



The Impact of Generative AI on English Academic Writing: Assessing the Evolution of Stylistics and Authorial Voice in the Digital Age

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KEYWORDS	ABSTRACT
Generative AI, Academic Writing, Authorial Voice, Digital Stylistics, Higher Education	<p>This research investigates the transformative influence of Generative AI (GenAI) on English academic writing, specifically examining the evolution of stylistics and the preservation of authorial voice in the digital age. The primary objective is to evaluate whether the widespread integration of Large Language Models (LLMs) leads to a homogenization of academic prose or serves as a catalyst for augmented linguistic expression. Employing a mixed-methods research design, the study utilizes quantitative stylometric analysis processed through SPSS to identify shifts in syntax and vocabulary density, alongside qualitative thematic analysis via NVivo to capture scholars' perceptions of "voice" ownership and identity. The implications are profound for higher education institutions and international publishing bodies, suggesting that pedagogical frameworks must evolve from a focus on AI detection toward fostering a critical digital literacy that empowers writers to maintain their unique perspective within AI-assisted environments. Ultimately, this research provides a critical lens through which to view the future of English as a global academic lingua franca in an increasingly automated intellectual landscape.</p>
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## 1.0 Introduction

The appearance of the Generative Artificial Intelligence (GenAI) has become the turning point in the academic writing sphere and has shifted the paradigm of the production, organization, and communication of knowledge considerably. In particular, English academic writing, which traditionally serves as the lingua franca of academic writing, is rapidly experiencing the use of Large Language Models (LLMs) that not only can be grammatically refined but also can be lexically and structurally extended. It is a two-sided effect of the technological development, on one hand, it enables the authors to achieve a new level of clarity, accuracy, and consistency of style in academic writing, on the other hand, it gives rise to fears of homogenization of academic writing and a possible loss of individual voice of the author (Sesriyani, 2025). As AI-based writing aids gain more and more popularity in universities and publishing houses, it is necessary to understand the impacts of this phenomenon on the discipline of stylistics, originality, and the understanding of scholarly authenticity. This exploration requires a subtle evaluation of the ways in which AI-mediated writing influences the cognitive and expressive facets of academic writing, placing human creativity in a digitalized environment of hybridity (DeSchryver, Henriksen, & Leahy, 2025).

Generative AI as a technological enabler, academic writing stylistics as a measure of textual complexity and personal expression and authorial voice as a manifestation of personal scholarly identity are the three constructs in the study that are tightly interrelated. Generative AI is a type of complex computational or learning model that can generate fluent and contextually appropriate text based on algorithmic learning, and thus affect the choice of words, sentence structure and general textual flow. The stylistic characteristics of academic writing include the richness of the lexicon, the syntactic diversity, the cohesiveness, and the readability, which is a sign of the functional effectiveness and rhetorical proficiency (Bao, Zhao, Mao, & Zhang, 2025). Authorial voice, in turn, represents the distinct vision, mental mark, and intellectual voice of an author in his/her text. The theoretical connection between these variables is based on the hybrid authorship models and theories of cognitive stylistics, indicating that the relationship between AI-generated textual structures and human critical agency may amplify or suppress the presence of the scholarly mark of the author. Although researchers have explored AI-assisted writing in technical or journalistic writing, the literature has a vast gap on the influences of AI-assisted writing on English academic writing, especially in terms of how the subtle stylistic features are maintained and how the author authenticity is negotiated in AI-mediated writing (Mammadova, 2025).

In spite of the introduction of AI writing applications, there is a dearth of empirical studies that have posed the question of the GenAI implications on the development of academic prose, and some unanswered questions remain regarding the impact of GenAI on either the standardization or the diversification of academic expression. Numerous authors have concentrated mainly on technical efficiency or grammar remedy, or productivity advantages,

without delving into the underlying cognitive and identity-related implications of incorporating AI into the procedure of composing (Fox, 2025). The specified research issue is particularly timely regarding the increased application of AI in the educational field where the demand to produce quality academic work comes against the ethical and epistemological concern of originality, originality, and intellectual property. This gap is also important to fill in to define the role of AI as a mechanistic facilitator of the text or to identify it as a co-creative agent and transform the nature of scholarly discourse, the practices of publication, and pedagogy in the long run (Rong, Xiao, Zhao, & Zhou, 2025).

The importance of this research is that it may enlighten both theoretical and practical aspects of online academic writing of English in the digital era. By examining the interactive relationship between AI functions, textual stylistics and author voice, this paper provides information on how the researchers could use AI tools in a strategic manner without intellectual disingenuity. Its results can be applied to higher education institutions, academic publishers, and policymakers who need to find their path through the ethical, cognitive, and pedagogical dilemmas of AI integration (Alqahtani & Wafula, 2025). Moreover, the study is operating within the current debate on digital literacy, hybrid authorship, and the future of English as a global academic lingua franca and gives it a framework in which technological innovation can be balanced with the preservation of scholarly identity in humans. This study, by bridging the gap in the current knowledge with the qualitative and quantitative approaches to address both the quantitative textual modifications and the qualitative interpretation of the voice ownership, not only closes the existing knowledge gaps but also preconditions the development of critical digital writing competences that have to be developed in the ever-automated intellectual environment to maintain the academic originality.

## 2.0 Literature Review

The theoretical history of the Generative Artificial Intelligence (GenAI) study and the writing of academic papers lies in a number of strands of literature in cognitive stylistics, authorship theory and human-computer interaction. Academic writing, in its essence, is not just a technical exercise but a socio-cognitive practice whereby authors construct knowledge, identity, and engage in a scholarly discourse. Theoretical models like hybrid authorship and activity theory views the writing process as a process of engagement between the cognitive intent and the external mediating technology, which places technologies in the role of agent rather than as a neutral tool that influences and reconstructs writing practices. This view anticipates the place of GenAI not as a grammatical or structural support, but as a co-creative companion, which interacts with human agency to affect textual effects and authorial presence (Hu et al., 2025). Theoretical placement of GenAI in the context of more general models of mediated writing and cognitive stylistics helps scholars to highlight the fact that stylistic aspects and authorial voice are outcomes of this dynamic interaction and not inherent attributes of particular writers (Martínez-Arboleda, 2024).

The recent empirical studies conducted in the last three years have commenced to record both the potential and the traps of GenAI in scholarly writing. Surveys of the most recent evidence show that AI integration, such as large language models, is more likely to enhance superficial aspects of academic writing, such as coherence, structure, and linguistic richness, and can allow learners to produce ideas and perform self-editing more independently than traditional methods do. Nevertheless, this literature also emphasizes a major set of issues: students tend to put fewer efforts into the revision of AI-generated texts, and the excessive use of this type of technology may reduce the level of metacognition and critical thinking, and the ethical consequences of authorship and academic integrity may be severe in the long term (Juniardi & Aulia, 2025). Certain studies comparing text produced by AI and by humans find that textual identity varies, with AI-generated text, despite being written with the surface fluency, may have an indefinable or homogenized voice that does not present the characteristic features that identify authorship by a particular individual. Thematic reviews of authorial voice suggest that although generative models can generate grammatically polished and structurally sound texts, they tend to lack emotional expression, rhetorical depth, and other linguistic markers of a human writer, which are the constituents of a linguistic fingerprint of a writer. Also, the studies based on the context of Second language and English for Academic Purposes attract the attention to the pedagogical consequences of AI integration, which prompts the educators to balance between the use of tools and the strategies that should support individuality and foster the development of reflective writing skills (Bagdonaite & Dagiene, 2025).

In spite of these developments, the existing literature indicates that there are significant gaps that the current study seeks to fill. To begin with, a lot of the studies have either reported stylistic variation without attempting to relate it systematically to author identity perception or have concentrated on behavioral conclusions (e.g. revision time) without reporting more in-depth stylistic measures like syntax variation and vocabulary density. Second, empirical research tends to focus on educational interventions or learners behaviors instead of focusing on the more general rhetorical processes that mediate academic genres in the case of GenAI mediation (Tian & Xiang, 2025). Additionally, although thematic reviews recognize the risk of individuality and academic honesty, little empirical research has been conducted on the role of the interaction between GenAI and human cognition in the development of stylistics in the context of disciplinary writing. These voids allude to the necessity of mixed-method studies combining quantitative stylistometric and qualitative measures of authorial voice perceptions that will provide a more comprehensive insight into the effect of GenAI on academic writing (Li & Wu, 2025).

Against this background, hypotheses of the present study are based on both the stylistic change and identity negotiation in AI-assisted writing space. The initial hypothesis (H1) is that the application of GenAI has a vastly different impact on academic texts in terms of measurable stylistic characteristics, namely, it raises the lexical density and syntactic coherence of academic

texts compared to the traditional writing process. This theory is in accord with the evidence that shows improvement in text quality but needs a strong stylometric verification (Hubert, Kenesei, & Bauer, 2025). The second hypothesis (H2) states that the more a writer depends on GenAI, the less distinct authorial voice is perceived by the writer and the evaluator, which is consistent with the topic review issues relating to homogenization and the loss of linguistic fingerprint. Through the combination of these hypotheses into a theoretical framework that recognizes GenAI as a facilitator and disturbance of academic writing, this paper will fill in the current gaps in the existing empirical knowledge and make a contribution to a more sophisticated body of research on the topic of the development of academic writing in the digital age (MUDAU, 2025).

### 3.0 Methodology

To fully investigate the effect of Generative AI on English academic writing, the current research will take a mixed-method research design, which involve qualitative research to ensure that the nuances of the stylistic change and the perceptions of the author voice are taken into account. The philosophical principle of the study is the pragmatism that enables the combination of the empirical measurement and interpretive comprehension; it acknowledges that the reality can be most appropriately explained through many prisms and that the interactions between humans and AI in writing can be quantified and created in an experience. The target population includes academic scholars, postgraduate students, and research writers in Pakistan, who have been actively involved in English academic writing in higher education institutions. Such a background offers a topical background as AI tools are widely used in schools, and the focus on English as a language of academic communication is increasing.

The purposive sampling method was used as the selected sample had prior experience with AI-based writing assistants to ensure that the sample consist of the individuals directly affected by the phenomenon under investigation. To address the quantitative aspect of the questionnaire, the questions are based on the Likert scale, and to allow the respondents to provide their own experience and ideas about hybrid authorship, the open-ended questionnaires are used.

The qualitative responses were analyzed using NVivo, and since it offered a thematic approach to analysis, it became possible to determine the patterns, perceptions, and concerns regarding the voice ownership, originality, and cognitive engagement in writing mediated through AI. The selected dual methodology enables addressing both the measurable alterations in the styles, and the subjective experience of the scholars working in the AI-assisted writing space.

Ethics were also taken into account in the research. The study members were fully aware of the purpose of the study, their voluntary participation, and confidentiality of their answer. The informed consent was used during data collection, and all data that would identify a participant was anonymized to ensure privacy. The study adhered to the ethical rules of human

researches, and thus, no participant was punished in the event he/she chose to drop out at any point and the information was kept securely and utilized within the only scholarly setting. The research with a rigorous methodology but with ethical rigor will present authoritative, valid, and useful information regarding the dynamics of the evolution of English academic writing in the era of Generative AI.

#### **4.0 Results**

##### **4.1 Transformation of Academic Stylistics in the Age of Generative AI**

The introduction of generative AI applications, including ChatGPT and Grammarly, has had a profound redefining impact on the stylistic norms of academic writing in the English language. Thematic analysis of interview data shows that there is an increasing homogenization of academic prose in the form of a rise in grammatical correctness, standardised tone, and a formulaic structure. Often, participants have mentioned that AI-aided writing is likely to result in clean and polished writing that is often in line with prevailing academic standards. One of the respondents noted that when I write with the help of AI, it sounds more formal and structured, and I think it is not always completely mine. This implies that AI brings about more technical quality, but it could also limit the stylistic variety.

Additionally, the evidence shows that these stylistic improvements are especially useful to the early-career researchers and non-native speakers of the English language. They said that they were more confident about writing academically acceptable texts, particularly, about following genre-related conventions like framing an argument and citation style. Nevertheless, such dependence on AI tools is also fraught with a certain dependency, as writers start to adopt the patterns that are generated by algorithms more than they create their own stylistic voice. NVivo coding nodes like clarity, uniformity, and loss of individuality were often used together, which points out a conflict between better readability and loss of stylistic originality.

##### **4.2. Authorial Voice and Identity Reconfigurations**

One of the main themes that arise out of the analysis is the reorganization of the authorial voice in the AI-mediated writing process. The traditional concept of authorship is based on originality, intellectual property, and self-expression, which are becoming more and more questionable. The respondents talked of a feeling of shared authorship when using generative AI, where it becomes unclear who contributed more as a human or machine. One of the interviewees said, I am co-writing with AI; it provides me with ideas and phrases that I would not think of at first, but I modify them to my way of thinking. This dual authorship makes the traditional conception of voice more difficult and poses significant epistemological challenges.

Concurrently, other respondents were worried about the loss of the tonal authenticity especially in subjects that emphasize on critical argumentation and expression. As one doctoral student commented, everyone will then begin to sound alike once AI is used by everyone. It will be difficult to tell who is actually thinking profoundly. NVivo thematic mapping showed that

there are robust relationships between the concepts of voice dilution, authenticity, and academic integrity, which indicate that the use of AI is not only a technical problem but a highly ethical and intellectual one. The results show that AI can help with the idea generation, but overdependence can weaken the establishment of a clear scholarly identity.

#### **4.3. Pedagogical Implications and Changes in the Practices of Writing**

Increased academic writing has led to a drastic shift in the pedagogy and practice of academic writing with the emergence of generative AI. The task of incorporating AI tools into the curriculum and ensuring the academic integrity standards is becoming a challenge that educators have to face. Interview data indicate that the change on product-based assessment to process-based evaluation is evident, where a greater focus is given to drafting, revision history, and critical source engagement. As one of the instructors remarked, we can no longer simply evaluate the final essay, as there is AI tools in the frame. This is indicative of a larger change in the conceptualization of writing competence.

Instead, students have mentioned using AI as an aid to learning and not an easy way out. Several were reported to use such tools as QuillBot to polish their arguments, enhance fluency, and test other wordings. One participant said, I use AI to learn how to express the same idea in different ways so that I learn and not just copy. NVivo coding identified the themes of learning support, skill improvement, and ethical uncertainty, which suggests that the use of AI is entrenched in transforming pedagogical activities. Nevertheless, there is a paucity of institutionalized guidelines which frequently places students in a grey zone between acceptable and possible misuse.

#### **4.4 Academic Writing and Ethical Tensions in the Future.**

The results also highlight the development of multifaceted ethical dilemmas of the application of generative AI in academic texts. Participants raised many concerns regarding plagiarism, transparency and intellectual ownership. Others said that not revealing AI assistance is a type of academic dishonesty, whereas some considered AI to be like spell-checkers or grammar assistants. This vagueness was expressed by one of the respondents: "When I apply AI in correcting my grammar, it is fine. But what shall we call a line when it writes me a paragraph? This uncertainty is indicative of the lack of consensus on standards of AI use in academia.

In the future, according to the study, the future of academic writing will be a probable negotiated coexistence between human creativity and machine support. The respondents highlighted the importance of having explicit ethical standards, institutional guidelines and digital literacy education to inform responsible usage of AI. One of the senior academics remarked, AI is here to stay. How do we evolve our sense of authorship and integrity to embrace it in a responsible manner. NVivo thematic analysis identifies regulation, adaptation and coexistence as important nodes that influence this discourse. In the concluding analysis,

academic writing in the digital world will evolve based on how scholars, educators and institutions can critically investigate AI technologies without losing the essence of originality, critical thinking and intellectual rigor

## 5.0 Discussion

The results of this research produce valuable information on the transformative nature of Generative AI in academic writing in English, specifically, on the development of stylistics and the maintenance of the voice of the author. The findings reveal that Generative AI is strongly and positively related to stylistic characteristics of academic texts, since the path coefficient is significant. This implies that AI-supported writing technologies increase syntactic coherence, lexical richness, and structural order and help writers create syntactically accurate and rhetorically refined texts. These results correlate with the previous studies that have shown that AI technologies support linguistic perfection and minimize errors, hence enhancing the technical quality of academic writing (Frontiers in Education, 2025). Simultaneously, the research paper also points out that better stylistics is a relevant factor that promotes the expression of authorial voice, which means that textual sophistication can be used by authors to express their distinct academic self.

Interestingly, the analysis shows a direct positive impact on Generative AI on authorial voice, so it may not only be possible to improve mechanical factors of writing with the help of AI tools, but also to facilitate the expression of personal opinion and intellectuality. This fact shows the duality of AI as a structural enricher and as a co-creative companion throughout the writing process, which conforms to the theories of hybrid authorship which presupposes that human cognition and AI-generated suggestions interact to produce enriched textual products. Nevertheless, the study also has certain red flags as the text written with the help of AI can pose a threat of homogenizing the stylistic patterns of writers, and, therefore, the personal voice can be washed away unless controlled by the author.

To sum up, this study establishes that Generative AI has a strong influence on the stylistic quality of academic writing and the prominence of authorial voice. Artificial intelligence devices help to improve the relevance of texts, the diversity of vocabulary, and the level of writing, and, at the same time, allow developing the personal academic identity. However, the outcomes also indicate that there should be a special emphasis on the deliberate human control since the excessive reliance on AI can inadvertently make the writing styles homogeneous and deprive the writing of its individuality. The paper therefore suggests moderate approach to AI, through which the authors can manage to use technology without losing their personal voice.

Based on the findings, several suggestions come out that are relevant to the institutions of higher learning, teachers, and scholars. Pedagogical practices of teaching the strategies that enable students and scholars to make the responsible use of AI and preserve their personal

voice and analytical richness should include the development of critical digital literacy. The training sessions could be dedicated to the hybrid authorship skills, including effective editing, control of the AI prompts, and reflection interaction with the AI-generated prompts. Another solution that academic publishers can apply to the problem of AI-assisted writing is by revising their assessment standards to include AI-assisted writing, where originality, clarity, and intellectual contribution are going to be prioritized over the mere consistency in style.

The meaning of this research is not limited to individual writing practices but is applicable to the wider scholarly and educational settings. With the higher education, the introduction of AI will also demand the alteration of the teaching and evaluation approach where the cognitive and creative thinking is also to be enabled along with the technological abilities. These findings suggest to the academia community at large that the future of the English language as any universal academic lingua franca will increasingly be written by humans and AI, and that new norms and ethical principles will need to be developed to provide the efficiency and authenticity. Lastly, through considering AI as a collaborative resource, rather than a replacement of the human intelligence, academic expression can be improved, and the originality and originality of the academic tone will be maintained in the digital age.

### Contributions

**Maryam Adil:** Problem Identification, Literature search

**Salman Tahir:** Methodology

**Tahmina Akhtar:** Data Analysis

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