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THE ELLIPTICAL SENTENCE AS A TEXTUAL MARKER OF EMPATHY: A CASE STUDY OF INTERCOURSE BETWEEN THE HUMAN AND ARTIFICIAL INTELLIGENCE

Abstract. This study investigates the potential of elliptical sentences as textual markers of empathy to distinguish between human-written and AI-generated fiction. The research addresses how empathy – a key feature of human communication – can be linguistically encoded and whether AI can emulate this effect. Using a comparative case study methodology, the analysis examines the use of elliptical constructions in emotionally resonant literary texts, contrasting human and AI outputs. Findings indicate that while human authors employ ellipsis effectively to evoke empathy, AI requires iterative refinement to approximate similar effects. Nonetheless, with guided prompting, AI shows emerging capabilities in reproducing empathic stylistic patterns. The study highlights the linguistic mechanisms of empathy, and further studies in this field will contribute to the evolving discourse on AI's potential to bridge the communicative gap between human and machine-generated texts.

Introduction. As artificial intelligence (AI) systems increasingly participate in the production of narrative texts, questions about their ability to express or simulate human emotions – particularly empathy – have become a focus in researching the academic discourse on machine-generated language. Empathy, a complex factor and cognitive process fundamental to human communication, is often conveyed through subtle linguistic strategies, among which ellipsis plays a significant role. Elliptical sentences, characterised by the deliberate omission of syntactic elements, invite readers to fill in the gaps, thereby fostering interpretive engagement and emotional resonance. In literary narratives, ellipsis can function as a stylistic marker of intimacy, trauma, or emotional restraint, making it a powerful indicator of empathetic intent.

This study explores whether such textual strategies – long embedded in human storytelling – can be meaningfully replicated by artificial intelligence. By focusing on the use of ellipsis in both human-authored and AI-generated texts, the research investigates the extent to which machines can approximate the affective nuances of human writing. Drawing on linguistic theory, literary analysis, and empirical experimentation with AI language models, the study identifies key differences in how ellipsis is employed across these domains. While human authors tend to deploy ellipsis with emotional intentionality rooted in shared cultural or psychological contexts, AI often reproduces the form without the corresponding depth of feeling.

The investigation thus contributes to broader discussions in stylistics, digital humanities, and AI ethics, offering new insight into the intersection between language, emotion, and machine learning. As technologies like ChatGPT become more integrated into creative and educational environments, understanding their expressive limitations and potential becomes increasingly important. This article argues that while AI has begun to mimic the structural features of empathetic language, the emotional authenticity and contextual sensitivity that define human communication remain elusive – though not entirely unattainable.

Theoretical Substantiation of the Study of Empathy.

The study explores empathy as a multidimensional psychological and social phenomenon with applications across the human sciences, communication, literature, and emerging technologies.

In the human sciences, empathy is seen as central to emotional intelligence and social understanding, comprising cognitive, emotional, and somatic dimensions (Di Novo, 2023). Stueber (2008) frames empathy as a cognitive simulation process, while neuroscience confirms its neural correlates. Aragno (2008) and Elena et al. (2022) examine empathy in psychoanalytic and digital communication contexts, respectively, emphasising its clinical and linguistic implications.

Communication studies emphasise empathy's function in enhancing mutual understanding and cooperative meaning-making. Tomasello (2010) links empathy to the evolutionary roots of human communication, while Buchholz (2014) and Tatsenko (2020) analyse empathy through conversation analysis and cognitive modelling. These studies reveal that empathy is expressed and elicited through discourse strategies like metaphor, deixis, and evaluative language, shaped by cultural and cognitive factors.

In literature, empathy functions as a bridge between authors, characters, and readers, fostering emotional immersion, moral imagination, and critical reflection. However, Lindhé (2016) critiques excessive narrative empathy for its potential to obscure ethical judgment. Yilmaz (2007) advocates for historical empathy in education, arguing that it enhances intercultural understanding and dialogue. Keen (2011) highlights empathy's role in narrative ethics and engagement through graphic storytelling and neuroscientific findings that show empathy precedes rational interpretation.

Thus, it is important to underscore literature's unique ability to evoke empathy, challenging biases and encouraging introspection. Empathy allows readers to connect with fictional characters, understand diverse experiences, and participate in collective emotional journeys. It enriches literature's aesthetic, therapeutic, and educational impact by developing emotional intelligence and fostering relational awareness.

Studies of the difference between human and AI-generated discourse point out that, while AI can mimic empathetic language, it lacks lived experience and ethical intentionality. Marconi (2020) argues that true empathy – shaped by consciousness, embodiment, and cultural memory – distinguishes authentic human communication from algorithmic simulation. Therefore, empathy is a critical marker of human expression, vital for narrative depth and ethical engagement in an increasingly automated communicative landscape.

Research Methodology.

This study employs linguistic analysis, comparative literary criticism, and experimental text generation with AI. A theoretical framework is established by reviewing scholarly literature on ellipsis in stylistics, pragmatics, and empathy studies. Next, two contrasting literary texts – *Spare* by Prince Harry and *The Churchill Factor* by Boris Johnson – were selected for close reading based on their divergent genres and authorial tones. Elliptical structures within these texts were annotated, categorised (e.g., omission of subjects, verbs, conjunctions), and analysed in terms of their emotional function and reader impact. To assess AI's ability to emulate empathetic ellipsis, student focus groups were tasked with prompting ChatGPT to generate narratives employing various types of ellipsis. The outputs have been evaluated qualitatively against human-authored passages, with attention to emotional depth, narrative coherence, and stylistic authenticity. A comparative analysis was used to draw differences in ellipsis types and their affective effects across human and AI-generated samples. This triangulated methodology has enabled a meaningful exploration of both form and function in empathetic language use.

A Case Study: Conveying Empathy through Elliptical Sentences.

This case study aims at examining how elliptical sentences – where parts of a sentence are purposefully omitted – function as powerful markers of empathy in narrative discourse. Through a detailed linguistic, literary, and AI-assisted analysis, the study demonstrates how omission fosters emotional resonance by engaging the reader's imagination and inference.

Linguistic and Stylistic Functions of Ellipsis.

Elliptical constructions omit elements such as subjects, verbs, or conjunctions, shaping tone and emotional expressivity. For example, in informal or introspective contexts, such omissions create a sense of intimacy or fragmentation. Ellipsis invites readers to mentally reconstruct the missing elements, fostering deeper cognitive and emotional engagement.

Literary Case Studies.

The material of this study includes two primary texts that illustrate the empathic potential of ellipsis:

In *Spare* by Prince Harry (2023), a passage describing a fragmented childhood memory reads:

"Granny was there too. Naturally. ... The whole family, with the exception of Mummy..."

Here, omitted subject-verb phrases mirror the narrator's emotional detachment and confusion. The ellipses reflect grief and repression, drawing the reader into the psychological disorientation of loss.

In *The Churchill Factor* by Boris Johnson (2014), describing Hitler's conquests:

"Austria had been engulfed ... Poland had been crushed; and ... he had taken Norway – effortlessly..."

The ellipses amplify historical urgency and dread, encouraging readers to infer the scale of devastation without overstating it. Ellipsis becomes a rhetorical device, echoing the stunned silence of wartime decision-makers.

These contrasting uses show that ellipsis can evoke personal vulnerability in memoir and national trauma in historical prose – each leveraging omission to invite empathy in distinct ways.

AI and Empathetic Ellipsis

To test whether artificial intelligence can replicate empathetic ellipsis, student focus groups prompted ChatGPT to generate emotionally resonant texts using stylistic constraints. For example:

Personal pronoun omission (subject): *"Faced your fears, conquered your doubts."*

Verb ellipsis (predicate): *"Shared tears, embraced vulnerability."*

Ambiguous structures: *"In the depths of despair, emerged stronger."*

While syntactically accurate, AI-generated texts tended to prioritise clarity and conciseness, often lacking the emotional ambiguity and contextual sensitivity found in human writing. The elliptical patterns felt formulaic – emotional cues were present but not deeply felt.

Human vs. AI Interpretation.

In a comparative task, students deconstructed excerpts from *Spare* and *The Churchill Factor*, identifying and reconstructing the omitted elements. For instance:

In *Spare*, *"And Willy. And Pa."* was understood to reflect a child's fragmented perception of family. The elliptical phrasing encouraged readers to emotionally fill in what's unsaid – grief, abandonment, nostalgia.

In *The Churchill Factor*, ellipsis in *"Austria had been engulfed two years earlier; Czechoslovakia was no more;"* invoked a shared historical horror, prompting readers to reflect on what the text leaves unsaid: helplessness, political failure.

These reconstructions demonstrated that human writers use ellipsis to trigger emotional inference, while AI often mimics the form without capturing the affective detail.

Implications.

The findings underscore that ellipsis, when used by human authors, is a deliberate narrative strategy to evoke empathy through incompleteness, ambiguity, and silence. In contrast, current AI models – though capable of structural imitation – lack the contextual and emotional depth necessary for authentic empathetic expression.

This suggests that while AI can support stylistic experimentation and accelerate content production, its use in emotionally charged writing should be carefully mediated by human judgment. Moreover, responsible integration of AI into creative and communicative fields must consider ethical concerns, such as bias and authenticity.

Future research might explore how AI might better simulate empathy through enhanced models of affective computing and more nuanced prompt engineering – while recognising that true empathy still lies in the human capacity for shared experience and emotional understanding.

Conclusion. This study has demonstrated that elliptical sentence structures – where elements like subjects, verbs, or conjunctions are intentionally omitted – serve as potent stylistic markers of empathy in narrative discourse. By drawing on linguistic theory, close literary analysis, and AI-generated text experiments, the paper has shown how ellipsis fosters emotional resonance through interpretive openness and rhetorical subtlety.

The investigation revealed that human authors use ellipsis not merely as a grammatical device, but as a strategic narrative tool to evoke trauma, intimacy, urgency, or silence. In *Spare* by Prince Harry, ellipsis embodies personal grief and childhood fragmentation, inviting readers to inhabit the emotional gaps. In contrast, Boris Johnson's *The Churchill Factor* uses ellipsis to echo historical anxiety and collective reflection, leveraging omission to amplify urgency and rhetorical gravity.

Comparative analysis showed that while artificial intelligence, such as ChatGPT, can replicate the syntactic patterns of ellipsis, it often fails to convey the emotional intentionality behind them. AI-generated texts tended toward structural clarity and lexical balance but lacked the ambiguity and contextual sensitivity that elicit genuine empathic responses. These findings affirm that empathy in language depends not just on form, but on the ability to embed shared human experience within that form – something AI has yet to fully achieve.

Moreover, the study underscores broader implications for the evolving relationship between human creativity and machine-assisted writing. While AI holds promise as a collaborative tool in narrative production, its current limitations – especially in conveying affective depth through stylistic nuance – necessitate careful human oversight. Ethical concerns about emotional flattening, contextual misalignment, and unintended bias further reinforce the need for human-centered approaches to AI integration in emotionally sensitive domains.

To summarise, ellipsis emerges as more than a linguistic shortcut; it is a rhetorical gesture of empathy, an invitation for the reader to participate in constructing meaning and feeling. As we move toward more sophisticated human – AI collaborations, preserving this capacity for empathetic expression remains a central challenge. Interdisciplinary research – bridging linguistics, literary studies, computer science, and education – will be key to developing AI systems that can not only mimic human language but also respectfully participate in its emotional dimensions.

Ultimately, empathy remains a defining feature of human authorship, and ellipsis, when artfully employed, remains one of its most compelling signatures.

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ЗАСТОСУВАННЯ CLIL-МЕТОДИКИ ПРИ ВИВЧЕННІ АНГЛІЙСЬКОЇ МОВИ В АСПЕКТІ ЗАПРОВАДЖЕННЯ ПРОФІЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ

Згідно з планами реформи середньої освіти з 2027 року в Україні старші класи мають відповідати або категорії академічних ліцеїв, або професійної (професійно-технічної) / фахової передвищої освіти [1]. Важливими особливостями ліцейної освіти має стати підготовка здобувачів освіти до вступу у ЗВО та поглиблене вивчення профільних предметів та інтегрованих курсів. У той час як профільна середня ланка передбачає здобуття професійної (професійно-технічної) / фахової передвищої освіти, яка готуватиме здобувачів до здобуття професії та швидкого виходу на ринок праці, що передбачає / вимагає першочергового вивчення предметів, які пов'язані з певною професією.

Сучасна орієнтація України на західний інтелектуально-професійний простір та приведення класифікаторів професій України у відповідність до міжнародних стандартів передбачає розширення можливостей використання англійської мови як інструменту інтелектуального та професійного входження українців у світову спільноту. Тому вивчати іноземну мову стає ще більш важливо.

У новій реформованій школі англійська мова буде входити до переліку обов'язкових до вивчення для усіх учнів предметів, поруч із, наприклад, українською мовою, математикою тощо.

У період до 2027 року у рамках підготовки до реформи старшої школи, серед інших завдань, стоять завдання розробки нових навчальних програм, підручників та навчальних матеріалів з англійської мови, а також пере/підготовка вчителів та коригування підготовки теперішніх студентів факультетів іноземних мов – майбутніх вчителів англійської мови.

У світлі наступного етапу впровадження реформи середньої освіти та переходу до профільного навчання надзвичайно великого потенціалу набуває так зване предметно-мовне інтегроване навчання (Content and Language Integrated Learning – CLIL), оскільки у старших класах школи, де учні фактично будуть здобувати певну професію, англійську мову слід буде вивчати з урахуванням специфіки цієї професії поруч із вивченням загальних тем, як це було до цього часу. Станом на зараз у підручниках з англійської мови, наприклад, пропонуються такі теми як *Generations: People and Society*, *Healthy Lifestyle: Eating Habits, Hobbies and Interests*, *Explore the World, Live and Learn*, *Digital World Around Us*, *A Tailor-Made Job: What is Your Choice?*, *Arts: The Beauty of Creation* тощо [2]. Перехід до профільного навчання, очевидно, вимагатиме перегляду змісту й тематики підручників і, разом з тим, методів та підходів до навчання.

Предметно-мовне інтегроване навчання – це метод / підхід до навчання, який поєднує вивчення предмету та вивченням іноземної мови, оскільки вивчення, наприклад, географії / хімії / тощо відбувається нерідною для