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*The National University of "Kyiv-Mohyla Academy"**The National Academy of the Security Service of Ukraine***2.1. Investigating elliptical sentences as indicators of empathy: a comparative study of human and ai discourse**

*This study investigates how empathy functions as a distinguishing feature between human-written and AI-generated texts, focusing on the use of elliptical sentences in fiction. Through a comparative analysis of literary texts, the research examines whether AI can replicate human-like emotional expression using this stylistic device. Our findings show that while humans use ellipsis effectively to evoke empathy, AI-generated texts still require iterative refinement to achieve similar results. The study acknowledges the potential for AI to mimic empathic language through the linguistic encoding of emotion, contributing to the understanding of human-machine communication. Key words: literary text, emotional expression, stylistic analysis, empathy, elliptical sentences, artificially generated text, comparative analysis.*

**Introduction.**

In linguistics, understanding how language conveys emotion and fosters empathy reveals the social and psychological functions of communication. This study examines how elliptical sentences function as markers of empathy in texts, focusing on their role in expressing emotional connection – particularly in human-AI interactions. By approaching the text from the standpoint of stylistic analysis, we explore how elliptical constructions evoke and communicate empathy, aiming to contribute to understanding the interplay between language and emotions.

Empathy, defined as the ability to understand and share the feelings of others, has long been recognized as a fundamental aspect of human connection and communication. In literature and communication, empathy fosters understanding, emotional engagement, and the creation of meaningful connections between the author, the characters, and the audience. It allows readers or listeners to relate to the experiences, emotions, and perspectives of the characters or the author, transcending differences in time, culture, or personal background.

At the same time, empathy has received limited attention in linguistics and communication research. Related studies have explored empathy as a component of social cognition, contributing to one's capacity to comprehend and respond to others' emotions, engage in effective emotional communication, and foster prosocial behaviour (Spreng 2009, 62-71). Ilona Herlin and Laura Visapää (2016) contribute to the linguistically focused discussion of empathy by exploring it both from the theoretical and empirical perspectives. They duly observe that “[w]ithin linguistics, the importance of empathy as a core mechanism of intersubjectivity has come to be studied only in recent years” (Itkonen 2008, 15-33, as cited in Herlin & Visapää, 2016; Zlatev 2008, 215-244; Itkonen 2009, 19-29, as cited in Herlin & Visapää, 2016; Herlin & Visapää 2011, 7-28). Even within these studies it has mostly been approached in a theoretical way, e.g., with respect to the evolution of language. “<...> *Studying the relationship between empathy and language*

*should thus also be grounded in the analyses of real-life interactions*” (Herlin & Visapää 2016). Furthermore, understanding the connection between empathy and language should not only rely on the examination of real-life interactions but also take into account the findings from research on participants' behaviours in social networks, which suggests that the levels of empathy can potentially be predicted, given its strong connection to the ability to relate to others (Litvak 2016, 128-137).

The study of empathy in texts encompasses not only human-created literature but also the emerging domain of texts generated by artificial intelligence. One of the primary motivations for this research is the increasing integration of AI systems into our daily lives. With empathy as a fundamental aspect of human communication that establishes meaningful connections and contributes to effective interaction, there is an increasing demand to equip the AI systems, virtual assistants, and interactive storytelling platforms with the ability to adequately perceive and respond to human emotions.

Therefore, in addition to the exploration of empathy in human literature, the emergence of artificial intelligence presents new perspectives for investigating empathy in the context of *AI-generated* texts. This interdisciplinary exploration bridges the fields of linguistics, artificial intelligence, and psychology, opening new possibilities for a deeper understanding of empathy and its expression in the continuously evolving realm of textual communication. Specifically, the research on using artificial intelligence (*AI*) to create empathic texts holds a great potential in the fields of literature, communication, and human-computer interaction.

However, it is important to acknowledge the challenges associated with creating empathic *AI-generated* texts. The complexity of human emotions, the contextual nuances of empathy, and the inherent subjectivity of emotional experiences pose significant hurdles. Researchers must address issues related to bias, privacy, and ethical considerations to ensure that *AI-generated* texts are inclusive, respectful, and responsible in their portrayal of empathy.

Building upon these insights, **this study aims** to conceptualise empathy as a distinctive characteristic that can serve as a differentiating factor between human-produced and *AI-generated* text.

**The subject** of this study is to examine the use of ellipsis as a stylistic device to create empathy in a text and the capability of *AI* to generate empathic texts by applying ellipsis.

This article examines the use of elliptical sentences as a textual marker of empathy in literary works. By examining how authors utilise elliptical sentences to evoke and express empathy, we shed light on the intricate connection between human experiences and the evolving landscape of *AI-generated* texts in order to gain a deeper understanding of the synergistic relationship between human creativity and the emerging capabilities of artificial intelligence.

**The innovative approach** of this research lies in its exploration of how *AI-generated* texts can employ the power of empathy markers, providing new insights into human-machine interaction and the potential impact on various domains of linguistic analysis.

This paper will draw upon a range of **research materials**, including scholarly papers, literary works, and *AI-generated* texts, to examine the distinct role of elliptical sentences in fostering empathic connections in both human and *AI-generated* communication.

## **1. Literature Review: Theoretical Substantiation of the Study of Empathy.**

### **1.1. Understanding Empathy.**

#### **1.1.1. Empathy and human sciences.**

Broadly defined as an emotional connection and the ability to understand and share the feelings of another, the phenomenon of empathy has been a subject of various fields of human communication research due to scholars' viewing empathy as comprising cognitive, emotional, and somatic aspects. In particular, Di Novo (2023) specifies that cognitive empathy involves understanding others' perspectives, while emotional empathy entails sharing their emotions. Somatic empathy enables perceiving others' physical sensations, commonly observed in medical professionals. The author further underlines that by helping to recognize others as fellow humans with aspirations and vulnerabilities and fostering relationships based on trust and understanding, empathy connects people.

Based on the review of the book *Rediscovering Empathy* by K. R. Stueber (2008), empathy can be defined as a cognitive mechanism or mental simulation, which involves the ability to understand and interpret the mental states of others by simulating their perspectives and reasoning about their thoughts and actions. Empathy is seen as an integral element in the process of mind-reading and is related to philosophical concepts such as understanding other minds, radical interpretation, and the problem of epistemology and social philosophy.

Research in psycholinguistics and cognitive neuroscience has explored the neural mechanisms involved in empathy, providing insights into how language processing and empathy are interconnected. Studies have shown that

language can elicit empathetic responses by activating neural networks associated with emotional processing and social cognition. Additionally, theories like theory of mind propose that our ability to understand and infer others' mental states, including emotions, is fundamental to empathy and relies on language as a tool for communication and perspective-taking.

Anna Aragno (2008, 713-740) considers empathy from an epistemological perspective and studies its role in psychoanalytic practice, and in her overview of related literature reports on the origins, various forms, and specific role of empathy in clinical discourse.

The study by Elena et al. (2022) explores the role of empathy in text-based interactions and its impact on the coach-user relationship and patient outcomes. The researchers highlight the lack of research in this area and propose the use of systemic functional linguistics, a linguistic theory, to identify empathy opportunities in text-based interactions and understand the linguistic choices made by patients.

### **1.1.2. Empathy in communication studies.**

The exploration of linguistic theories and cognitive processes related to empathy reveals the complex connection between language and our ability to understand and share others' emotions. Linguistic theories, such as cognitive linguistics and cognitive grammar, propose that our understanding of empathy relies on the cognitive mechanisms that underlie language processing and meaning construction.

Proceeding from the cooperative nature of human communication and its connection to shared intentions, Tomasello in *Origins of Human Communication* (2010) argues that human communication is rooted in shared intentionality, which includes joint attention and common ground, developed for collaboration and culture. The core motives driving this cooperative communication are helping and sharing, leading to the development of grammatical constructions.

In his article "Patterns of empathy as embodied practice in clinical conversation," Michael B. Buchholz (2014) highlights the convergence of Cognitive Linguistics and Conversation Analysis in identifying patterns of *I-You* relationships. He suggests using musical metaphors such as balance, rhythm, and resonance to describe the continuity of empathic conversation. The author presents linguistic and other research data to support this new understanding of empathy, focusing on how it is practised and how participants collaborate to create empathic interactions. By incorporating empirical data, this perspective offers insights into the nature and dynamics of empathy.

In Nataliya Tatsenko's article (2020, 390-423), the focus lies on the examination of empathy in modern English discourse through a linguistic lens. The research attempts to gain insights into how speakers employ empathy, encompassing its nature and scope as a dynamic cognitive model, as well as to introduce the concept of self-organisation of empathy into three conceptual dimensions: logical, identifying, and structural. In particular, the study explores the ways in which empathy is used in present-day English conversations. It aims to uncover the details of empathy as a way of thinking that people actively use. By doing this, the research aims to improve our understanding of what empathy is and how it influences our language interactions. The article takes a linguistic perspective that looks at the synergy between language and empathy, contributing to a better understanding of empathy's complexity and its importance in communication.

These and related theories emphasise the embodied nature of meaning, suggesting that our understanding of emotions and empathetic responses is rooted in our sensory and motor experiences. The linguistic structures and concepts we use to express emotions and empathetic states are shaped by our cognitive and cultural frameworks, highlighting the role of language in shaping our empathetic experiences.

Cognitive processes related to empathy, including emotional contagion, perspective-taking, and mental simulation, interact with linguistic processes to enable empathetic understanding and sharing of emotions. Thus, the exploration of processes linguistic and cognitive related to empathy demonstrates the interplay between language, cognition, and our capacity for understanding and connecting with others on an emotional level.

Language not only allows us to express our own emotions but also facilitates the comprehension and interpretation of others' emotional states, enabling empathetic understanding and connection. The exploration of linguistic markers and discourse strategies associated with empathy, such as emotional language, perspective-taking, and narrative techniques, further illuminates the role of language in fostering empathetic engagement.

### **1.1.3. Significance of empathy in literature and communication.**

The concept of empathy and its paradoxical nature is considered by Anna Lindhé In the article titled "The Paradox of Narrative Empathy and the Form of the Novel, or What George Eliot Knew" (2016, 19-42) in relation to the

form of the novel. Lindhé challenges the prevailing assumption that empathy, which involves imagining oneself into the inner life of another, is generally regarded as a positive attribute. The author notes that recent research has even linked empathy to ethical consequences, including altruism, prosocial behaviour, moral development, interpersonal bonding, and improved intergroup relations. However, the article explores the paradoxical aspects of narrative empathy, as identified by George Eliot and other novelists. Lindhé suggests that empathy, while often perceived as a beneficial quality, can also be problematic within the context of the novel form. The author raises questions about the limits and potential drawbacks of empathetic engagement with fictional characters, considering how excessive empathy may hinder critical distance and limit the reader's interpretation. Lindhé notes that by critically examining the relationship between empathy and the novel form, the popular assumption that empathy is always inherently positive should be approached critically. By shedding light on what George Eliot and other writers understood about the potential limitations and implications of empathetic engagement with fictional narratives, the author invites readers to reflect on the complexities and contradictions of narrative empathy.

Defined from the historical imagination viewpoint, empathy involves understanding the mindset, beliefs, values, and actions of historical figures by utilising various historical evidence. In the journal article titled "Historical Empathy and Its Implications for Classroom Practices in Schools" by Kaya Yilmaz (2007, 331-337), the concept of empathy is explored within the context of history education. This notion of empathy can be closely linked to empathic communication, which involves understanding and connecting with the emotions and experiences of others.

Yilmaz develops this idea by emphasising that the cultivation of empathy in history education can extend beyond the classroom. Students can apply the skills of historical empathy to contemporary contexts, enhancing their ability to engage in empathic communication with individuals from different backgrounds and cultures. This understanding and appreciation of diverse perspectives can foster empathic dialogue, promote inclusivity, and facilitate a deeper understanding of complex social issues. Therefore, by emphasising historical empathy in classroom practices, educators can contribute to the development of empathic communication skills among students, preparing them to engage empathetically with others in various personal, academic, and societal contexts (ibid.).

Summarising the scholarly research on empathy, it can be inferred that it holds immense importance in both literature and communication by enhancing the depth and impact of the storytelling process due to the following key reasons:

**Emotional Engagement.** Empathy evokes emotional responses in readers or listeners, drawing them into the narrative and creating a sense of shared experience. By empathising with the characters' joys, struggles, and conflicts, readers become emotionally invested, forging a deeper connection with the story.

**Character Development.** Empathy allows authors to delve into the intricate nuances of their characters, giving them depth, complexity, and relatability. Through empathetic portrayal, characters become more than mere ink on a page, resonating with readers and enabling them to see the world through different perspectives.

**Promoting Understanding and Compassion.** Literature and communication serve as powerful vehicles for promoting understanding and compassion among individuals. By immersing readers in diverse narratives, literature encourages empathy towards individuals from different backgrounds, cultures, or experiences. This understanding bridges gaps and fosters a more inclusive society.

**Building Bridges of Communication.** Empathy plays a vital role in effective communication. By empathising with others, both the speaker and the listener can establish rapport, trust, and mutual understanding. In interpersonal communication, empathetic listening validates the emotions and experiences of the speaker, leading to more meaningful connections and successful communication.

**Encouraging Dialogue and Reflection.** Literature that evokes empathy encourages readers to reflect upon their own experiences, beliefs, and biases. It opens up avenues for dialogue, discussion, and introspection, leading to personal growth, expanded perspectives, and the development of a more empathetic society.

**Empathy as a Tool for Social Change.** Literature has the power to address social issues, challenge stereotypes, and promote empathy for marginalised communities. By shedding light on human experiences and injustices, empathetic storytelling can inspire readers to act, effect positive change, and foster empathy in their own lives.

Creating a bridge of understanding, emotional connection, and personal growth, empathy allows authors to create compelling narratives, encourages readers to see the world through diverse perspectives, and promotes a more empathetic and compassionate society. Through empathy, literature and communication become powerful tools for fostering empathy, understanding, and positive change.

#### ***1.1.4. Empathy in literature and its role in reader engagement.***

Empathy in literature plays a significant role in reader engagement, fostering a deep connection between the reader and the characters or situations depicted in the narrative.

Suzanne Keen in the article titled "Fast Tracks to Narrative Empathy: Anthropomorphism and Dehumanization in Graphic Narratives" (2011, 135–155) touches upon narrative empathy through the concepts of anthropomorphism and dehumanisation in graphic narratives. Keen highlights the findings of neuroscientific investigations and psychological studies which suggest that human emotional responses occur before cognitive processes, making emotions like anger and empathy highly relevant. The article delves into how graphic narratives evoke emotional responses and enable fast tracks for readers to emotionally engage with the characters, allowing for a deeper connection and understanding of their experiences.

Keen emphasises the connection between readers and characters and its significant implications. Namely, as readers navigate their own life challenges through the characters' experiences, empathy in literary texts encourages critical thinking and empathy-based analysis. This prompts readers to consider the motivations, intentions, and consequences of characters' actions, fostering a more profound understanding of complex ethical, moral, and social dilemmas. By engaging analytically with the narrative, readers develop a heightened awareness of the intricate nuances of human behaviour and the broader implications of their choices, which serves as a powerful medium for cultivating empathy, promoting critical reflection, and enriching readers' comprehension of complex human experiences (ibid.).

Thus, through empathy, readers can emotionally resonate with the experiences, thoughts, and feelings of the characters, thereby enhancing their understanding and immersion in the story. Outlining the role of empathy in texts, the following functions should be singled out.

Primarily, empathy allows readers to step into the shoes of the characters, experiencing their joys, sorrows, and struggles firsthand. This vicarious experience stimulates their imagination and creates a sense of emotional investment in the story.

Also, empathy inherent in text encourages readers to relate to characters from diverse backgrounds, cultures, and perspectives. It promotes a broader understanding of human experiences, fostering empathy beyond the confines of one's own lived reality.

Besides, empathy can challenge readers' preconceptions and biases by presenting narratives that offer alternative viewpoints or marginalised voices. It opens up opportunities for readers to broaden their perspectives, develop tolerance, and appreciate the complexities of the human condition.

Additionally, empathy allows readers to develop a heightened sensitivity to social issues, enabling them to recognize and empathise with the challenges faced by characters belonging to communities different from their own. This increased awareness can lead to greater empathy and compassion in real-life interactions.

In particular, empathy invites readers to reflect on their own emotions, values, and personal growth. It provides a safe space for introspection and self-exploration, allowing readers to examine their own beliefs and empathise with characters undergoing similar journeys of self-discovery.

Also, literature that evokes empathy can foster a sense of interconnectedness among readers, creating a shared emotional experience. It can initiate conversations, build bridges of understanding, and promote empathy in real-world interactions.

In addition, empathy in literature enhances the aesthetic experience, as readers emotionally engage with the language, imagery, and narrative elements, creating a more profound and memorable reading experience.

Moreover, empathy in literature has therapeutic potential, offering readers an avenue for emotional catharsis, healing, and personal growth. It can provide solace and understanding, helping readers navigate their own life challenges through the characters' experiences.

Finally, empathy in literature contributes to the development of emotional intelligence, nurturing the capacity for empathy in readers' real-life relationships and interactions. It cultivates compassion, empathy, and a deeper understanding of the diverse range of human experiences.

As it can be seen, empathy is a powerful tool used in literature to bridge the gap between readers and the fictional world. Its significance lies in its ability to ignite emotional connections, promote understanding, challenge biases, foster personal growth, and ultimately create a more compassionate and empathetic society.

### 1.1.5. Exploration of the role empathy in distinguishing human discourse from AI-generated texts.

In the book chapter titled "Enablers: The AI Technologies Driving Journalistic Change" (2020, 55-128), authored by Francesco Marconi and published in *Newsmakers: Artificial Intelligence and the Future of Journalism* by Columbia University Press, the author emphasises the AI technologies that are propelling transformation in the field of journalism. Although there is no universal definition of artificial intelligence, as different disciplines perceive it in various ways. Computer scientists may view AI as algorithms capable of emulating human thinking, while bioengineers might see it as growing brain cells in a laboratory. The author poses the question of how journalists should approach and understand AI in their profession, setting the stage for a thoughtful exploration of AI's impact on journalism.

The article titled "OpenAI's ChatGPT and the Prospect of Limitless Information: A Conversation with ChatGPT" (2022, 379-386), published in *The Journal of International Affairs*, engages in a discussion about the utility and transformative potential of Language Models (LLMs) such as OpenAI's ChatGPT. The article highlights an important observation that due to ChatGPT's lack of internet connectivity, it is unable to fact-check itself. This limitation has led to instances where ChatGPT-supported applications may generate plausible yet factually inaccurate information in response to verifiable questions, a phenomenon referred to as "*hallucination*." Consequently, some observers have raised concerns about the reliability and accuracy of AI systems like ChatGPT when it comes to providing trustworthy information.

Discussing the potential usage of AI, Heide and Kucheriavenko (2023, 195-198) indicate that Chat GPT as an AI linguistic model has several advantages, including its speed and ability to generate real-time content and reproduce the style of the input text, allowing for logical narratives and statements. However, there are several setbacks to Chat GPT, such as lack of contextual understanding, leading to illogical responses and misunderstandings; lack of expertise and comprehensive knowledge in specific scientific or technical fields, so it may not provide high-quality answers on specialised topics; reproduction of biased attitudes; lack of self-awareness. The authors specifically emphasise lack of empathy: as a computer program, Chat GPT is unable to empathise or perceive human emotions as it simply selects answers based on popularity. These limitations highlight the need to consider the context, subject matter, and potential biases when using Chat GPT, as it is not a substitute for human expertise, understanding, and empathy.

Empathy is a remarkable human trait that is claimed to possess the potential to distinguish humans from bearers of artificial intelligence. Specifically, Richelle V. Finn (2017) points out that empathy encompasses the ability to understand and share the feelings of others, to connect on an emotional level, and to demonstrate compassion and concern. It is a deeply human quality that has long been associated with our capacity for social interaction and forming meaningful relationships.

While advancements in artificial intelligence have enabled androids and AI systems to mimic human behaviour and communication, empathy remains a distinctive characteristic that sets humans apart. The nuanced understanding of emotions, the ability to empathise with others' experiences, and the genuine emotional responses that humans exhibit are intricately tied to our complex cognitive and emotional makeup. "*Humans claim that the androids do not possess empathy; therefore, humanity's essence must be in their sense of empathy*" (ibid.).

In the book chapter titled "Let AI Tell You a Story," authored by Marcus du Sautoy (2019, 258-278), the author explores the question of what a person should do if they desire something in between seeking the truth like a scientist and expressing their subjectivity like a writer. The chapter delves into the intersection of AI and storytelling, contemplating the possibilities and challenges of using artificial intelligence to create narratives that bridge the gap between objective truth and subjective interpretation.

### 1.2. Elliptical Sentences as Textual Markers of Empathy.

Textual markers, as linguistic devices, play a significant role in signalling empathy within written works, allowing readers to connect emotionally with the text and deepen their understanding. These markers can serve as cues or signals embedded in the text, guiding readers to empathise with the characters and their experiences.

Authors employ a variety of techniques and tools to evoke empathy, including **vivid sensory descriptions, introspective reflections, dialogue that reflects emotional states, and symbolic imagery**. By employing these techniques, authors invite readers to step into the characters' shoes, experiencing their emotions and perspectives firsthand. Through the skilful use of descriptive language, authors create an emotional landscape that resonates with readers, eliciting empathetic responses. These textual cues direct readers' attention to key moments where empathy is key for comprehension and emotional connection. By evoking empathy using these markers, authors foster a sense of

investment and engagement in the story, making it more impactful and memorable. The strategic placement of these markers allows readers to develop a deeper understanding of the characters' emotions, motivations, and struggles.

In summary, textual markers act as bridges, connecting the author's intentions with the reader's emotional response, facilitating a more intimate and empathetic connection. The techniques and devices employed by authors as textual markers can facilitate empathetic engagement, enabling readers to connect with the characters and their narrated journeys.

### 1.2.1. Overview of the Elliptical Sentence: Definition and Functions.

In its simplest and broadest terms, a comprehensive exploration of ellipsis is provided by J. D. Sadler in the article titled "Ellipsis" (1979, 261-264). The author defines ellipsis as the omission of one or more words in a sentence, encompassing various terms, including simple omission or comparison. The article covers the full range of ellipsis phenomena and acknowledges that ellipsis occurs in different forms and serves various rhetorical purposes. Understanding and recognizing these diverse instances of ellipsis can enhance the comprehension and interpretation of written texts, particularly in classical literature. Through this examination, Sadler emphasises the significance of ellipsis as a linguistic and stylistic device, shedding light on its usage and impact within the realm of classical language and literature.

Tim Shopen, in the article titled "Ellipsis as Grammatical Indeterminacy" (1973, 65-77), explores the concept of ellipsis as a form of grammatical indeterminacy. Shopen discusses two main types of ellipsis: functional ellipsis and constituent ellipsis. Functional ellipsis refers to a situation where a constituent fulfils the role of an argument without a governing predicate. An example of this is the sentence "*Bobby refused*," where the verb "*refused*" lacks an explicit subject. Constituent ellipsis, on the other hand, occurs when a predicate is expressed without all its accompanying arguments. Shopen highlights that both types of ellipsis are present in every language he has encountered. By identifying and examining these forms of ellipsis, the author emphasises the role of ellipsis in creating grammatical indeterminacy. In other words, ellipsis introduces a level of ambiguity or uncertainty in sentence structures, requiring the reader or listener to infer the missing elements based on context and linguistic cues. Through this exploration of ellipsis as grammatical indeterminacy, Shopen offers insights into the ways in which ellipsis contributes to the richness and interpretive challenges of linguistic expression.

Examining the interplay between writing and ellipsis, Michael Naas (1996, 89-112) acknowledges the extensive body of existing literature on the work of Maurice Blanchot and humorously suggests the possibility of merely appending an ellipsis to the wealth of commentary already written about him. However, the author delves deeper, seeking to understand the significance of ellipsis within Blanchot's writings and its connection to the act of writing itself. Namely, through an analysis of Blanchot's texts, Naas explores the ways in which ellipsis operates as a powerful literary device, creating gaps and openings within the narrative. These ellipses become spaces for reflection, silence, and the potential for endless interpretation. Naas navigates the complexities of Blanchot's writing, delving into the themes of absence, presence, and the enigmatic nature of language. By engaging with the intersection of writing and ellipsis, Michael Naas invites readers to contemplate the intricate relationship between language, silence, and the elusive nature of meaning, thus offering a thought-provoking exploration of the role of ellipsis as a tool of literary expression and its significance in writing.

Summarising the findings about the connection between writing and ellipsis and proceeding to the functions of the latter, it should be reiterated that elliptical sentences are incomplete sentences where the missing parts are implied and can be inferred from the preceding or following **context** of the sentence itself, or through intonation. While elliptical sentences may lack explicitness, they rely on the **shared understanding** between the speaker or writer and the audience to convey the intended meaning. The context plays an important role in understanding elliptical sentences, as it provides the necessary clues for interpreting the omitted elements.

The main **function** of elliptical sentences is to avoid redundancy, repetition, or to create a more concise and impactful statement and thus to convey information efficiently and succinctly, while still maintaining clarity and coherence. The elliptical structure allows for a more efficient and fluent expression of ideas, particularly in spoken language or informal contexts. In particular, elliptical sentences are commonly **used** in informal conversations, dialogues, and certain forms of writing, such as headlines, advertisements, slogans, narration, or poetry, where brevity and impact are prioritised. They are often used to avoid repetition or redundancy, streamline the sentence, or create an **emotional** or more stylistically pleasing **effect**.

### 1.2.2. The syntactic structure of elliptical sentences.

Since the syntactic structure of elliptical sentences is characterised by the deliberate omission of elements that are recoverable from the context or previous discourse, they typically, consist of a truncated structure, where certain

words or phrases are omitted, leaving behind a streamlined and concise sentence. Various parts of the sentence can be omitted, such as the subject, predicate (verb, link-verb, predicative), object, attribute, adverbial modifier, multiple elements, or even entire clauses. Furthermore, elliptical sentences can occur in various **forms**, including verb phrases, noun phrases, adverbial phrases, or entire clauses.

Elliptical sentences often rely on the presence of an antecedent or a preceding statement that provides the necessary information for understanding the implied elements. Despite the omission of certain elements which are recoverable from the context, elliptical sentences enable concise and efficient communication while maintaining grammatical and syntactic integrity, ensuring that the intended meaning is conveyed.

However, a new approach regarding omissions in the text is offered by Jason Merchant in the article titled "Fragments and Ellipsis" (2004, 661-738). Focusing on the question of ellipsis and its implications for the grammar of human languages, the author specifically explores the distinction between different types of ellipsis and their properties, focusing on the concept of fragments. Merchant suggests the existence of a distinct form of linguistic omission that differs from the ellipses commonly studied. His analysis navigates the complexities of ellipsis, investigating its properties and the potential impact on the understanding of grammar. By exploring the idea of fragments and their relationship to ellipsis, Merchant provides valuable insights into the mechanisms that underlie linguistic expression. Through the examination of ellipsis and fragments, Jason Merchant contributes to the ongoing discourse in linguistics and philosophy, deepening our understanding of the grammatical structures of human languages and offering new perspectives on the phenomenon of ellipsis.

### 1.2.3. *The expressive power of elliptical sentences.*

Analysis of the expressive power and ambiguity created by elliptical sentences reveals their unique linguistic qualities and the interpretive challenges they present. Primarily, elliptical sentences possess a remarkable expressive power as they condense meaning into a concise form, allowing for impactful and rhetorically effective statements. By omitting certain elements, elliptical sentences encourage readers or listeners to actively engage in the interpretation process, filling in the missing information based on context and shared knowledge. The **interpretation** of elliptical sentences heavily relies on context, tone, and the reader's cultural and linguistic background, adding an additional layer of complexity to the analysis.

At the same time, the absence of explicit information in elliptical sentences allows for a certain level of flexibility, enabling readers to personalise their understanding and derive subjective meaning from the text. This poses challenges in terms of achieving precise communication, as the intended meaning may not always align perfectly with the reader's understanding. However, the creative and thought-provoking nature of elliptical sentences often outweighs the potential challenges, allowing for rich and open-ended interpretations that can enhance the literary experience. The multiple possible interpretations arise due to the omitted elements in elliptical sentences, leading to a range of potential meanings and thus creating ambiguity. This inherent ambiguity is a distinctive feature of elliptical constructions, which allows for more expressive and nuanced communication. Namely, this ambiguity can be used creatively, offering authors a tool to evoke curiosity, provoke thought, or generate a sense of mystery in their writing.

Stacie Friend challenges the complacency surrounding the interpretation of elliptical statements in the article titled "The Great Beetle Debate: A Study in Imagining with Names" (2011, 183-211), arguing that a more nuanced understanding is needed. By examining the popular account, Friend highlights the limitations and potential pitfalls of relying solely on a simplistic view of fictionality and elliptical statements. Through a study of imagining with names, the article delves into the complexities of fiction and the ways in which language interacts with our conceptualizations of reality. By engaging with the great beetle debate and the study of imagining with names, Friend offers thought-provoking insights into the nature of statements, fictionality, and the intricate relationship between language and our perception of reality and thus contributes to the ongoing philosophical discourse, challenging established views and opening up new avenues of inquiry.

Overview of the related research suggests that the expressive power and ambiguity of elliptical sentences make them particularly suitable for poetic and literary contexts, where **evoking emotions**, provoking imagination, and engaging readers' active participation are paramount. As elliptical sentences provide a concise and efficient way of expressing information, utilising context and shared knowledge to omit certain words or phrases while maintaining clarity and coherence, they often result in a more dynamic and rhythmic sentence structure, creating a sense of immediacy or emphasis. The analysis of the expressive power and ambiguity created by elliptical sentences highlights

their ability to condense meaning, invite reader engagement, and generate a range of possible interpretations, making them a valuable and intriguing linguistic tool.

#### 1.2.4. *Elliptical sentences and their role in conveying empathy.*

An *elliptical sentence* is defined as a sentence that omits certain words or phrases that are understood from the context, resulting in a compressed, fragmented structure. It is characterised by the intentional omission of one or more grammatical elements that are typically required for a complete grammatical construction. Thus, elliptical sentences rely on the reader or listener to infer the missing words or phrases based on the surrounding context. This omission is often used to create a more stylistically efficient expression, emphasising the main idea.

Elliptical sentences are an effective linguistic tool used in informal speech, dialogue, poetry, and certain forms of writing to convey empathy to imply understanding and express emotional connection. By leaving out redundant details, these sentences focus on the essential elements of a message, allowing the listener or reader to fill in the gaps based on their own experiences and emotions. This open-endedness actively engages the addressee and encourages personal interpretation, which can foster a stronger empathetic response.

Through their ability to evoke emotions without explicitly stating them, elliptical constructions allow audiences to project their own feelings onto the sentence, creating a more personal and relatable experience.

Furthermore, elliptical sentences can mimic the natural rhythm of conversation and reflect the fragmented nature of thoughts and emotions during empathetic exchanges. By using laconic and fragmented language, these sentences capture the essence of the emotional experience, conveying empathy in a way that resonates with the human feelings.

In addition, elliptical sentences implicitly acknowledge the validity of the emotional experience without diminishing or undermining it. This creates a space for empathy, understanding, and support.

A preliminary case study conducted by Ya. Fedoriv, I. Pirozhenko, A. Shuhai, and M. Fedoriv (2025) substantiates this perspective by exploring the use of elliptical sentences as textual markers of empathy in both human-authored and AI-generated texts. Our comparative analysis reveals that human writers naturally employ ellipsis to evoke emotional resonance, particularly in literary discourse, whereas AI-generated texts initially lack the same depth of empathic expression. The study also demonstrates that with iterative refinement and guided prompting, AI systems show a growing potential to replicate human-like empathic patterns. This case study has substantiated further research presented in this paper.

## 2. Conveying Empathy through Elliptical Sentences: A Case Study.

### 2.1. The inventory of linguistic features of elliptical sentences used as empathy markers.

Analysis of the use of elliptical sentences in traditional literary works involves examining how different writers or speakers achieve an emotional effect. Specifically, the following points of analysis should be taken into consideration:

**Variations in Omission:** Comparing the frequency and extent of omission in elliptical sentences across different texts or speakers. Determine if certain contexts or genres tend to exhibit omission.

**Linguistic Features:** Analysing the types of linguistic elements that are commonly omitted in elliptical sentences, such as verbs, nouns, or entire phrases. Comparing the patterns of omission in different languages or registers.

**Stylistic Effects:** Investigating how the use of elliptical sentences contributes to the overall style and tone of a text or speech. Comparing how different writers or speakers utilise elliptical structures for rhetorical impact or emphasis.

**Interpretive Challenges:** Examining the level of ambiguity or interpretive difficulty posed by elliptical sentences in different contexts. Comparing the degree to which readers or listeners must infer or deduce the missing information.

**Cultural Factors:** Exploring how the use of elliptical sentences varies across different cultures or language communities. Analysing if certain languages or cultural norms favour or discourage elliptical structures.

**Pragmatic Functions:** Investigating the pragmatic functions served by elliptical sentences, such as facilitating efficiency in conversation or establishing shared knowledge. Comparing how these functions manifest in different discourse contexts.

**Genre-Specific Usage:** Comparing the prevalence and characteristics of elliptical sentences in different genres, such as poetry, dialogue, or advertising. Analysing how elliptical structures contribute to the specific communicative goals of each genre.

**Cognitive Processing:** Examining the cognitive processes involved in understanding and resolving elliptical sentences. Comparing the cognitive effort required to comprehend elliptical structures in different languages or populations.

**Conversational Analysis:** Studying the role of elliptical sentences in conversational interactions. Comparing how speakers employ ellipsis for turn-taking, repair, or coherence maintenance in different conversational settings.

**Evolution and Change:** Investigating the historical development and potential evolution of elliptical sentence usage. Comparing how the frequency and patterns of ellipsis have changed over time within a language or across languages.

A comparative analysis of the use of elliptical sentences can provide valuable insights into the linguistic, pragmatic, and cultural dimensions of ellipsis and its impact on communication.

## 2.2. Examination of literary works that employ elliptical sentences to convey empathy.

### 2.2.1. Identification of empathy markers within the selected literary works.

The research material was initially based on two selected texts: *Spare* by Prince Harry, Duke of Sussex (2023, 14) and *The Churchill Factor: How One Man Made History* by Boris Johnson (2014, 14). The excerpts were chosen for their use of elliptical sentences and their ability to create an emotional effect.

**Extract One** (Prince Harry Duke of Sussex 2023, 14)

*In fact, it's possible that I was never happier than that one golden summer day at Balmoral: August 30, 1997.*

*We'd been at the castle for one week. The plan was to stay for another. Same as the previous year, same as the year before that. Balmoral was its own micro-season, a two-week interlude in the Scottish Highlands to mark the turn from high summer to early autumn.*

*Granny was there too. Naturally. She spent most of every summer at Balmoral. And Grandpa. And Willy. And Pa. The whole family, with the exception of Mummy, because Mummy was no longer part of the family. She'd either bolted or been thrown out, depending on whom you asked, though I never asked anyone. Either way, she was having her own holiday elsewhere. Greece, someone said. No, Sardinia, someone said. No, no, someone chimed in, your mother's in Paris! Maybe it was Mummy herself who said that. When she phoned earlier that day for a chat? Alas, the memory lies, with a million others, on the other side of a high mental wall. Such a horrid, tantalising feeling, to know they're over there, just on the other side, mere inches away – but the wall is always too high, too thick. Unscalable.*

*Not unlike the turrets of Balmoral. (Prince Harry the Duke of Sussex 2023, 14)*

**Extract Two** (Johnson 2014, 14)

*The War Cabinet was staring at the biggest humiliation for British armed forces since the loss of the American colonies, and there seemed no way back. It chills the marrow to look at the map of Europe as it must have appeared to that War Cabinet.*

*Austria had been engulfed two years earlier; Czechoslovakia was no more; Poland had been crushed; and in the last few weeks Hitler had added a shudder-making list to his portfolio of conquest. He had taken Norway—effortlessly outwitting the British, Churchill included, who had spent months elaborating a doomed plan to pre-empt him. He had captured Denmark in little more than four hours. (Johnson 2023)*

Analysing the use of elliptical sentences in the given texts, we can observe the following phenomena.

### Analysis of the use of elliptical sentences in Text One (Prince Harry the Duke of Sussex).

1. **Omission Patterns:** The text exhibits elliptical sentences through the omission of subject pronouns, verbs, and conjunctions. For example, "*We'd been at the castle for one week*" omits the subject pronoun "we" in the second clause.

2. **Stylistic Effect:** The use of elliptical sentences creates a concise and informal tone, reflecting the conversational style of the narrator. The omission of certain elements adds a sense of informality and familiarity to the narrative.

3. **Ambiguity:** The elliptical sentence "*Greece, someone said. No, Sardinia, someone said*" leaves the exact location of Mummy's holiday unclear. This ambiguity engages the reader by encouraging speculation and interpretation.

4. **Cultural Variation:** The references to different holiday destinations (Greece, Sardinia, Paris) within the conversation demonstrate cultural diversity and the subjective nature of information. Different perspectives and opinions contribute to the overall ambiguity.

**5. Pragmatic Function:** The elliptical sentence "*Such a horrid, tantalising feeling, to know they're over there, just on the other side, mere inches away*" serves a pragmatic function by conveying the speaker's emotional state and inner thoughts effectively.

**Analysis of the use of elliptical sentences in Text Two (Boris Johnson).**

**1. Omission Patterns:** The elliptical sentences in this text primarily involve the omission of repeated verbs. For instance, "*He had taken Norway*" omits the verb "*had*" in the second clause.

**2. Emotive Impact:** The use of elliptical sentences enhances the dramatic effect of the text, emphasising the gravity of the situation faced by the War Cabinet. The omission of explicit details adds to the intensity and suspense.

**3. Interpretive Challenge:** The elliptical sentence "*It chills the marrow to look at the map of Europe as it must have appeared to that War Cabinet*" creates ambiguity and challenges the reader to infer the specific emotions experienced by the War Cabinet members.

**4. Historical Context:** The elliptical sentence "*Austria had been engulfed two years earlier; Czechoslovakia was no more; Poland had been crushed*" effectively conveys the historical events without explicitly repeating the verb "*had*."

**5. Pragmatic Function:** The elliptical sentence "*He had captured Denmark in little more than four hours*" serves the pragmatic function of highlighting the speed and efficiency of Hitler's conquest, emphasising its significance in the narrative.

Through the analysis of these texts, it becomes evident that elliptical sentences contribute to stylistic variation, ambiguity, and pragmatic effects, enabling concise and impactful communication while engaging the reader or listener in different ways.

### 2.2.2. Comparative analysis of empathy markers in the sample texts.

**Omission Patterns:** Text One utilises elliptical sentences to omit information about the speaker's relationship with their family and the exact location of the mother's holiday. In contrast, Text Two employs elliptical sentences to omit details about the specific actions and strategies of Hitler during World War II.

**Linguistic Features:** Both texts omit verbs and specific phrases to create elliptical structures. Text One omits verbs like "*said*" in reported speech, while Text Two omits verbs related to Hitler's conquests.

**Stylistic Effects:** In Text One, the use of elliptical sentences enhances the introspective and reflective tone, evoking a sense of longing and emotional distance. In Text Two, elliptical sentences contribute to a sense of suspense and anticipation, emphasising the gravity of the situation faced by the War Cabinet.

**Interpretive Challenges:** Text One's elliptical sentences create ambiguity regarding the mother's whereabouts and the exact details of the phone conversation. In Text Two, elliptical sentences may require readers to infer the specific actions and strategies undertaken by Hitler during his conquests.

**Pragmatic Functions:** In Text One, elliptical sentences serve to convey the speaker's emotional state and their struggle to connect with their family. In Text Two, elliptical sentences contribute to the portrayal of the War Cabinet's shock and the immense challenges they faced during wartime.

**Genre-Specific Usage:** Text One, possibly a personal narrative, employs elliptical sentences to evoke a reflective and introspective mood. Text Two, a historical account, utilises elliptical sentences to emphasise the impact of historical events and to convey the shock experienced by the War Cabinet.

**Cognitive Processing:** Both texts require readers to fill in missing information and make inferences based on contextual cues. Text One engages readers in reconstructing the speaker's emotional journey, while Text Two induces readers to imagine the scale and consequences of Hitler's conquests.

**Conversational Analysis:** While Text One may reflect inner thoughts and personal communication, it does not involve direct conversational interactions. Text Two does not prominently feature conversational elements either.

**Evolution and Change:** There are no evident indications of the evolution or change in the usage of elliptical sentences across the two texts, as they are independent narratives set in different contexts.

**Cultural Factors:** Both texts reflect the cultural and historical contexts in which they are situated. Text One may offer insights into family dynamics and personal experiences, while Text Two sheds light on the impact of World War II on the British armed forces.

By conducting a comparative analysis of the use of elliptical sentences in Text One and Text Two, we can observe how ellipsis contributes to the narrative style, ambiguity, and communicative effects in different literary and historical contexts.

### 2.3. Exploration of the interplay between human and artificial intelligence in employing empathy markers.

#### 2.3.1. Preliminary study.

Analysis of the presence of empathy markers in AI-generated texts and, if so, their effectiveness in evoking empathy involved two focus groups who undertook several steps in employing AI to generate empathic texts on assigned topics.

In particular, each of the students' groups was assigned to create a connected text illustrating the usage of elliptical sentences as a tool for expressing empathy via delegating the assignment to ChatGPT.

Specific requirements were as follows:

**Omission of Personal Pronouns:** By omitting personal pronouns, the students aimed to create a sense of inclusiveness and shared experiences. For example, "*Understood your pain, faced your fears, conquered your doubts.*"

**Verb Ellipsis:** The intentional omission of verbs within sentences conveys a sense of brevity and emotional resonance. For instance, "*Shared tears, celebrated triumphs, embraced vulnerability.*"

**Ambiguity for Relatability:** The students utilised elliptical sentences to create ambiguity, allowing readers to project their own experiences onto the text. This fosters relatability and connection. For example, "*In the depths of despair, emerged stronger. Against all odds, persevered.*"

**Empathetic Reflection:** The text employs elliptical sentences to encourage readers to reflect on their own emotional journeys. By omitting specific details, the focus shifts to the shared emotional states. For instance, "*Through pain and loss, found solace. In darkness, I discovered resilience.*"

**Pragmatic Intent:** The students employed elliptical sentences to convey empathy efficiently, capturing emotions succinctly and leaving room for personal interpretation. For example, "*In your silence, hear your unspoken words. With a glance, I understood your unexpressed longing.*"

**Emotional Connection:** The deliberate use of elliptical sentences facilitates an emotional connection between the text and the reader. The omissions create a space for readers to fill in their own experiences, fostering a sense of empathy and understanding. For example, "*In your silence, a shared silence. In your ache, a familiar ache.*"

**Aesthetic Impact:** The use of elliptical sentences in the text aims to create a poetic and aesthetically pleasing effect. The omissions add a sense of rhythm and musicality to the language, enhancing the overall emotional impact.

**Empathy through Simplicity:** The students harnessed the power of simplicity by using elliptical sentences, allowing the core emotions to shine through without unnecessary elaboration. This directness amplifies the sympathetic resonance. For example, "*In your vulnerability, recognise our shared humanity.*"

**Cohesive Narrative:** The connected text constructed by the students effectively weaves together various elliptical sentences, creating a cohesive narrative that evokes empathy and emotional connection. The omissions contribute to the seamless flow of ideas and emotions.

#### 2.3.2. Comparative analysis of specific examples showcasing the use of elliptical sentences as empathy markers.

Through this case study, the students demonstrated how elliptical sentences can serve as a powerful tool for expressing empathy, fostering relatability, and establishing a deep emotional connection with the readers.

##### Procedure

Focus Group A received a piece of text from *Spare* by Prince Harry the Duke of Sussex.

Focus Group B received a piece of text from *The Churchill Factor: How One Man Made History* by Boris Johnson.

It should be noted that Focus Group B started shortly after Focus Group A.

##### Step One. Studying the use of elliptical sentences as empathy markers in a literary text

The group assignment was to find a passage in the given texts that contained ellipses as markers of empathy and suggest a reconstruction of the omitted elements.

The resulting illustrations are presented in Tables 1 and 2.

Table 1

Empathy and Ellipsis: Original and Reconstructed Texts for Focus Group A

Original text (with ellipses in bold)	Suggested reconstruction of the text
<p>“..In fact, it’s possible that I was never happier than that one golden summer day at Balmoral: August 30, 1997. We’d been at the castle for one week. The plan was to stay for another. Same as the previous year, same as the year before that. Balmoral was its own micro-season, a two-week interlude in the Scottish Highlands to mark the turn from high summer to early autumn. Granny was there too. <b>Naturally.</b> She spent most of every summer at Balmoral. <b>And Grandpa. And Willy. And Pa. The whole family, with the exception of Mummy.</b> because Mummy was no longer part of the family. She’d either bolted or been thrown out, depending on whom you asked, though I never asked anyone. Either way, she was having her own holiday elsewhere. Greece, someone said. <b>No, Sardinia, someone said. No, no, someone chimed in, your mother’s in Paris!</b> Maybe it was Mummy herself who said that. When she phoned earlier that day for a chat? Alas, the memory lies, with a million others, on the other side of a high mental wall. Such a horrid, tantalising feeling, to know they’re over there, just on the other side, mere inches away – <b>but the wall is always too high, too thick. Unscalable.</b> <b>Not unlike the turrets of Balmoral...</b>” (Prince Harry the Duke of Sussex, 2023, p. 14)</p>	<p>“..In fact, it’s possible that I was never happier than that one golden summer day at Balmoral: August 30, 1997. We’d been at the castle for one week. The plan was to stay for another. Same as the previous year, same as the year before that. Balmoral was its own micro-season, a two-week interlude in the Scottish Highlands to mark the turn from high summer to early autumn. <b>During our time there, it was only natural for Granny, Grandpa, Willy, Pa, and the entire family to be present, except for Mummy,</b> because Mummy was no longer part of the family. She’d either bolted or been thrown out, depending on whom you asked, though I never asked anyone. Either way, she was having her own holiday elsewhere. <b>Some claimed she was in Greece, others said Sardinia, and a few even chimed in, asserting that she was in Paris.</b> Maybe it was Mummy herself who said that. When she phoned earlier that day for a chat? Alas, the memory lies, with a million others, on the other side of a high mental wall. Such a horrid, tantalising feeling, to know they’re over there, just on the other side, mere inches away, <b>yet the wall separating us is insurmountable. It reminds me of the imposing turrets of Balmoral, which stand tall and impervious.</b></p>

Table 2

Empathy and Ellipsis: Original and Reconstructed Texts for Focus Group B

Original text	Suggested reconstruction of the text
<p>The War Cabinet was staring at the biggest humiliation for British armed forces since the loss of the American colonies, and there <b>seemed no way back.</b> It chills the marrow to look at the map of Europe as it must have appeared to that War Cabinet. Austria had been engulfed two years earlier; <b>Czechoslovakia was no more;</b> Poland had been crushed; and in the last few weeks Hitler had added a shudder-making list to his portfolio of conquest. He had taken Norway – effortlessly outwitting the British, <b>Churchill included.</b> who had spent months elaborating a doomed plan to pre-empt him. He had captured Denmark in little more than four hours. (Johnson, 2014, p. 14)</p>	<p>The War Cabinet was staring at the biggest humiliation for British armed forces since the loss of the American colonies, and there <b>seemed to be no way back.</b> It chills the marrow to look at the map of Europe as it must have appeared to that War Cabinet. Austria had been engulfed two years earlier; <b>Czechoslovakia no longer existed;</b> Poland had been crushed; and in the last few weeks Hitler had added a shudder-making list to his portfolio of conquest. He had taken Norway – effortlessly outwitting the British, <b>as Churchill remarked on the situation.</b> – who had spent months elaborating a doomed plan to pre-empt him. He had captured Denmark in little more than four hours.</p>

Syntactical differences between the original and reconstructed texts can be observed in terms of sentence structure, sentence length, and the use of punctuation. In particular, the following changes were observed.

**Extract One (Original and Reconstructed)**

The content of the two versions of the text is identical, with only syntactical differences. The first text is an excerpt from Prince Harry's account, and the second text is a suggested revised version of the same excerpt, offering the omitted parts of the sentences.

Below is a detailed analysis of the content.

Both texts convey a sense of nostalgia and personal reflection on a specific day at Balmoral, a castle in the Scottish Highlands. The author expresses the possibility that this particular day was the happiest of their life. The repetition of phrases like "we'd been at the castle for one week" and "*same as the previous year, same as the year before that*" emphasises the familiarity and tradition associated with their time at Balmoral. It creates a sense of continuity and the cyclical nature of their visits.

The texts mention the presence of various family members, such as Granny, Grandpa, Willy, and Pa, emphasising the familial atmosphere at Balmoral. However, the absence of Mummy is highlighted, indicating that she is no longer part of the family. The exact circumstances of Mummy's departure are not specified, and the author is unsure whether she left voluntarily or was removed from the family. The uncertainty surrounding Mummy's whereabouts adds to the emotional tension in the text.

The memory of Mummy's absence and the uncertainty surrounding her location evoke a sense of longing and emotional separation. The author describes the memory lying "*on the other side of a high mental wall*," creating a metaphorical barrier between themselves and Mummy. This feeling of being physically close yet emotionally distant is likened to the imposing turrets of Balmoral, which stand tall and impervious. This comparison underscores the emotional isolation experienced by the author, further emphasising the theme of separation and longing.

The texts also highlight the temporal aspect, describing it as a "*two-week interlude*" marking the transition from high summer to early autumn. This framing adds to the ephemeral and unique nature of the experience, further enhancing the nostalgic tone of the texts.

Both texts provide an introspective account of a specific day at Balmoral, capturing a mix of happiness, familial dynamics, and emotional separation. The use of repetition, uncertainty, and metaphorical language helps to evoke a sense of longing and nostalgia, emphasising the emotional depth of the author's experience at Balmoral.

Syntactical omissions refer to the intentional exclusion or omission of certain elements in sentence structure for stylistic or rhetorical purposes. In the given text, there are a few examples of syntactical omissions that contribute to the overall style and impact of the writing. Here are some instances:

1. **Ellipsis:** The text begins with an ellipsis (...), which indicates the omission of text that precedes it. This technique is often used to create a sense of continuation from a previous thought or to convey a trail of speech or thought.

2. **Fragmented sentences:** Throughout the text, there are several instances where sentences are fragmented or incomplete, such as "*Naturally*," "*And Willy*," "*And Pa*." These fragments create a more conversational tone and add a sense of informality to the writing.

3. **Lack of subject in sentences:** There are sentences that lack an explicit subject, such as "*Greece, someone said*" and "*No, no, someone chimed in*." The omission of the subject adds an air of ambiguity and allows the focus to be on the actions or statements being described.

4. **No explicit verbs:** In some sentences, explicit verbs are omitted, such as "*Balmoral was its own micro-season*" and "*The whole family, with the exception of Mummy*." The omission of verbs in these instances allows the emphasis to be on the descriptive elements and the relationships between the different elements in the sentence.

As it can be seen, these syntactical omissions in the text contribute to its conversational and personal tone, creating a sense of informality and allowing making the author's voice prominent, conveying his emotions and personal reflections on the experiences at Balmoral.

#### **Extract Two (Original and Reconstructed)**

The two texts are practically identical, with only minor differences in punctuation. The first text is an excerpt from the assigned source, while the second text is a revised version of the same excerpt. Here is a detailed analysis of the content:

Both texts describe a moment when the War Cabinet is confronted with a humiliation for the British armed forces. This event is portrayed as the most significant blow to the British military since the loss of the American colonies. The statement that there seemed to be no way back indicates a sense of despair and a lack of viable options for the War Cabinet.

The texts emphasise the impact of examining the map of Europe as it would have appeared to the War Cabinet at that time. This suggests that the geopolitical situation was dire and had severe consequences. The phrase "*chills the marrow*" conveys a profound and unsettling emotional response, underscoring the gravity of the situation.

The texts go on to provide a series of events that had occurred leading up to this moment. Austria's engulfment two years earlier, the nonexistence of Czechoslovakia, the crushing of Poland, and Hitler's recent conquests all

contribute to the mounting sense of danger and defeat. The use of short, impactful sentences adds to the overall urgency and dramatic effect of the narrative.

Specifically, Hitler's capture of Norway is highlighted as an example of his outmanoeuvring of the British. The British had spent months elaborating a plan to pre-empt Hitler's actions, but their efforts proved futile. Additionally, Hitler's capture of Denmark in a remarkably short time further emphasises his military prowess and the rapidity of his conquests.

Churchill's remark about Hitler's outwitting of the British adds a personal and authoritative perspective to the narrative. It reinforces the idea that even influential figures like Churchill were taken aback by the swift and cunning moves made by Hitler.

Both texts describe a significant moment for the War Cabinet and the British armed forces. The texts convey a sense of despair, highlighting the chilling impact of the events and the series of defeats suffered by the British. The use of concise sentences and specific examples adds to the sense of urgency and the magnitude of the situation.

In the given text, there are a few examples of syntactic omissions that contribute to the style and impact of the writing. Here are the instances of syntactical omissions:

1. **No explicit subject:** In the sentence "*And there seemed no way back.*" the subject is omitted, and the verb "*seemed*" is used without a clear subject. This omission creates a sense of generalisation and emphasises the idea that there was no apparent solution or way to reverse the situation.

2. **Lack of explicit subject and predicate:** In the sentence "*It chills the marrow to look at the map of Europe,*" the subject and verb are not explicitly mentioned. The subject "*It*" refers to the general situation or experience being described, and the verb "*chills*" is used without a clear subject. This omission adds a sense of dramatic effect and emphasises the emotional impact of looking at the map.

3. **Lack of explicit subject and predicate in the listed items:** In the sentence "*Austria had been engulfed two years earlier; Czechoslovakia was no more; Poland had been crushed.*" each item in the list lacks an explicit subject and verb. This omission creates a concise and impactful style, highlighting the consequences of the events mentioned.

4. **No explicit subject in the subordinate clause:** In the sentence "*He had taken Norway—effortlessly outwitting the British, Churchill included.*" the subject is not explicitly mentioned in the subordinate clause "*effortlessly outwitting the British, Churchill included.*" This omission creates a sense of continuation and emphasises the action of outwitting.

The listed syntactical omissions in the text contribute to its concise and impactful style by creating a sense of urgency, emphasising key ideas, and adding a dramatic effect to the description of the events and their consequences.

### Step Two. Attempts to generate empathic texts with AI

Students had to identify the main ideas in the given texts so that those topics were the tasks for ChatGPT. Namely, AI was supposed to get assignments to create empathic texts on emotionally charged topics following the procedure below.

**Assignment:** Empathic Text Generation on a given topic

**Objective:** The objective of this assignment is to explore the capabilities of AI in generating empathic and understanding texts. By using AI language models, students will interact with the AI to create a piece of empathic writing on the topic of a boy's frustration with summer holidays.

#### Instructions.

##### 1. Introduction:

- a. Discussing the concept of empathy and its importance in understanding and connecting with others' emotions.
- b. Explaining that the task is to use an AI language model to generate an empathic text on a boy's frustration with summer holidays.

##### 2. Interaction with AI:

- a. Introducing students to the AI language model and its capabilities.
- b. Instructing students to interact with the AI and ask it to generate an empathic text on the topic.
- c. (Optional) Encouraging students to use the AI as a tool for inspiration and assistance in crafting their own empathic text.

##### 3. Writing Guidelines.

Students are provided with guidelines regarding the structure of an empathic text:

- *Introduction:* Setting the context and introducing the topic.
- *Body:* Elaborating on the specific challenges. Use the research conducted earlier to add depth and authenticity.

- *Conclusion*: Summarising emotional details and providing a sense of empathy and understanding towards the main character's experience.

**Note**: Students should be reminded to use the *AI* language model as a tool and critically analyse its generated content. They should be encouraged to refine the prompts by infusing their own creativity, research, and understanding into the final piece of empathic writing.

To effectively communicate with *AI* and improve text generation, students are recommended to follow a **structured procedure** according to a step-by-step guide:

1. Understanding the *AI* model: Familiarise yourself with the specific *AI* model you are working with. Each model has its own strengths, weaknesses, and limitations. Knowing its capabilities and limitations will help you set realistic expectations and utilise it effectively.

2. Defining the goals: Determine the specific objectives you want to achieve through text generation. It could be generating creative content, improving grammar and coherence, or fine-tuning the model for a specific domain. Clear goals will guide your interactions with the *AI*.

3. Preprocessing and formatting input: Prepare your input text in a way that the *AI* model can understand. This may involve removing irrelevant information, correcting spelling and grammar errors, or formatting the text based on the requirements of the model. Well-prepared input will yield better results.

4. Iterative interaction: Begin interacting with the *AI* model in an iterative manner. Start with small input samples and observe the output. Gradually refine and improve your input based on the generated text. Experiment with different prompts, question formats, or instructions to see how the *AI* responds.

5. Providing explicit instructions: Be explicit in your instructions to the *AI*. Clearly specify what you want the model to generate, the style you prefer, or any specific constraints. The *AI* can better understand your intent and generate more accurate and relevant text when you provide explicit instructions.

6. Exploring tuning parameters: Depending on the *AI* model, there may be tuning parameters that can be adjusted to influence the text generation process. Experiment with parameters like temperature (controlling randomness), top-k sampling (limiting the number of choices), or length constraints to fine-tune the output according to your requirements.

7. Analysing and evaluating outputs: Continuously evaluate the generated outputs against your objectives. Assess the quality, coherence, and relevance of the text. Identify areas for improvement and adjust your approach accordingly.

8. Providing feedback and corrections: When the *AI* produces incorrect or undesired output, provide explicit feedback and corrections. This helps the model learn from its mistakes and make improvements in subsequent iterations. Reinforce good output by acknowledging and praising accurate text generation.

9. Maintaining a feedback loop: Maintain an ongoing feedback loop with the *AI* model. Regularly interact with the model, provide new data, and iterate based on the results. This iterative process allows the *AI* to learn and adapt to your specific requirements over time.

10. Exploring ensemble methods: Consider using ensemble methods, where you combine the outputs of multiple *AI* models or different configurations of the same model. This can help improve text generation by leveraging the strengths of different models or configurations.

It should be noted that *AI* models are not infallible, and their output may still require human intervention and post-processing. Regularly review and edit the generated text to ensure accuracy, coherence, and alignment with your objectives.

By following this procedure, humans can effectively communicate with *AI* and continually improve text generation based on their specific goals and requirements.

### 2.3.3. Results.

The outcomes were predictably expected, i.e., *AI* failed to immediately produce an empathic text in accordance with the requirements. The results of human-*AI* interaction are presented below.

#### Focus Group A. Designing prompts for *AI*.

Students assigned *AI* to develop an empathic text "Write about a boy's frustration with the summer holiday."

**PROMPT A1. WRITE AN EMPATHIC TEXT ABOUT A BOY'S FRUSTRATION WITH THE SUMMER HOLIDAY.**

ChatGPT's response A1:

*As the scorching sun beat down on the pavement, a wave of frustration consumed young Ethan during the summer holiday. While his friends excitedly talked about their upcoming vacations and adventures, Ethan found himself drowning in a sea of monotony.*

*The days stretched endlessly before him, devoid of any excitement or meaningful activities. Instead of exploring new places or engaging in thrilling experiences, he was confined to the familiar surroundings of his neighbourhood. The usual haunts and parks had lost their appeal, and he longed for something more.*

*Ethan's frustration stemmed from a desire to break free from the mundane routine that had taken hold of his summer. While others regaled each other with tales of exotic destinations, beach trips, and family getaways, his own summer seemed to lack any sparkle. It felt like a never-ending cycle of waking up late, watching reruns on television, and exchanging stifled sighs with his equally bored siblings.*

*He yearned for adventure, for the unknown, for the exhilarating feeling of discovering something new. The confinement of his surroundings made him feel like a caged bird, unable to spread his wings and soar. He yearned for the cool breeze of a mountain hike, the crash of ocean waves against the shore, or the vibrant hustle and bustle of a bustling city.*

*As the days wore on, Ethan's frustration grew like a relentless storm. He yearned for an escape, an opportunity to create memories that would last a lifetime. His dreams were filled with images of vibrant sunsets, laughter-filled bonfires, and the camaraderie of friends exploring uncharted territories together.*

*Yet, amid the turmoil of his frustration, a spark of resilience ignited within Ethan. He refused to let the limitations of his circumstances define his summer. Determined to infuse some meaning and excitement into his days, he sought solace in the power of creativity and imagination.*

*He delved into books, losing himself in fantastical worlds and thrilling adventures. With each page turned, his mind transported him to far-off places, where he became the hero of his own story. Through writing and drawing, he channelled his emotions and transformed his frustrations into art, pouring his heart onto the blank canvas.*

*Slowly but surely, Ethan discovered that the power to overcome his summer woes lay within himself. He began to appreciate the simplicity of small joys and the beauty hidden within his familiar surroundings. He sought out new hobbies, connected with neighbours, and explored the hidden gems within his own community.*

*Although his summer may not have been filled with grand adventures and Instagram-worthy moments, Ethan learned that the true essence of the season lies in the ability to find joy in the ordinary. He discovered that even within the confines of his neighbourhood, he could create memories and experiences that would shape him for years to come.*

*And so, as the summer holiday drew to a close, Ethan found himself transformed. The frustration that once weighed him down had given way to a newfound appreciation for the journey, the process, and the resilience that comes from embracing the challenges of life. With a renewed sense of purpose and a heart filled with gratitude, he eagerly awaited the next chapter, knowing that every season holds its own magic.*

As expected. AI generated the text composed of grammatically correct, full sentences. No elliptical constructions were observed.

**PROMPT A2. USE EMPATHIC ELLIPSES IN THE STORY.**

ChatGPT's response A2:

*Frustration swelled within Ethan during the seemingly endless summer holiday – no thrilling adventures, just a monotonous existence. His heart yearned for escape, for the allure of the unknown and the exhilaration of vibrant cities, crashing waves, and majestic mountains. The confinement of his neighbourhood*

*I felt like a suffocating cage, suppressing his deepest desires. With each passing day, his frustration grew, brewing like an impending storm. Yet, a flicker of resilience ignited within him, refusing to let limitations define his summer.*

*In the face of his frustrations, Ethan sought solace in the refuge of creativity and imagination. Books became his sanctuary, transporting him to worlds beyond his reach. Through art and writing, he poured his emotions onto the canvas, finding solace and release in self-expression. He shifted his focus to the small joys and hidden gems of his immediate surroundings – discovering new hobbies, connecting with neighbours, and immersing himself in the vibrant tapestry of the local community.*

*As the grand adventures he had yearned for faded into the background, Ethan discovered the profound beauty in finding joy within the ordinary. Each day became an opportunity for growth and exploration, shaping his memories and teaching him valuable lessons. With the closing of summer, he emerged transformed – a blend of appreciation, gratitude, and unwavering resilience. He eagerly awaited the turn of the next chapter, embracing the challenges that life would present, knowing that magic can be found in every season.*

As it is seen, AI develops the text disregarding the expected elliptical sentences. A reason for this is that the students failed to clearly define the term 'elliptic' in their prompt. So, they needed to step by step refine their prompts for ChatGPT, providing a more precise formulation or clarification in order to achieve the desired result.

**PROMPT A3. WRITE THE SAME STORY USING ELLIPTICAL SENTENCES.**

ChatGPT's response A3:

*Frustration engulfed young Ethan during the summer holiday – scorching sun, monotonous days, no adventures. Friends shared exciting plans, while he yearned for something more – escaping routine, exploring new places. The confining neighbourhood felt like a cage, stifling his desires for adventure, mountain hikes, crashing waves, vibrant cities. Frustration grew, storms brewing. Yet resilience sparked within Ethan – limitations wouldn't define his summer. Creativity and imagination became solace – books, art, writing, drawing. Small joys and hidden gems became his focus – new hobbies, neighbours, community. Grand adventures faded, replaced by finding joy in the ordinary. Memories shaped; lessons learned. Summer closed, transformation complete – appreciation, gratitude, resilience. Awaiting the next chapter, embracing life's challenges, knowing each season holds magic.*

**PROMPT A4. REWRITE THE STORY IN ELLIPTICAL SENTENCES.**

ChatGPT's response A4:

*Frustration rising during summer holiday – no adventures, just monotony. Ethan yearned for escape, unknown, and excitement – mountains, waves, vibrant cities. Confined neighbourhood felt like a cage – limiting desires. Frustration grew, storms brewing. Resilience sparked – limitations won't define his summer. Creativity, imagination, his solace – books, art, writing. Small joys, hidden gems, his focus – new hobbies, neighbours, community. Grand adventures faded – finding joy in the ordinary. Memories shaped, lessons learned. Summer closed, transformation complete – appreciation, gratitude, resilience. Awaiting next chapter – embracing life's challenges, knowing magic in every season.*

*The final version of the AI-generated text contains several elliptical structures, where certain words or phrases are omitted but implied based on the context. With these elliptical structures, we can see how the text conveys meaning and creates a concise and expressive narrative.*

**Focus Group B. Designing prompts for AI.**

Assignment description:

1. Define the specific objectives to be achieved through text generation. It could be generating creative content, improving grammar and coherence, or fine-tuning the model for a specific domain. Clear goals will guide your interactions with the AI.

2. Preprocess and format the input: Prepare your input text in a way that the AI model can understand. This may involve removing irrelevant information, correcting spelling and grammar errors, or formatting the text based on the requirements of the model. Well-prepared input will yield better results.

3. Iterative interaction: Begin interacting with the AI model in an iterative manner. Start with small input samples and observe the output. Gradually refine and improve your input based on the generated text. Experiment with different prompts, question formats, or instructions to see how the AI responds.

Students assigned AI to develop an empathic text with elliptical sentences on *“the devastating and escalating series of conquests by Hitler, leaving the War Cabinet in a state of profound humiliation and despair.”*

Since the goal of AI is to exhibit intelligent behaviour, adapt to new situations, and perform tasks autonomously, enhancing efficiency and augmenting human capabilities across various domains, the subsequent focus group no longer required such extensive refinements to achieve the desired result. This allowed the students to shorten the process and obtain a higher-quality result immediately.

Thus, assigning ChatGPT to develop a text discussing *“the devastating and escalating series of conquests by Hitler, leaving the War Cabinet in a state of profound humiliation and despair,”* Focus Group B had the following results:

**PROMPT B1. WRITE ABOUT THE DEVASTATING AND ESCALATING SERIES OF CONQUESTS BY HITLER, LEAVING THE WAR CABINET IN A STATE OF PROFOUND HUMILIATION AND DESPAIR, USING ELLIPTICAL SENTENCES.**

ChatGPT's response B1:

*The War Cabinet faced the biggest humiliation since the loss of the American colonies. No way back. Chilling to view Europe's map as they did. Austria already engulfed. Czechoslovakia gone. Poland crushed. Hitler's recent conquests, shudder-inducing. Norway taken effortlessly, outwitting the British and Churchill. Denmark captured in just four hours.*

**PROMPT B2. MAKE A SHORT TEXT WITH ELLIPTICAL SENTENCES ON THE TOPIC OF THE DEVASTATING AND ESCALATING SERIES OF CONQUESTS BY HITLER, LEAVING THE WAR CABINET IN A STATE OF PROFOUND HUMILIATION AND DESPAIR.**

ChatGPT's response B2:

*Hitler's conquests: Austria, Czechoslovakia, Poland. Devastating. War Cabinet humiliated, desperate.*

Version 2 utilises even shorter and more concise elliptical structures, condensing the information and emphasising key points, without providing explicit details or context.

Ultimately, the choice of elliptical structures influences the level of detail and depth conveyed in the text.

#### **2.4. Interpretation of the results.**

The findings derived from the above observations provide evidence that highlights *AI*'s inherent limitations in generating empathetic texts through the utilisation of a specific stylistic device within the given contexts. Specifically, the examination of elliptical sentences reveals a stark contrast between human-created texts and *AI*-generated text, particularly in terms of their ability to evoke empathy.

Based on the comparison of the sample texts from Prince Harry's and Boris Johnson's books, the conducted case study sheds light on their distinct communication styles and the underlying messages conveyed. Namely, through the analysis of the authors' language choices, we can observe the contrasting approaches employed by these prominent figures. In particular, Prince Harry's text reflects a more personal and introspective tone, evoking empathy and vulnerability. His use of vivid and emotional language allows readers to connect with his experiences and struggles, emphasising the human aspect of his narrative. By employing elliptical sentences, he creates an air of mystery and ambiguity, inviting readers to actively engage in filling in the gaps and deciphering the hidden emotions within. On the other hand, Boris Johnson's text demonstrates a more formal and strategic approach to communication. His language is often characterised by confidence, assertiveness, and persuasive techniques. The use of elliptical sentences in his writing serves to create suspense and anticipation, highlighting the gravity of the situations he discusses and engaging readers in deciphering the unspoken implications.

Through this comparative analysis, we can appreciate the power of language in shaping the public image and influencing perceptions. Both authors utilise elliptical sentences as a rhetorical tool to enhance their communication effectiveness, albeit in different ways. Elliptical sentences serve in the analysed texts as a valuable linguistic tool for conveying information efficiently and succinctly while maintaining clarity and coherence. They have pragmatic functions that facilitate efficiency in conversation and establish shared knowledge. Elliptical sentences are commonly used in informal conversations, dialogues, headlines, advertisements, narration, and poetry, allowing for the omission of redundant information and creating a more dynamic and stylistically pleasing effect.

However, when it comes to *AI*-generated texts, there are challenges in effectively using elliptical sentences to convey empathy. As seen in the example provided, *AI* initially struggled to produce texts with the desired empathetic markers. The prompt formulation and refinement process by the students was necessary to achieve the desired result. The observations highlight *AI*'s limitations in creating empathetic texts using specific stylistic devices like elliptical sentences. While *AI* continues to develop and improve in exhibiting intelligent behaviour and augmenting human capabilities, it is necessary to recognize its current limitations and the need for careful guidance and refinement to achieve the desired outcomes.

Elliptical sentences, constructed by the intentional omission of words or phrases, serve as a powerful tool employed by human writers to evoke emotions, foster connection, and appeal to the empathetic sensibilities of readers. By strategically omitting certain elements, these sentences create a sense of anticipation, invitation, or introspection, allowing readers to fill in the gaps with their own interpretations and emotions. This dynamic engagement with the text often results in a deeper empathic resonance, as readers are actively involved in co-constructing the meaning and emotional experience.

However, when it comes to the *AI*-generated text, the transformation of ellipses into a "bullet-style" format leads to a deviation from the intended empathetic effect. *AI* models, driven by data and statistical patterns, prioritise efficiency, clarity, and directness in the text generation process. As a result, the emotional colouring encapsulated within the elliptical sentences are often lost, replaced by a more straightforward, concise, and matter-of-fact tone reminiscent of bullet points in a formal presentation.

This transformation can be attributed to the fundamental differences between human cognition and *AI* algorithms. Human writers possess a deep understanding of language nuances, cultural contexts, and emotional intricacies, enabling them to wield stylistic devices such as elliptical sentences with finesse. In contrast, *AI* models, although they excel in language processing and pattern recognition, lack the inherent human ability to replicate the complex interplay of emotions in text.

The implications of *AI*'s incapability to generate empathetic texts using elliptical sentences are significant. Empathy, a vital element in effective communication and human connection, often relies on the ability to convey and perceive subtle emotional cues. By failing to replicate this aspect of human expression, *AI*-generated text may also fail to establish genuine emotional connections with readers, potentially affecting user experience, trust, and overall effectiveness of the generated content.

Consequently, the importance of human intervention in the text generation process cannot be overstated. While *AI* models serve as powerful tools, their quickly produced outputs may benefit from human editing, refinement, and post-processing. Human editors can control their understanding of empathy, creativity, and linguistic nuances to fine-tune the *AI*-generated content, infusing it with the desired empathetic qualities that align with the given stylistic device. The collaboration between *AI* and human expertise thus holds immense potential for achieving a more balanced and emotionally resonant text generation.

These findings underscore *AI*'s current incapability to create empathetic texts using the assigned stylistic device of elliptical sentences. The transformative process from the grammatically complete text to elliptical structures to a "bullet-style" format highlights the challenges *AI* faces in replicating human-like emotional nuances and the subtleties of empathy. By acknowledging these limitations, emphasising the role of human intervention, and pursuing advancements in *AI* techniques, this research questions *AI*'s empathetic capabilities and paves the way for more emotionally engaging and impactful text generation.

## 2.5. Implications.

Having showcased the significance of empathy as a distinctive characteristic that sets human-produced and *AI*-generated text apart, this study has focused on the use of ellipsis as a stylistic device to evoke empathy in a text, aiming to explore the capability of *AI* to generate empathetic texts by using the same specific technique. In particular, this research provides a deeper understanding of the role of ellipsis in creating empathy. By examining the application of ellipsis in both human-produced and *AI*-generated texts, the study sheds light on the extent to which *AI* can effectively employ this stylistic device to convey empathetic qualities.

The integration of artificial intelligence in literature and communication has the potential to reshape and redefine the future of these domains. As *AI* technologies continue to advance, their impact on various aspects of human life, including creative endeavours like literature, becomes increasingly significant. Reflecting on the potential implications of *AI* integration in literature and communication raises several key considerations.

Firstly, *AI* can enhance the efficiency and accessibility of literary creation and consumption. With *AI* algorithms capable of generating text, authors and content creators can benefit from automated assistance in drafting, editing, and even generating new ideas. This can streamline the creative process, enabling authors to explore new narratives, experiment with different writing styles, and produce content more rapidly. Furthermore, *AI*-powered platforms and tools can facilitate wider access to literature, breaking down language barriers and making literary works more accessible to diverse audiences globally.

However, the integration of *AI* also raises questions about the uniqueness and authenticity of human creativity. While *AI* can mimic and replicate certain writing styles and genres, it lacks the subjective experiences, emotions, and depth of human expression. Literature, as an art form deeply rooted in human experiences and perspectives, may lose its essence if it becomes heavily reliant on *AI*-generated content. Maintaining a balance between human creativity and *AI* assistance is crucial to preserve the authenticity and depth of literary works.

Another consideration is the potential impact on communication and storytelling. *AI* technologies like natural language processing and chatbots have the capacity to engage in interactive and personalised conversations. This opens

new possibilities for interactive storytelling, where readers can actively engage with the narrative, shaping the direction and outcome of the story through their interactions with *AI* characters or systems. This immersive and participatory form of storytelling blurs the lines between the traditional roles of authors and readers, offering a unique and dynamic narrative experience.

It should also be noted that the integration of *AI* in communication also raises ethical concerns. *AI*-generated content can be prone to biases and perpetuate existing stereotypes, as they are trained on vast amounts of existing data that may contain inherent biases. It is necessary to ensure that *AI* systems are designed and trained in an ethical and responsible manner, promoting inclusivity, diversity, and fairness in both the creation and dissemination of literary and communicative content.

As it follows, the integration of *AI* in literature and communication has the potential to revolutionise these fields, enhancing efficiency, accessibility, and interactivity. However, careful consideration must be given to the preservation of human creativity, the authenticity of literary works, and the ethical implications associated with *AI*-generated content. By embracing *AI* as a tool and striking a balance between human and machine collaboration, the future of literature and communication can be shaped in a way that combines the best of both worlds, unlocking new frontiers and possibilities while honouring the essence of human expression and creativity.

It can be inferred that the integration of *AI*-generated empathy markers in literature and communication is promising, but it also necessitates further research and careful consideration of ethical implications. It should be explored in view of the effectiveness and impact of *AI*-generated empathy markers on readers and the overall quality of literary works. It is important to assess whether *AI*-generated empathy markers can truly evoke genuine emotional connections and deepen reader engagement.

Ethical considerations are of primary importance in the development and implementation of *AI*-generated empathy markers. Attention must be given to biases, stereotypes, and potential manipulation that may arise from *AI*-generated content. Ensuring transparency, accountability, and fairness in the use of *AI* in literature and communication is essential to prevent unintended consequences and safeguard the integrity of artistic expression.

As technology continues to advance, ongoing dialogue and collaboration between *AI* developers, writers, scholars, and ethicists will be crucial to navigate the evolving landscape of *AI*-generated empathy markers. By embracing the potential of *AI* while upholding ethical principles and honouring the richness of human creativity, we can shape a future where literature and communication thrive, resonating with readers on a profound emotional level.

The potential applications of *AI*-generated empathic texts are manifold. For instance, in communication, *AI*-generated texts can enhance human-machine interactions, making chatbots and virtual assistants more empathic and responsive to users' emotional needs. In therapeutic settings, *AI*-generated texts can offer emotional support, providing individuals with a safe and empathic outlet for self-expression and reflection.

However, the current observation regarding *AI*'s incapability to create empathetic texts using elliptical sentences reveals the challenges in replicating human-like empathy in *AI*-generated content. While *AI* models have made significant progress in natural language processing, the subtle emotional nuances conveyed by stylistic devices like ellipses may be lost in the *AI*-generated text. Ongoing research will improve the empathetic capabilities of *AI* models by incorporating emotional context, sentiment analysis, and affective computing techniques. By combining the strengths of *AI* with human intervention, it is possible to achieve a balance between efficiency and emotional impact in text generation.

To sum up, the research on using *AI* to create empathic texts represents an evolving field with significant implications for literature, communication, and human-computer interaction. By harnessing *AI* technologies to generate texts that reflect empathy and emotional understanding, we can enhance user experiences, foster emotional connections, and open new possibilities for human-machine interaction. Continued research and development in this area holds the promise of creating *AI* systems that can adequately process and respond to human emotions, leading to more empathic and engaging interactions in the digital realm. Ultimately, by combining the strengths of *AI* with human intervention and post-processing, it becomes possible to produce text that creates emotional resonance.

### Conclusion.

This study has highlighted the significance of empathy as a distinctive characteristic that sets human-produced and *AI*-generated text apart. By focusing on the use of ellipsis as a stylistic device to evoke empathy in a text, the study has explored the capability of *AI* to generate empathic texts using this specific technique.

The comparative analysis of sample texts from Prince Harry's and Boris Johnson's books has shed light on their distinct communication styles and the underlying messages conveyed. The use of elliptical sentences by both authors as a rhetorical tool has been observed, albeit in different ways, to enhance their communication effectiveness.

Through the examination of ellipsis applied in both human-produced and AI-generated texts, valuable insights have been gained into the extent to which AI can effectively employ this stylistic device to convey empathic qualities. The findings of this study contribute to the broader understanding of the capabilities and limitations of AI in producing texts that evoke empathy.

Elliptical sentences have been recognized as a valuable linguistic tool for conveying information efficiently and succinctly while maintaining clarity and coherence. They have pragmatic functions that facilitate efficiency in communication and establish shared knowledge. However, the study also revealed challenges in using elliptical sentences effectively to convey empathy in AI-generated texts, emphasising the current limitations of AI in creating empathetic texts using assigned stylistic devices.

The integration of AI in literature and communication has the potential to reshape and redefine these domains, enhancing efficiency, accessibility, and interactivity. For instance, AI technologies offer opportunities for automated assistance in literary creation and consumption, breaking down language barriers, and facilitating wider access to literary works. However, maintaining a balance between human creativity and AI assistance is important to preserve the authenticity and depth of literary texts.

The potential impact of AI-generated empathy markers on literature and communication is both promising and complex. It is vital to keep a balance between human creativity and the use of AI tools. Preserving the unique human perspectives and emotions in literary works should remain a central focus to retain the authenticity and artistic value of literature.

The findings of this study may contribute to a broader understanding of the capabilities and limitations of AI in producing texts. The challenges identified in reproducing human-like empathy in AI-generated content suggest directions for future research. By exploring emotional context, sentiment analysis, and affective computing techniques, as well as further analysing the use of textual markers of empathy, valuable insights can be gained into the potential of AI to replicate or simulate human empathic communication. By examining the unique characteristics of human communication and the challenges that AI faces in replicating such characteristics, this study foresees a possibility to improve the empathetic capabilities of AI models and bridge the gap between human-produced and AI-generated texts in terms of their empathic qualities.

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