INITIAL POST

According to Hutson (2021), AI systems such as GPT-3 can generate remarkably human-like writing by drawing on vast corpora of internet data. These technologies hold significant promise across multiple sectors, particularly in enhancing efficiency and streamlining routine tasks. However, their reliance on statistical and textual pattern recognition also introduces important limitations: they may generate factual inaccuracies, misleading statements, and reflect biases embedded in their training data. This raises important questions about how such tools should be applied, from administrative work to creative writing and how their risks and benefits can be critically evaluated in different contexts.

AI writers offer clear advantages in administrative contexts, where efficiency is prioritised over creativity. Deloitte (2020) highlights that organisations adopt AI to automate routine tasks such as documentation, report drafting, and standard correspondence, freeing staff for higher-value work. Similarly, Brynjolfsson, Rock, and Syverson (2021) note that AI's early productivity gains are most evident in repetitive clerical tasks. By reducing workload and minimising errors, AI writers enhance speed and consistency, making them particularly valuable for professional environments where administrative efficiency is essential.

Furthermore, AI systems have demonstrated significant value in academic writing, supporting tasks such as drafting abstracts, generating ideas, improving structure, managing large datasets, and ensuring compliance procedures for both students and researchers. These tools function as productivity enhancers, enabling scholars to devote more time to higher-level critical thinking and analysis. Large language models such as ChatGPT, for instance, are particularly effective in organising arguments and enhancing clarity of expression (Khalifa & Albadawy, 2024).

in creative writing, the vast corpora of human-authored texts allow AI tools to reproduce genre conventions and generate narratives that may appear emotionally evocative and logically coherent. Generative AI can also function as an editorial aid, and scholars in digital humanities have described this capacity as a form of cultural intervention. Such capabilities have even prompted debates about whether literature can still be considered a uniquely human endeavour (Begum, 2025). Nevertheless, these advantages require careful oversight to avoid undermining originality and the distinctive qualities of human creativity.

A systematic review by Hidayatullah et al. (2025) highlights the dual nature of AI in both academic and creative writing, identifying opportunities for efficiency but also raising significant concerns. The review warns of risks to academic and literary integrity, including

plagiarism and the potential erosion of critical thinking skills through over-reliance on AI. Persistent issues such as bias, hallucination, and reliability further complicate its use. Similarly, Cardon and Coman (2025), in a survey of 1,100 professionals, emphasised the drawbacks of AI-assisted writing in workplace communication. While AI tools were found to improve efficiency in routine correspondence, they also undermined perceptions of sincerity, authorship, and the sender's capability, raising questions about professionalism and authenticity in organisational contexts.

To mitigate these risks, Hidayatullah et al. (2025) recommend integrating AI literacy training, promoting transparency in the disclosure of AI use, and ensuring continuous human oversight emphasising that AI should complement rather than replace human intellectual contribution. In addition, Begum (2025) suggests that AI literacy should be embedded into writing education, enabling novice writers to engage with these tools ethically. By framing AI as a partner rather than a substitute, educators can help students harness its potential to overcome creative blocks while maintaining responsibility for originality and critical thought.

In conclusion, AI writers demonstrate clear benefits in administrative, academic, and creative contexts, but their limitations require critical scrutiny. They are best regarded as collaborators rather than replacements, with responsible governance essential to preserving both integrity and originality in written communication.

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