duolingo	6.58.7(Android/iOS)	It's a language learning website	This platform is notable for its bite-sized lessons for LSRW skills.
13.	TalkPal	2.5.7(Android/iOS)	AI-powered mobile application designed for language learning	Offering features like chat, role plays with AI characters, and debates.

4.0 Methods applied for the descriptive study analysis

This study uses a mixed approach combining numerical measurement with interpretive inquiry. The discussion below explains how the researcher gathered and analysed evidence about the influence of online platforms on English language learning across the basic skills of English—LSRW.

4.1 Quantitative method

Data were collected from a sample of approximately 20 participants, and their performance was examined quantitatively to evaluate how online platforms influence the development of listening, speaking, reading, and writing (LSRW) skills, with a particular focus on task completion time (Dabhade & Narula, 2023).

4.2 Qualitative methods:

Transcripts: Considering all factors and responses from learners, interviews are analysed effectively and also graphically.

Questionnaire: A collection of ten questionnaires aimed at collecting feedback from various learners about the difficulties and outcomes associated with online platform tools.

- Q1. What motivates you in your online learning experience?
- Q2. How do you handle self-regulation in your studies?
- Q3. Have you encountered any competition while learning online?
- Q4. Is the feedback you receive helping you to improve?
- Q5. Are there instances of coping during task completion?
- Q6. In what ways do you stay engaged as a learner?
- Q7. Has peer group learning had an impact on your experience with online platforms?
- Q8. How do the tools contribute to the flexibility of your learning?

- Q9. How have you managed your time for completing tasks?
 Q10. What are your levels of satisfaction with online and traditional learning?

4.3 Data analysis

The above methods and findings of the present descriptive study present information clearly to the readers. Online platforms for learning English are designed with great flexibility, catering to learners aged 11–40 who

study English as a second language. This group includes high school and intermediate students, B.Tech learners, as well as self-motivated people such as employees, homemakers, business professionals, teenagers, and adults aiming to improve their communication skills. Data is visually summarised using bar graphs and pie charts, while contingency tables illustrate both the positive and negative influences of online tools on various learner groups.

Table 3: Descriptive study analyses with different factors

Factors affecting various learners(20 sample size)	Online learning(tools)%	Traditional learning(classroom)%
Motivation	80	90
Self-regulation	80	80
Competition levels	50	90
Learner feedback	80	95
Coping chances	90	60
Learner engagement	90	90
Peer learning	50	90
Flexibility in learning	99	80
Task completion time	70	85
Self-satisfaction	70	60

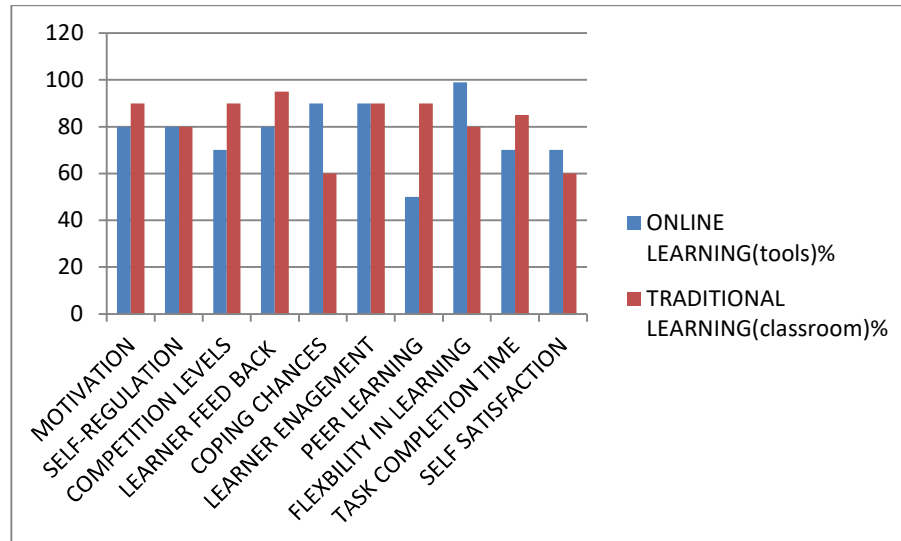


Chart 1: Factors affecting various learners with online tools learning vs. traditional learning practices

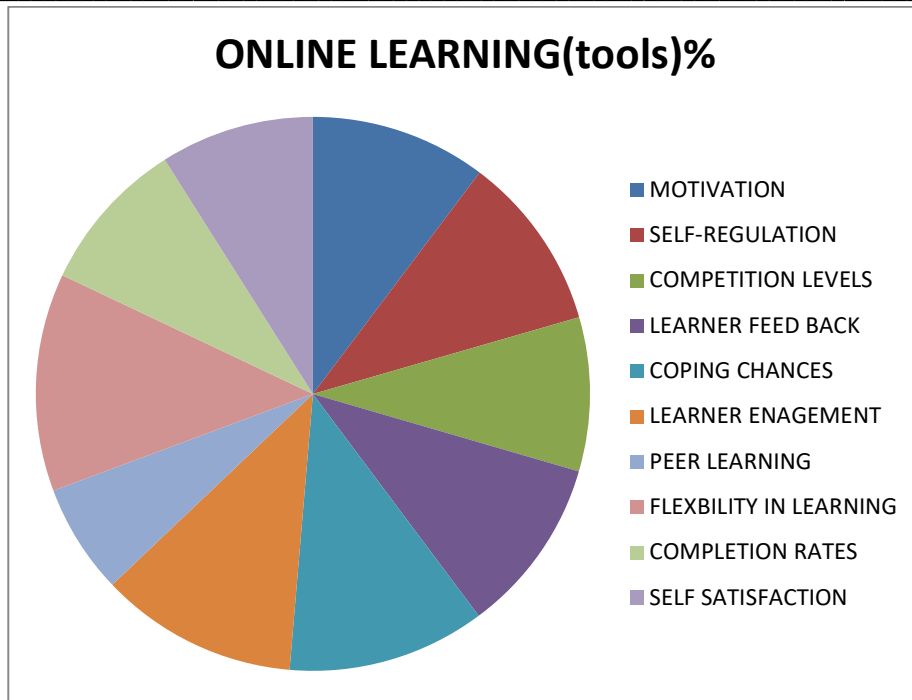


Fig 1. Pie diagram representing key factors related to online learning

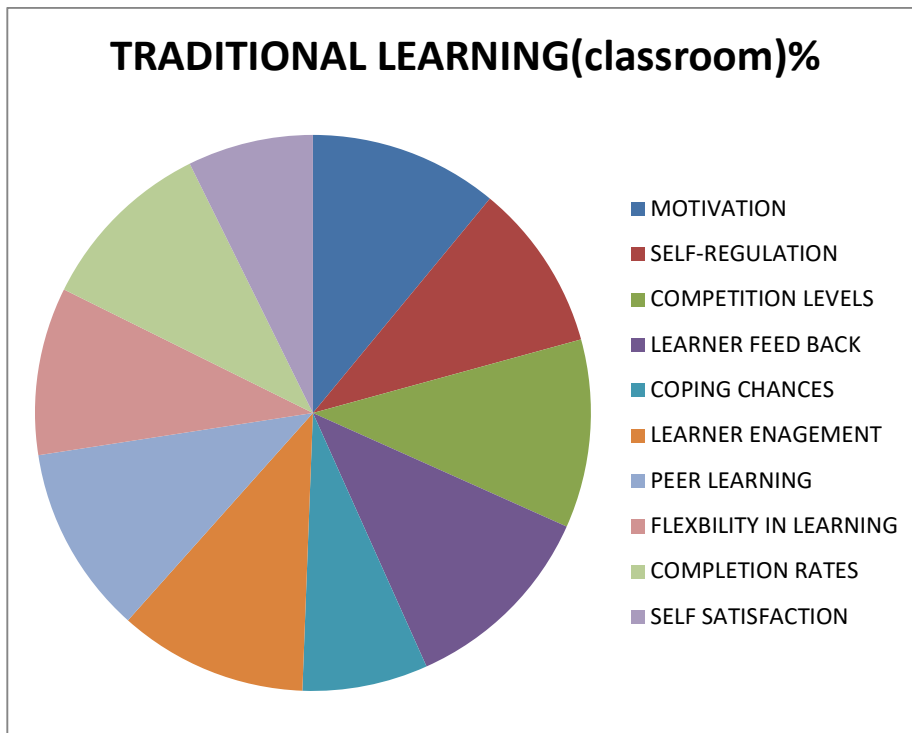


Fig 2. Pie diagram representing key factors related to traditional learning

5.0 Discussion and Result, along with Ethical Considerations

Artificial intelligence dazzles with its capabilities, and its creeping presence in writing and teaching stirs unease along with several ethical concerns. The questions arise for authors, editors and scholars with issues related to copyrights, authorship and ownership of the work. In the realm of English literature, especially creative writing, stands out as vulnerable, AI can mimic form, trace patterns in sonnets, rhyme, and dissect meter, but does not feel the spark of sudden insights, emotional depths and sensitivity like a human author. That emotional void leaves a gap that no algorithm can fill in the literature. (Raj, 2023; *Medium*, 2024).

In classrooms, the concerns that AI tools may limit interpersonal communication between

teachers and students and influence thinking skills in learners. AI tools promise speed and scale, yet they quietly harvest students' skills and can chip away at real conversations and ideas. When every draft is auto-polished, students may stop thinking for themselves and handing a learner ChatGPT for every assignment may risk dulling their voice, flattening debates into bullet point echoes. True language mastery skills like listening, speaking, reading and writing still demand grit, curiosity, and human exchange in platforms like online or traditional learning. A few studies show that no platform can replace a motivated student, a thoughtful teacher, or a space where ideas breathe (Hicks, 2004).

The three major factors discussed below, namely motivation, self-regulation and overall satisfaction, carry a bright side and a shadow in online learning.

Table 4: *Key influences on online platform learning*

Key influences on the online platform	Positive influence on the learner	Negative influence on the learner
Motivation	Develops learners' Intrinsic motivation thrives when the platforms feel alive, colourful, and every correct answer lands with a soft chime of triumph. Interactive tools build curiosity, which helps in learner engagement.	Learners completely lack social integration, in-person instructor motivation, exposure to diverse content, and distraction, without the buzz of a shared classroom.
Self-regulation	Learners can bloom in independent learning, providing reflective practices, learners can pause a lecture, jot marginal notes, rewind a grammar point until it clicks.	Solitude also invites drift, where learners can lack time management and self-discipline. No external pressure can dissolve the quality of learning; with limited instruction pressure, discipline may slip.
Learner satisfaction	It promotes high independence of the learner; confusion can be easily erased with an immediate feedback facility available to the learner, self-learning, and satisfaction levels depend purely on learner engagement.	Sometimes autonomy feels like power, which may decrease accountability of the learner, and lack of collaborative learning. Learning satisfaction may decrease due to a lack of peer grouping and competition.

6.0 Conclusion

English literature and language learning now stand at a peculiar intersection with artificial intelligence. Literature and language learning now sit at a strange crossroads with artificial intelligence. On one side, the technology feels like a miracle where it can scan centuries of poetry in seconds, suggest metaphors, and even draft entire scenes. On the other hand, no matter how clever the output, it never hurts the way a human hurts, or loves the way a reader loves. AI excels at spotting patterns in meters, rhyme, and creating suspense scenes, but it stumbles over idioms, misses sarcasm and deliberates ambiguity. AI can improve productivity for writers, who can work innovatively and effectively on English literature, providing deeper insights into literary history, research and evolution, considering ethics.

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