

Original Article

I Did or AI'd? Contrastive Rhetoric of Human and AI-Authored Personal Narrative Essays

Jon Paolo M. Ordoñez 

Author Information:

College of Sciences, Technology, and Communications Inc., Sariaya, Quezon, Philippines

Correspondence:
johnpaoloordonez@cstc.edu.ph

Article History:

Date received: November 26, 2025
Date revised: January 15, 2026
Date accepted: January 27, 2026

Recommended citation:

Ordoñez, J.P. (2026). I did or AI'd? Contrastive rhetoric of human and AI-authored personal narrative essays. *Journal of Interdisciplinary Perspectives*, 4(2), 301-313. <https://doi.org/10.69569/jip.2025.770>

Abstract. Writing is an essential skill every individual should have. It is a process whose output leads to self-representation and identification. However, writing has evolved, especially with the emergence of Artificial Intelligence. The development of these AI tools resulted in the proliferation of generative text outputs. Thus, this research aimed to study AI-produced outputs contrasted to human-authored outputs. This research analyzes the rhetoric of personal narrative essays generated from and written by two data sources. The analysis was done through Labov and Waletzky's (1997) PEN model and Kaplan's (1966) cultural thought pattern. The results showed that AI-generated essays resemble the moves and steps described by Labov and Waletzky, with five (5) of the six (6) moves being qualitatively preferred. On the other hand, the human-authored essays deviate, having two moves marked as optional. In addition, the analysis of structure, based on Kaplan's doodles, found that AI-generated essays showed linearity in structure, manifested in the presence of all the moves and their ordinal placements. In the case of the human-authored essays, the analysis showed features with a mix of oriental-like and linear structures, realized through Move 2 - Orientation and Move 3 - Complicating Action, re-existing one after another, then returning to the main narrative. This led to the conclusion that AI-generated and human-authored essays are contrastive, with contrasting results in resemblance and deviance within the framework used, in primacy of content, and in the genericness of outputs.

Keywords: Personal narrative essays; Human authors; Generative Artificial Intelligence; Writing patterns.

Writing is an essential skill every individual should have. It is productive to examine the macroskill that shows how an individual perceives themselves and the things and events around them. Through writing, one can inform others with what he/she knows, argue what he/she believes and stands for, and express what he/she feels. Hence, regardless of the purposes, the writing process always leads to the notion of self-representation and identification. The concept of writing as a process of self-representation is more evident when writing a personal narrative essay. Johnstone (2005) has defined personal narratives as a form of writing in which the central means is how people acknowledge and interpret the sense of their experiences. Furthermore, Alhojailan (2020) said that personal narrative essays are also viewed as the process of recapitulating personal or others' experiences through the author's point of view. Thus, personal narrative essays represent the author's approach to presenting and interpreting themselves and the world around them in discourse. Having said that,

personal narrative essays have also been viewed as a language system utilized to show life events in a temporal and logical order (Ochs & Capps, 2009).

Thus, the logical order of presentation in personal narrative essays may take many forms. Studies have shown that personal narrative essays take different forms. Labov and Waletzky (1997), being pioneers in this research area, have established a model for writing personal narrative essays. Their study indicates that fully formed narratives will contain the following elements: abstract, orientation, complicating action, evaluation, result, and coda. However, with the emergence of World Englishes, other structures have emerged as well. Conforming to this notion is Groves (2010), who mentioned that non-native speakers' features are often the result of their deviations from the once-perceived standard of writing. To further understand this, Groves argued that the deviant forms of writing of non-native speakers were now considered a feature of their variety of English. An example of this claim is seen in Devanadera's (2018) study, which analyzed the personal narratives of Vietnamese students. The analysis shows that, among the six (6) moves and nineteen (19) steps in the framework used, only two moves and three steps were preferred, while three moves and sixteen (16) steps were considered optional in Vietnamese writing. In a much closer context, Filipino narrative writing was also analyzed. Guinto (2012) studied the structure of narrative essays of Filipino youth. Upon analysis, it was found that Filipino Writing, particularly its structure, moves, and steps, closely resembles the Western form of writing, as five out of six steps were found to be obligatory in Filipino narrative essays.

This literature shows that the field of narrative writing, particularly its structure, has been and continues to be studied. Thus, the emergence of a tool that can generate or produce this kind of writing is also a good area of study. These tools are called Artificial Intelligence, or AI. AI, with its abrupt growth, has been utilized in many domains of life. One domain where it is widely used is education. Thus, it helps assess outputs, or, in a more developed context, it is the producer of the output itself. Bonner et al. (2023) defined AI as a web application that simulates how humans organize language and can interpret, predict, and generate text. This enables AI models to understand natural human language and respond naturally to conversational human input. Furthermore, AI models do not just generate outputs but also assess them.

The realities and capabilities of AI models are the very reasons AI has grown increasingly prominent at both ends of the academic spectrum. In an article written in Nature Portfolio, it was mentioned that every fourth student (25.2%) utilizes them (very) frequently. In contrast, nearly half of the students (47.8%) use AI-based tools (very) rarely or occasionally, and a little over one-third (36.6%) of the pupils never use AI-based tools for their writing. This figure raises the question of whether AI is still a tool to enhance students' writing or is slowly becoming a source of output for their academic work, particularly for written work.

Methodology

Research Design

This study used a qualitative research approach. Specifically, it employed genre analysis to determine the moves and steps used in human and AI-authored personal narrative essays. To determine the moves and steps, this paper will be anchored on Swale's Genre analysis with the Personal Experience Narrative (PEN) framework developed by Labov and Waletzky.

Corpus of the Study

The content of the personal narratives was a cumulative narration of the experiences as a student. Both data sources provided a similar prompt: "Write a personal narrative essay as a student." With this, both sources of the writing were able to produce their natural forms and patterns. This prompt also allowed the sources to choose which specific experience to include, which is vital for collecting authentic data and for identifying the authors' rhetorical style. The number of essays included in this paper was anchored in the study by Bekele and Ago (2022), which states that qualitative research participants or materials lack exact measures compared to quantitative research. However, it was also mentioned that the most common number of participants or materials in qualitative studies ranges from twenty (20) to sixty (60).

Table 1. Labov and Waletzky's Personal Experience Narrative Model

Narrative Category	Narrative Question	Narrative Function	Linguistic Forms
Abstract	What was this about?	This signals that the story is about to begin and draws the listener's attention.	A brief summary is provided before the narrative commences.
Orientation	Who or what is involved in the story, and when and where did it take place?	Helps the listener to identify the time, place, persons, activity, and situation of the story.	Characterized by past continuous verbs and adjuncts (see A3) of time, manner, and place.
Complicating Action	Then what happened?	The core narrative category provides the "what happened" element of the story.	Temporally ordered narrative clauses with a verb in the simple past or present.
Resolution	What finally happened?	Recapitulates the final key event of a story.	Expressed as the last of the narrative clauses that began the complicated action.
Evaluation	So what?	Functions to make the point of the story clear.	Includes: intensifiers; modal verbs; negatives; repetition; evaluative commentary; embedded speech; and comparisons with unrealized events.
Coda	How does it all end?	Signals that a story has ended and brings the listener back to the point at which s/he entered the narrative.	Often, a generalized statement that is "timeless" in feel.

Table 2. Rhetorical Structure Analysis Guide

Visual Illustrations of the Rhetorical Structure of the Personal Narratives	Guide in Analyzing the Pattern
English	<ul style="list-style-type: none"> Reader-oriented: The responsibility is on the writer to make an explicit thesis and connections between ideas for the reader. Explicitly stated thesis near the beginning and restated at the end. Clarity and brevity of language/word choice are valued.
Semitic	<ul style="list-style-type: none"> Digressions are valued. Flamboyant, eloquent language. Repetition of ideas. Coordination (not subordination) of ideas. May focus more on form than on content. Provides more background information (often in generalizations) than US. Academics consider necessary
Oriental	<ul style="list-style-type: none"> Writer-oriented, it is the reader's responsibility to make connections and discern the thesis. Hints and nuances are valued. Examples not connected. Examines issues from various sides to lead the reader to a harmonious conclusion at the end.
Romance	<ul style="list-style-type: none"> Digressions and asides are valued. Embellishments and beauty of the language are valued. Writer-centered: digressions and embellishments can hide the structure.
Russian	<ul style="list-style-type: none"> Characterized by long sentences. Often includes coordination and subordination.

Analytical Framework

To attain the goals of this study, two analytical frameworks were utilized. These frameworks helped analyze the rhetorical patterns and structures embedded in personal narrative essays written by humans and by artificial intelligence. For objective number one, the analysis was anchored in Swale's Genre Analysis, with Labov and Waletzky's Personal Experience Narrative framework as the basis for Move and Step identification. The analytical framework utilized in this study was based on Labov and Waletzky's Personal Experience Narrative (PEN) framework. This model lists the six (6) categories expected to be present in a narrative write-up. The categories serve as a guide for addressing hypothetical questions and their respective narrative functions. The table below provides information on the sort of linguistic forms that each component typically takes.

For the second objective, the cultural thought process, or Kaplan's doodles, was utilized. This model enabled the researcher to conduct a contrastive analysis of the write-up's rhetorical structure. To properly assess the narrative, the table below provides the prompt or criteria that will show structural patterns the narrative falls into. The qualitative data analysis identified whether the move is "preferred" or "optional." Thus, to categorize the data, Slovin's formula with a 5% significance level was used. Upon computation, it showed that 15 or 100 percent of the population must utilize the moves for it to be considered as "preferred"; the figure below falls under the "optional" category. Moves deemed "preferred" indicate an emerging rhetorical pattern in the data sources.

Data Gathering Procedure

To attain the goals of this research, a series of procedures was followed. First, a letter requesting permission to select participants for the research was submitted to the program's dean. After the request letter was approved, the researcher gathered the participants. The researcher provided the prompt, "Write a personal narrative essay as a student." Alongside this, the collected personal narrative essays from ChatGPT were also collected using the same prompt. Only one account was used to ensure that no repeated output was generated. Once the corpus from both sets of authors was collected, the analysis of the moves utilized in the personal narrative essays was done. The analysis was anchored using the guide questions in Labov and Waletzky's (1997) PEN Model.

In addition to the moves analyzed, the rhetorical structure was also covered. The existing moves were also analyzed with respect to their placement to identify the structure of the write-up. This analysis was anchored on Kaplan's (1966) Cultural Thought Process. Afterward, the analysis was validated through selected inter-raters. The inter-raters are teachers who have master's degrees in Linguistics or English studies. This is set to ensure that they know rhetorical patterns and the structure of English writing. If the analyzed data are already saturated, they were coded for presentation and discussion of the results.

Ethical Considerations

Mentioned in this paper is the inclusion of both human and Artificial Intelligence applications as sources of information. Although two varied sources are to be utilized, both require careful, sensitive handling of data. These data remain a significant challenge for researchers in terms of ethical and research principles considerations. Given that the data in this research are highly personal, especially in human-source essays that include personal experiences (such as growth, learning, motives, etc.), abiding by the ethical standards of research writing is essential.

One of the most basic ethical standards in research writing is securing the participant's informed consent. Franzke et al. (2020) defined informed consent as the process of informing participants about the key elements of a research study and the implications of their participation. One of the most important aspects of doing ethical research with human participants is the informed consent procedure. Along with the informed consent, the respondents were also protected by the Data Privacy Act of 2012, wherein Chapter 4, section 16 states the rights of the Data Subject: Be furnished the information indicated hereunder before the entry of his or her personal information into the processing system of the personal information controller, or at the next practical opportunity: (1) description of the personal information to be entered into the system; (2) purposes for which they are being or are to be processed; (3) scope and method of the personal information processing; (4) the recipients or classes of recipients to whom they are or may be disclosed; (5) methods utilized for automated access, if the same is allowed by the data subject, and the extent to which such access is authorized; (6) the identity and contact details of the personal information controller or its representative; (7) the period for which the information will be stored; and (8) the existence of their rights (i.e., to access, correction, as well as the right to complain to the Commission).

Results and Discussion

Rhetorical Moves

Table 3 shows the side-by-side comparison of the moves used in the AI'd essays and human-authored essays. It can be seen that the AI-authored essays followed most moves cited by Labov and Waltezky (1997), while the human-authored essays missed a couple of moves. These resemblances and differences give these strata their identity. Additionally, most personal narrative essays generated by ChatGPT followed the moves outlined in Labov and Waletzky's (1997) PEN model. In a more precise figure, fourteen (14) out of fifteen (15) generated essays have completed moves in personal narratives, marking a "preferred" qualitative description of the moves. The lone essay (Essay 8) has missed only one move: M4-Resolution.

Table 3. Moves Utilized in AI-Authored and Human-Authored Personal Narrative Essays

AI-Authored Essays				Human-Authored			
M	F	%	QD	M	F	%	QD
M1	15	100	PM	M1	12	80	OM
M2	15	100	PM	M2	15	100	PM
M3	15	100	PM	M3	15	100	PM
M4	14	93	OM	M4	15	100	PM
M5	15	100	PM	M5	15	100	PM
M6	15	100	PM	M6	7	47	OM

Legend: M- Moves; F – Frequency; % - Percentage; QD – Qualitative Description; PM - Preferred Move; OM - Optional Move

Exemplar of Moves from AI'd Personal Narrative Essays

The examples below show not only the moves preferred by ChatGPT but also how these moves are presented. These moves used the same syntactic structure and lexical items in the same pattern to represent a particular move in the personal narrative essays. M1- Abstract provides a general-repetitive lexical item/s. In this case, the lexical item "high school," accompanied by a few repeating descriptors, was repeatedly utilized. It is also notable that M6-Coda has the same linguistic practice. The framed syntactic feature using similar lexical items is visible in how the AI's essays are concluded. This notion implies that ChatGPT follows a predefined pattern for a specific type of writing.

M1-Abstract

AE4

High school – a period marked by a whirlwind of emotions, experiences, and discoveries.

AE5

High school – a melting pot of experiences, emotions, and self-discovery.

AE8

High school – a time of transition, growth, and self-discovery.

M6- Coda

AE7

And as I step forward into the vast expanse of the unknown, I do so with confidence, knowing that my voice has the power to shape my destiny and make a difference in the world.

AE8

And as I step forward into the unknown, I do so with confidence, knowing that I have the courage and determination to carve out my own path and to pursue my dreams with passion and purpose.

AE11

And as I step forward into the unknown, I do so with confidence, knowing I am equipped with resilience, determination, and an unwavering spirit to embrace whatever challenges come my way.

These patterned outputs can be linked to ChatGPT, which is rooted in OpenAI and Natural Language Processing (NLP). These two subfields of computer science interact with computational linguistics, leading to the generated or assessed language becoming rule-based and modeled on human languages (Baskara, 2023). In addition,

Alawida et al. (2023), who have comprehensively studied ChatGPT, including its Natural Language Processing, noted that among language variation model applications, ChatGPT supports the broadest range of natural languages. This indicates that ChatGPT fine-tunes its dataset, enabling it to flawlessly follow information, concepts, models, and theories in its outputs.

The results, knowing the fact that ChatGPT is programmed with OpenAI and NLP, can be validated with the notion that the framework for analysis is the Personal Experience Narrative or the PEN model developed by Labov and Waletzky (1997) – a model widely used for Personal Narrative Essays. Kohro (2009) highlighted the importance of the PEN model in writing personal narratives, stating that it is being operationalized within global text structure. It was also mentioned that for a personal narrative to be considered well-developed, it must have an overall structure that aligns with the said model. Additionally, Polyani (2005) discussed the importance of the PEN model's structure, stating that its elements not only formalize the personal narrative but also ensure accuracy in its semantic macrostructures and macro-rules. This supports the idea that the provision of moves in the model allows the writer to produce a personal narrative with a formal structure that is easily understood, as it provides a complete narrative. The well-utilized model in PEN and the program set in ChatGPT validate the analysis results. ChatGPT generated the narratives; it is expected that they were highly governed by the patterns (rules) set for writing personal narratives, which build Labov and Waletzky's model.

On the other side of the table, it can be seen that personal narrative essays written by human participants deviated from the framework used regarding the moves present in the personal narratives. Out of fifteen written essays, only four (HE 5,6,11, and 12) were analyzed to follow all the moves from the model. Most human-authored essays either miss M1 - Abstract, which signifies what the story is about, or M6 - Coda, which signals the narrative is already ending by bringing the audience back to where the story started, or both.

Exemplars of Moves from Human-Authored Personal Narrative Essays

Exemplars below showed that human-authored personal narrative essays differ in how they use these moves. Each exemplar shows the usage of different lexical items. These validate the diversity of human vocabulary, shaped by personal experiences. Moreover, this result, which showed deviation of the personal narrative essays authored by humans from the perceived model included in the framework, can be rooted in the participant's background. As the participants were non-native speakers, the deviation was already anticipated. A similar case of non-native writers deviating from the framework is seen in Devanadera's (2018) study, which analyzed non-native English writers (Vietnamese). The results show that the participants did not follow all the moves in the PEN model. Thus, the results of this study, which follow only the three-step pattern, are recommended as the basis for planning a prospectus tailored to Vietnamese learners.

M1-Abstract

HE4

I've always lived most of my life in fear.

HE5

Being a student is not as easy as I thought.

E13

The four longest years of my life, that's how I would describe my journey as a student.

M6- Coda

HE1

And now, only a few moments left, and soon I will be reaching my most awaited time. I believe that I did and gave my best and that God will do and provide the rest.

HE5

At the end of the day, all of these things that happen to us things that could contribute to making us achieve our goals as a student.

HE8

Lastly, I am beyond grateful for the decision that I made these years ago. I almost see the light that this roller-coaster ride of life has brought me.

In the scope of Filipino writing, as non-native English writers, too, the writing of the Filipinos also deviates from the perceived standard. In the study by Carreon-Alicando (2021), the narratives of Sendong survivors were analyzed, specifically regarding how they write the M5-Evaluation. The study found that external evaluation is higher than embedded evaluation. This result implies that even in micro-details, such as specific move analysis, non-native English writers differ from native writers. Another study that strengthens the notion of non-native deviation is the analysis of Flash stories, which found only four moves to be "obligatory," compared to the five expected based on the framework used. Although the figure generally shows very little difference between the flash narratives of Filipinos and the perceived standards of native speakers, these slight variations were considered key differences that shape the features and identity of the language being studied (Tarrayo, 2018).

The second discussion covers the presentation and analysis of data which uncovered the rhetorical structure of the personal narrative essays written by the human authors and generated from AI. Tables should be referenced in the text using the term "Table". The tables incorporated must adhere to the following specifications: they should be formatted with a font size of 8, centered, and created using the Microsoft Word table editor. Tables presented in the text mustn't be included as images; instead, they should be generated using the designated word processing software. The table title should be placed above the actual table. See the sample below for the table presentation.

Rhetorical Structure

Table 4 provides a clear visual comparison of the rhetorical structures of the AI-authored and Human-authored essays. The visual for AI'd essays resembles the "English" writing structure, presenting a straightforward pattern. While the human-authored essays follow the same structure, it is evident that some moves are repeatedly used in a cycle, making it closer to the "Oriental" structure than to a linear one, as the remaining moves were used ordinally. Alongside the generated moves, the structural pattern of the narratives also followed the "prescribed" pattern as moves 1 to 6 were written chronologically. Figure 3 shows the visual representation of the structural pattern of the generated essays. Figure 3 shows a direct flow of narratives following the prescribed patterns for using moves in the PEN model. This practice followed Kaplan's (1966) notion of cultural thought processes, which holds that "English" writing tends to be "direct" or "linear".

Table 4. Comparative Visual Illustration of the AI- and Human-Authored Essays as Regards the Rhetorical Structure
Personal Narrative Essays' Visual Illustration Based on Kaplan's Cultural Thought Pattern

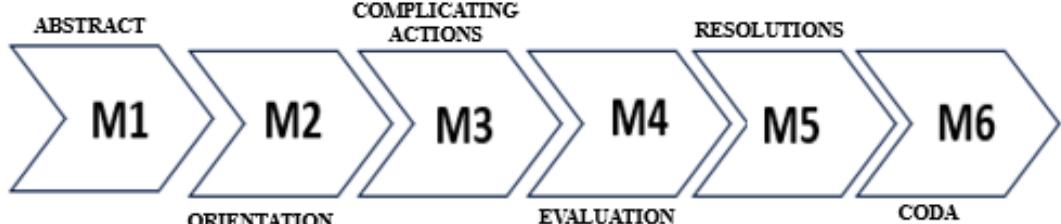


Figure 3. Structural Pattern of Generated Personal Narrative Essays from ChatGPT

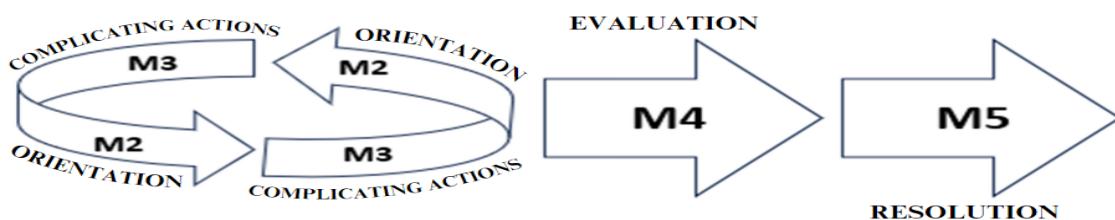


Figure 4. Structural Pattern of Personal Narrative Essay Written by Human Respondents

Excerpts from AI'd Essays

The excerpts below show the directness of the ideas in the ChatGPT-generated essays. Directness seen in the “English” strata is argued to be the result of the nativity within the language used. This upholds the ideology that, through nativity, the rules governing it are also easier to understand and eventually master (Blinova, 2019). Tracing the data set for ChatGPT, Choudhury (2023) noted that, despite its extensive data set, ChatGPT is trained to produce output aligned with the features of the languages it is prompted with. Thus, English being the language of origin for ChatGPT makes great sense, as the rules of English, specifically its structural patterns, are evident in the generated personal narrative essays.

AE 4

M1

High school – a period marked by a whirlwind of emotions, experiences, and discoveries.

AE 4

M2

...As a freshman, I stepped into the halls of high school with a mixture of excitement and apprehension.

AE 4

M3

...I found myself navigating choppy waters as I adjusted to the rigors of high school coursework.

AE 4

M4

One of the defining moments of my high school journey came during my junior year when I decided to join the school newspaper.

AE 4

M5

...I had the opportunity to explore topics that were important to me, to amplify the voices of my peers, and to shine a spotlight on issues that often went overlooked.

AE 4

M6

And as I set sail towards the horizon, I do so with a renewed sense of purpose and determination, ready to navigate whatever challenges may lie ahead.

It can also be seen that the human-authored narrative essays written by the participants were written by non-native English speakers. Looking at Figure 4, the personal narrative essays from human authors have a linear structure with an embedded circular structure composed of other moves. Figure 4 presents the structural pattern of the personal narrative essays written by the human participants. The figure shows that the moves used in the essays are neither complete nor linear. Only four out of six moves were described as preferred from the generated essays. Thus, in the view of structural patterns, two out of the five existing moves (M2 and M3) were seen to be repeatedly used in a cycle.

Excerpts from Human-Authored Essays

These excerpts of moves show that the narratives cover one general story but include sub-stories, as seen in Moves 2 and 3, implying that the sub-stories in the general narrative were re-oriented and reintroduced to readers, giving them the task of tailoring situations to generalize the entire narrative. In Kaplan's (1966) doodles, this cycle or circular pattern of writing is associated with the “Oriental” strata. This pattern of writing has been marked as indicative of the writer's indirect thought process. Thus, this leaves the responsibility of making meanings and connections in the hands of the readers (Kraft, 2019).

HE 13

M2

Let me take you back to where it all began. I enrolled in AB-Psychology at SLP, now SLSU Lucban, with dreams of completing my degree...

HE 13

M3

Unfortunately, financial problems forced me to put my education on hold...

HE 13**M2**

Fast forward to 2019 when I first heard about online classes and the government scholarships provided for college students...

HE 13**M3**

I made the decision to go for it, seeing it as a win-win situation where everything was in my favor.

HE 13**M2**

During my first year, I didn't pay much attention. Why? Because I was able to fulfill my responsibilities as a daughter, a mom, and a student from home. For me, it was simply a matter of effective time management and multitasking

HE 13.**M3**

I was incredibly motivated and made sure not to leave any quizzes or activities unfinished.

HE 13**M2**

As my second year begins, I'm starting to experience a slight sense of burden as my schedule becomes increasingly demanding.

HE 13**M3**

I found that things were still going relatively smoothly and remained manageable. After all, I was still in the comfort of my own home, juggling all my responsibilities at once.

HE 13**M4**

...the transition from distance learning to face-to-face classes would test my resolve. As a solo parent, transitioning into a traditional student attending classes in person seemed like an overwhelming challenge

HE 13**M5**

As a result, I began accumulating absences, causing my school activities to pile up and submissions to be delayed, all while my bills continued to accumulate, too.

Expounding on the idea of an oriental pattern is the study by Khartite and Zerhouni (2016), who noted that this pattern is typically observed among ESL learners, who tend to place greater emphasis on the content of the writing rather than its structure. This practice results in ideas being organized in a circular pattern to reflect their indirectness. The indirectness of the Orientals stems from their values and beliefs. There were four main motives for indirectness in communication: Indirectness for Politeness, Indirectness for Self-Protection, Indirectness for Humor, and Indirectness for Denial. The use of any of these motives reflects the writers' value of content over the structure of what they are about to write.

However, the circular structure is not the only structure of human-authored essays. Linearity after the circle-like structure was also observed. The observed structure shows that, despite the generalized label of 'indirectness,' non-native writers are not confined to the notion that this is the only structure that identifies them. As was concluded in the study of Guinto (2012), non-native speakers are defying Western supremacy and are groundbreaking in their own identity. In the Filipino narrative, the paradoxical practice of directness and indirectness, through cycles and linearity, shapes a non-native's writing identity.

Identified Writing Features of Personal Narrative Essays from AI and Human Authors

Resemblance and Deviance

AI's essays show features of resemblance through the full use of the moves. Five moves reached 100 percent utilization, making them preferred moves. This can be traced to the cited notion that AI applications, specifically in the context of language production, follow the rules of the data they are programmed with. On the other hand, the deviation in the human-authored essays can be linked to humans' emphasis on the content rather than the rules of personal narrative writing. Thus, because they have more legitimate experiences than other data sources, humans deviate from the rules set by the perceived standard.

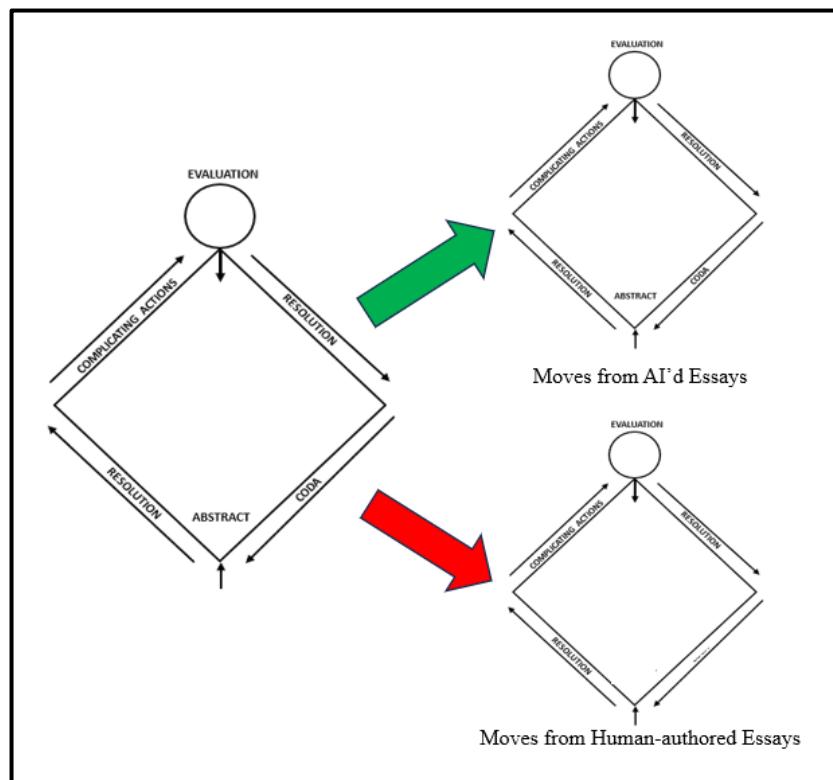


Figure 5. Resemblance and Deviance of Human-Authored and AI-Authored Personal Narrative Essays

With the results discussed, the two data sources can be compared as to how they resemble or how they deviate from the perceived "standard" of writing. AI, as analyzed, is driven by OpenAI and NLP and is considered the one to resemble. This result has been based on the cited literature, which states that ChatGPT, along with other AI applications, is solely based on the data set programmed into it. On the other hand, deviations are observed in the human-authored texts, which exhibit language features distinct from those of the model that anchors this study. These deviances, along with other scholars' studies of language features, attest to the fact that language use varies and evolves based on many factors, including personal backgrounds.

Primacy of Concerns: Technicalities or Content

While writing entails various factors, analysis of this study found that the data sources, specifically, what is being prioritized in writing, serve as the write-up's feature. AI, backed up by OpenAI, NLP, and Computational linguistics, puts the prime on the rhetorical rules of the programmed model. A good AI output is how accurately the generated text meets the standards of the specific type of writing. Human-authored essays, however, are more concerned with the content of the output. This study particularly highlights how human writers shared multiple experiences within a single narrative. This prioritizes the experiences to be told over the structure to be followed.

Genericness and Variations

Another identity seen in the personal narrative essays of the human authors and of AI is the genericness and variation of the lexical items used. Based on the exemplars and excerpts provided, AI used generic lexical items in its generated outputs, whereas the human participants' written essays showed variation in lexical items. These features align with recent developments in computational linguistics, particularly in natural language processing,

which has led to the popularity of large language models such as ChatGPT (Jurafsky & Martin, 2023). Computational linguistics and NLP align with the ideas of corpus linguistics (McEnery & Brezina, 2022), which emphasize the identification of authorship through the analysis of linguistic patterns.

Table 5. Genericness and Variation of Lexical Items in AI and Human-Authored Essays

AI-Authored Essay		Human Authored Essays	
AE4	M1-Abstract	HE4	M1-Abstract
High school—a period of...		I've always lived most of my life in fear.	
AE5		HE5	
High school—a melting pot of...		Being a student is not as easy as I thought.	
AE8		HE13	
High school—a time of...		The four longest years of my life, that's how I would describe my journey as a student.	
AE7	M6- Coda	HE1	M6- Coda
And as I step forward into the vast expanse of the unknown, I do so with confidence,...		And now, only a few moments left, and soon I will be reaching my most awaited time. I believe that I did and gave my best and that God will do and provide the rest.	
AE8		HE5	
And as I step forward into the unknown, I do so with confidence,...		At the end of the day, all of these things that happen to us things that could contribute to making us achieve our goals as a student.	
AE11		HE8	
And as I step forward into the unknown, I do so with confidence,...		Lastly, I am beyond grateful for the decision that I made these years ago. I almost see the light that this roller-coaster ride of life has brought me.	

ChatGPT's ability to generate logical, contextually relevant text has motivated research on authorship (Brown et al., 2020). One example of these studies that aligns with the findings of the current paper is Amirjalili, Neysani, and Nikbakht (2024), who conducted a comparative analysis of AI-generated text and human academic writing. Both results showed differences in the output of the two data sources. The study mentioned that a complex tone, a vast vocabulary, variation in rhetorical devices, and a broad range of experiences characterize content written by humans. AI-generated text, although seen as a helpful tool in specific tasks, is unable to capture the richness and uniqueness of human academic writing, particularly in vocabulary and range of experience.

Analysis like this can be linked to ChatGPT's mechanisms, one of which is described by Vaswani et al. (2017), who stated that ChatGPT enables the model to assign words in a phrase based on their contextual relevance. Nonetheless, it must be acknowledged that ChatGPT lacks real-time comprehension and relies solely on previously learned patterns and data. Thus, previous data serving as the sole basis for a write-up that requires a personal touch, such as a personal narrative essay, may seem quite a task for the application. It can lead to producing outputs of inaccurate or nonsensical responses (Bender et al., 2021).

The features of the human-authored essays are still consistent with previous studies on L2. Hernandez (2022) studied the syntactic features of academic research written by Filipino writers. The study found significant differences in syntactic features when analyzed according to perceived features using Johansson et al.'s framework.

Rellorosa (2013) studied the cognitive structure of personal statements in Philippine English, drawing on Swales's CARS model. It was found that Filipino graduate students differ from what the model prescribed. Of the nine moves, five were found to be obligatory deviations from the anchored framework. This result led to the argument that Filipino graduate students tend to discuss their reasons more than enumerate their qualities in establishing themselves as ideal candidate for the program. This suggests that Filipinos mark differences in their writing through structure and content choices.

Implications of the Study

Generalized results led to three classifications: resemblance and deviance, primacy of concerns, and genericness and variations in content. All these are considered the writing identities of the data sources, manifested through the analysis of rhetorical moves and structures. These results also have implications for how the other data source (ChatGPT) presents its outputs. Based on the results, ChatGPT's outputs followed a Western rhetorical style. Its rule-governed style suggests that ChatGPT can still be useful. Knowledge of the structure of both AI- and human-authored texts provides a better basis for scholars to assess texts, particularly their sources, and to conduct further

studies of generated text outputs.

Another implication of the rhetorical analysis results concerns the better use of AI applications in the academe. ChatGPT's ability to mimic rhetorical patterns and structures makes it a strong tool for technical writing. This will allow educators to teach and train learners, specifically if the competence to be honed is the rules governing a particular type of writing. Thus, above all, it implies that, with the emergence of AI applications like ChatGPT, given their ability to generate text patterns, language programs, and policies, these applications must be put to good use.

Conclusion

The link between AI-generated writing and human-written text in academic settings remains an active area of research. As technology develops, a more nuanced understanding of the role AI can play in academic writing and the continual pursuit of academic integrity will be made possible by continued study, flexibility in responding to changing AI capabilities, and investigation of novel assessment techniques. Thus, these are the conclusions drawn based on the findings of this study:

1. Human authors and AI-generated text differ in the rhetorical moves they employ. Thus, it can be concluded that, as humans show their identity through their rhetoric, AI, having seen its rhetoric, is establishing its identity too.
2. Likewise, the rhetorical structures of both humans and AIs are part of their rhetoric; hence, they serve as their respective writing features. Thus, it can be concluded that these results were based on the data set, the programming language used for the AI, and human experience.
3. The results showing that AI can follow rules, but lacks depth in content, put the notion of AI utilization on a more crucial pedestal. With the following findings, such as (1) text resemblance and deviance; (2) primacy of concerns; and (3) genericness of contents, it can be concluded that despite the rhetorical moves and structures used in the AI'd essay, these applications are in no position to replace human authors, particularly in the task of writing personal narratives.

However, based on the results, it can also be concluded that AI, particularly ChatGPT, can be helpful for technical writing. Thus, ChatGPT, with its prevalence in the academe, is better used as a subordinating tool rather than a substitute.

Contributions of Authors

Not indicated.

Funding

Not indicated.

Conflict of Interests

Not indicated.

Acknowledgment

The researcher would like to express his deepest gratitude and sincerest appreciation to the following people who helped make this study possible. Dr. Aprillette C. Devanadera, his research adviser, for the guidance, encouragement, support, effort, and valuable assistance in checking the manuscript and providing suggestions that helped finish this paper. Dr. Nicanor L. Guinto, Dr. Shiela M. Mazarilla, and Prof. Maria Gloria B. Nada, panel for defense, for providing valuable comments and suggestions that further helped the study achieve its objectives. MA in Applied Linguistics Batch 2024, for the constant reminders to finish this paper, and for making the writing process light and fun. STE Faculty, especially Sir Edil and Ma'am Shem, for the support and encouragement during the difficult times, and for covering some duties during consultations. 4th year English majors, for your participation as the data source for this study, and for your understanding and support throughout this writing journey.

References

Alawida, M., Mejri, S., Mehmood, A., Chikhaoui, B., & Abiodun, O.I. (2023). A comprehensive study of ChatGPT: Advancements, limitations, and ethical considerations in natural language processing and cybersecurity. *Information*, 14(8), 462. <https://doi.org/10.3390/info14080462>

Alexander, K., Savvidou, C., & Alexander, C. (2023). Who wrote this essay? Detecting AI-generated writing in second language education in higher education. IATEFL Poland Computer Special Interest Group and The University of Nicosia. <https://www.ceol.com/search/article-detail?id=1167849>

Alhojailan, A. (2020). A narrative analysis of graduate students' academic writing experiences across two languages: English and Arabic. *Studies in English Language Teaching*, 8(2), 99. <https://doi.org/10.22158/selt.v8n2p99>

Allami, H., & Kamezianian, M. (2021). Role of L1 and L2 in the organization of Iranian EFL lived narratives. *Iranian Journal of Applied Linguistics*, 24(1).

Amirjalili, F., Neysani, M., & Nikbakht, A. (2024). Exploring the boundaries of authorship: A comparative analysis of AI-generated text and human academic writing in English literature. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.1347421>

Baskara, F.R. (2023). Integrating ChatGPT into EFL writing instruction: Benefits and challenges. *International Journal of Education and Learning*, 5(1), 44–55. <https://tinyurl.com/bdhkuxwm>

Belcher, D. (2014). What we need and don't need inculcultural rhetoric for: A retrospective and prospective look at an evolving research area. *Journal of Second Language Writing*, 25, 59–67. <https://doi.org/10.1016/j.jslw.2014.06.003>

Blinova, O. (2019). Transference of national rhetorical strategies and argumentation patterns evidence from an advanced English class of L1 Russian speakers. *11th International Conference on Education and New Learning Technologies*, Palma, Spain, pp. 4919–4923. <https://doi.org/10.2139/ssrn.3504156>

Brown, J.D. (2022). (Re)Turning to contrastive rhetoric's basic communication principles: A common ground theory perspective. *Australian Journal of Applied Linguistics*, 5(2), 77-87. <https://eric.ed.gov/?id=ED1358346>

Carreon-Alcando, M. (2021). Evaluation schema in the Sendong survivors' narratives. *Langkit: Journal of Social Sciences and Humanities*, 10, 15-33. <https://doi.org/10.62071/jssh.v10i.95>

Chiu, T., Moorhouse, B.L., Chai, C.S., & Ismailov, M. (2023a). Teacher support and student motivation to learn with Artificial Intelligence (AI) based chatbot. *Interactive Learning Environments*, 1-17. <https://doi.org/10.1080/10494820.2023.2172044>

Chiu, T., Xia, Q., Zhou, X., & Chai, C.S. (2023). Systematic literature review on opportunities, challenges, and future research recommendations of artificial intelligence in education. *Computers and Education: Artificial Intelligence*. <https://doi.org/10.1016/j.caiei.2022.100118>

Choudhury, S. (2023). Languages supported by ChatGPT and how to use it in other languages. *ML YARNING*. <https://tinyurl.com/5v3y8pb>

Devanadera, A. (2018). Assessing Vietnamese EFL students' writing in the light of world English. *Journal of English as an International Language*, 13, 88-105. <https://eric.ed.gov/?id=ED1246909>

Franzke, A.S., Bechmann, A., Zimmer, M., Ess, C., & The Association of Internet Researchers. (2020). Internet research: Ethical guidelines 3.0. <https://aoir.org/reports/ethics3.pdf>

Freeman, R., & Le Rossignol, K. (2015). Writer-as-narrator: Engaging the debate around the (un) reliable narrator in memoir and the personal essay. *TEXT*. <https://tinyurl.com/82f9rtx8>

Goodwin, J. (2015). Personal narrative essays. *San José State University Writing Center*. <https://tinyurl.com/5n8nws92>

Groves, J. (2010). Error or feature? The issue of interlanguage and deviations in non-native varieties of English. *HKBU Papers in Applied Language Studies*, 14(1), 108-129.

Guinto, N. (2012). Defying rhetorical orthodox: The Filipino youth and the structure of their narrative essays. *Annual International Conference on Journalism & Mass Communications*. https://doi.org/10.5176/2301-3729_IMComm12_54

Gustilo, L.E. (2016). Differences in less proficient and more proficient ESL college writing in the Philippine setting. *The Philippine ESL Journal*, 16, 27-45.

Hernandez, H.P. (2022). Compressed and implicit syntactic features of L2 English academic research writing by Filipino research writers across disciplines: A cross-analysis. *Journal of Teaching English for Specific and Academic Purposes*, 051. <https://doi.org/10.22190/ITESPA2201051H>

Hu, K., & Hu, K. (2023). ChatGPT sets record for fastest-growing user base – Analyst note. *Reuters*. <https://tinyurl.com/37bbn63s>

Iqbal, L., Ahmad, A., & Ullah, I. (2020). Narrative style: A sociolinguistic analysis of oral personal experience narratives. *SJESR*, 3(1), 41-47. [https://doi.org/10.36902/sjersr-vol3-iss1-2020\(41-47\)](https://doi.org/10.36902/sjersr-vol3-iss1-2020(41-47))

Jiangli, S. (2019). Contrastive rhetoric and teaching of ESL writing. *Education Quarterly Reviews*, 2(2). <https://papers.ssrn.com/abstract=3414777>

Johnstone, B. (2005). Discourse analysis and narrative. *The Handbook of Discourse Analysis*, 635-649. <https://tinyurl.com/y2bzfsev>

Kaplan, R. (1966). Cultural thought patterns in inter-cultural education. *Language Learning*, 16(1-2), 1-20. <https://doi.org/10.1111/j.1467-1770.1966.tb00804.x>

Kaplan-Rakowski, R., Grotewold, K., Hartwick, P., & Papin, K. (2023). Generative AI and teachers' perspectives on its implementation in education. *Journal of Interactive Learning Research*, 34(2), 313-338. <https://www.learntechlib.org/primary/p/222363/>

Kharttie, B., & Zerhouni, B. (2016). Second language writing from an intercultural rhetoric perspective. *Arab World English Journal (AWE)*, 7(3), p. 95-109. <https://doi.org/10.2139/ssrn.2859245>

Kobayashi, Y. (2020). Rhetorical preferences in L2 writings: A contrastive analysis of metadiscourse markers. *Journal of Modern Languages*, 30(2), 1-24. <https://doi.org/10.22452/jml.vol30no2.1>

Kraft, D. (2019). Contrastive analysis and contrastive rhetoric in the legal writing classroom. *New Mexico Law Review*, 49(1). <https://digitalrepository.unm.edu/nmlr/vol49/iss1/10/>

Kubota, R. (2011). Questioning linguistic instrumentalism: English, neoliberalism, and language tests in Japan. *Linguistics and Education*, 22(3), 248-260. <https://doi.org/10.1016/j.linged.2011.02.002>

Kubota, R., & Lehner, A. (2004). Toward critical contrastive rhetoric. *Journal of Second Language Writing*, 13(1), 7-27. <https://doi.org/10.1016/j.jslw.2004.04.003>

Labov, W., & Waletzky, J. (1997). Narrative analysis: Oral versions of personal experience. *Journal of Narrative & Life History*, 7(1-4), 3-38. <https://doi.org/10.1075/jnlh.7.02nar>

Laongpol, J. (2021). A contrastive study on rhetoric in COVID-19-related news headlines from native and non-native English online newspapers. *3L: The Southeast Asian Journal of English Language Studies*, 27(1), 47-61. <https://doi.org/10.17576/3L-2021-2701-04>

Magday, W., Jr., Razalan, M., Uhuad, K., Concepcion, R.E., Pacarsa, L., & Bartolome, F. (2022). Comparative genre analysis of research abstracts: Philippine versus international colloquia. *Theory and Practice in Language Studies*, 12(6), 1059-1067. <https://doi.org/10.17507/tpls.1206.05>

Messaoudi, A. (2022). A contrastive rhetoric study of Algerian English as a foreign language learners' use of conjunctions in writing argumentative paragraphs the case of second year students at Biskra University. *University of Biskra Repository*. <http://archives.univ-biskra.dz/handle/123456789/21241>

Michel-Villarreal, R., Vilalta-Perdomo, E., Salinas-Navarro, D.E., Thierry-Aguilera, R., & Gerardou, F.S. (2023). Challenges and opportunities of generative AI for higher education as explained by ChatGPT. *Education Sciences*, 13(9), 856. <https://doi.org/10.3390/edusc13090856>

Miller, R., Mitchell, T., & Pessoa, S. (2014). Valued voices: Students' use of engagement in argumentative history writing. *Linguistics and Education*, 28, 107-120. <https://doi.org/10.1016/j.linged.2014.10.002>

Moreno, A., & Swales, J. (2018). Strengthening move analysis methodology towards bridging the function-form gap. *English for Specific Purposes*, 50, 40-63. <https://doi.org/10.1016/j.esp.2017.11.006>

Nadeem, N. (2021). Personal experience narrative structure in "Al-ikhlas" Hadith. *English Language and Literature Studies*, 12(1), p. 12. <https://doi.org/10.5539/ells.v12n1p12>

Nash, R. (2019). Liberating scholarly writing: The power of personal narrative. *IAP*.

Nordquist, R. (2018). What is contrastive rhetoric? ThoughtCo. <https://tinyurl.com/5d7d4p6e>

Noy, S., & Zhang, W. (2023). Experimental evidence on the productivity effects of generative artificial intelligence. *Science*. <https://www.science.org/doi/10.1126/science.adh2586>

Ochs, E., & Capps, L. (2002). *Living narrative: Creating lives in everyday storytelling*. Harvard University Press.

Okaiyeto, S.A., Bai, J., & Xiao, H. (2023). Generative AI in education: To embrace it or not? *International Journal of Agricultural and Biological Engineering*, 16(3), 285-286. <https://www.jabe.org/index.php/jabe/article/view/8486>

Polanyi, L. (2005). The linguistic structure of discourse. In D. Schiffriin, D. Tannen, & H.E. Hamilton (Eds.), *The Handbook of Discourse Analysis* (1st ed., pp. 265-281). Wiley. <https://doi.org/10.1002/9780470753460.ch15>

Quinn, J. (2012). Using contrastive rhetoric in the ESL classroom. *Teaching English in the Two-Year College*, 40(1), 31-38.

Ramazanian, M., & Allami, H. (2019). Constructing stories in a foreign language: Analysis of Iranian EFL learners' lived narratives structure. *Applied Research on English Language*, 8(3). <https://doaj.org/article/0a90dcc9e19e400ebab513d1a0578e>

Raza, N., Ahmad, S., & Naseem, S. (2023). Narrative analysis of short story "Martand" by "Nayantara Sahgal" through the Labov Model. *Harf-o-Sukhan*, 7(3), 471-476. <https://harf-o-sukhan.com/index.php/Harf-o-sukhan/article/view/908>

Rellorosa, F. (2013). Cognitive structuring of personal statements in Philippine English: A move-step analysis of graduate application essays written by prospective Filipino graduate students. *GSTF International Journal on Education*, 1(1). https://doi.org/10.5176/2345-7163_1.1.1

Tarrayo, V. (2018). Beauty in brevity: Capturing the narrative structure of flash fiction by Filipino writers. *Journal on English Language Teaching*, 8(2), 36-56. <https://eric.ed.gov/?id=ED1185412>

Tibordo, J.R.C., Aceron R.M., Sapungan, R.M., & Bañez, R.M. (2018). Rhetorical moves in SLSU graduate theses and the student-writers' identity construction. *International Journal of Recent Innovations in Academic Research*, 2(5), 173-225.

Torres, J., & Medriano, R., Jr. (2020). Rhetorical organization of Ilocano and Tagalog pre-service teachers in their argumentative essays. *ERIC*. <https://eric.ed.gov/?id=ED605579>

Wang, J. (2008). Toward a critical perspective of culture: Contrast or compare rhetorics. *Journal of Technical Writing and Communication*, 38(2), 133-148. <https://doi.org/10.2190/TW.38.2.c>

Wu, K.-L. (2021). Contrastive rhetoric in the EFL college composition classroom. *應用語文學報*, 14. https://doi.org/10.6906/1AL.202112_14.0004

Zhang, F., & You, H. (2009). Motives of indirectness in daily communication – An Asian perspective. *Asian Culture and History*, 1(2), p99. <https://doi.org/10.5539/ach.v1n2p99>