The Effect of the Blackout Technique in Teaching Turkish to Foreigners on Students' Creative Writing Attitudes*

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Abstract

This study aims to examine the effect of the blackout technique on students' creative writing attitudes in teaching Turkish as a foreign language. By introducing a new approach to the writing process, the study seeks to improve students' writing competence and foster more positive attitudes toward writing. A pretest-posttest control group mixed design was employed with 60 C1-level students at Giresun University Turkish Language Teaching Center (TÖMER) during the 2023–2024 academic year. Participants were divided into two groups: an experimental group (n = 30) and a control group (n = 30). Data were collected using the "Writing Attitude Scale for Turkish as a Foreign Language Learners" and a five-question interview form. Over a ten-week period, the experimental group engaged in creative writing activities using the blackout technique, while the control group continued with traditional writing tasks. Findings revealed that the blackout technique significantly enhanced the writing attitudes of the experimental group. Statistical analysis indicated higher post-test scores in the experimental group compared to the control group. Student feedback described the technique as fun, creative, and motivating, though some participants found it complex and at times tedious. Overall, the results demonstrate that the blackout technique effectively strengthens creative writing attitudes, increases motivation, and enriches the writing process. The study highlights the potential of this method to contribute to innovative writing practices in teaching Turkish to foreigners, while also emphasizing the need to account for individual differences in its application.

Keywords: *Blackout technique, creative writing, teaching Turkish to foreigners, writing attitude.*

Yabancılara Türkçe Öğretiminde Karartma (Blackout) Tekniğinin Öğrencilerin Yaratıcı Yazma Tutumuna Etkisi

Öz

Bu araştırmanın amacı, karartma (blackout) tekniğinin yabancılara Türkçe öğretiminde öğrencilerin yaratıcı yazma tutumlarına etkisini incelemektir. Çalışmada, yaratıcı yazma sürecine yenilikçi bir yaklaşım sunularak öğrencilerin yazma becerilerini geliştirmek ve yazmaya yönelik tutumlarını olumlu yönde değiştirmek hedeflenmiştir. Araştırmada, ön test-son test kontrol gruplu karma desen kullanılmıştır. Bu çalışma, 2023-2024 eğitim öğretim yılında Giresun Üniversitesi Türkçe Öğretim Merkezinde (TÖMER) öğrenim gören C1 seviyesindeki öğrencilerden oluşan 30 deney ve 30 kontrol grubu toplam 60 öğrenciyle yürütülmüştür. Veri toplama araçları olarak "Türkçeyi Yabancı Dil Olarak Öğrenenlere Yönelik Yazma Tutum Ölçeği" ve beş sorudan oluşan yarı yapılandırılmış görüşme formu kullanılmıştır. On hafta süren deneysel süreç boyunca deney grubuna karartma tekniğiyle yaratıcı yazma çalışmaları uygulanmış, kontrol grubu ise geleneksel yazma etkinlikleriyle derslere devam etmiştir. Araştırmanın bulguları, karartma tekniğinin deney grubundaki öğrencilerin yazmaya yönelik tutumlarında anlamlı bir artış sağladığını göstermiştir. Deney grubunun son test puanlarının kontrol grubuna kıyasla istatistiksel olarak daha yüksek olduğu tespit edilmiştir. Öğrencilerin görüşleri; yöntemin eğlenceli, yaratıcı ve motive edici olduğunu ortaya koymuştur. Bununla birlikte yöntemin bazı öğrenciler tarafından karmaşık ya da sıkıcı bulunduğu da ifade edilmiştir. Araştırma, karartma tekniğinin öğrencilerin yaratıcı yazma tutumlarını geliştirmek için etkili bir yöntem olduğunu ortaya koymuştur. Bu yöntemin öğrencilerde yazma motivasyonunu artırdığı ve öğrenme sürecine farklı bir boyut kazandırdığı görülmüş; yöntemin uygulanmasında bireysel farklılıkların dikkate alınmasının gerekliliği vurgulanmıştır. Çalışmanın yabancılara Türkçe öğretiminde yenilikçi yazma yöntemlerinin geliştirilmesine yönelik önemli bir katkı sunacağı düşünülmektedir.

Anahtar kelimeler: Karartma tekniği, yaratıcı yazma, yabancılara Türkçe öğretimi, yazma tutumu.

Introduction

Language serves as a fundamental tool that enables individuals to express themselves, communicate, and develop social relationships (Bakır, 2019). Learning a language involves not only acquiring grammatical structures and vocabulary but also exploring the cultural and creative aspects of the language. In this context, Barın's (2004) study addresses the fundamental principles of teaching Turkish to foreigners and outlines key considerations in the process of teaching Turkish as a foreign language. Barın (2004) emphasizes the importance of cultural elements in language teaching and suggests strategies that help students understand language use within a cultural context, in addition to its structural features. This study presents essential approaches to teaching of Turkish as a foreign language.

Teaching Turkish as a foreign language aims to effectively convey both the rule-based and creative aspects of the language to students. In this process, the development of students' written expression skills holds significant importance. Enhancing these writing skills can be achieved through innovative methods that support students' creative thinking and their ability to produce original content. In recent years, various techniques and methods have been implemented to develop creative writing skills in language teaching. One such method is the blackout technique, which allows students to reinterpret an existing text and generate new meanings, thereby promoting creative thinking. The blackout technique enables students to make artistic alterations to a text, focus their attention on specific words, and create unique sentences.

In general, this technique contributes to students' development of both language skills and the expression of their creativity. Especially in foreign language teaching, it is essential for learners to use the language effectively as a means of communication and grasp its aesthetic and cultural dimensions. In this context, the blackout technique enables students to create original and creative works from existing texts, while also helping them understand the expressive power of the language at a deeper level. The pedagogical contributions of the blackout technique can also be effective across different aspects of language teaching. For instance, through this technique, students can expand their vocabulary while enhancing their text analysis skills. Additionally, by interacting with texts, students can better comprehend the meaning dimension of the language and engage more actively in the language learning process (Bölükbaş, 2015). This situation

enables learners to transform from passive recipients of information into active participants in the learning process.

The blackout technique is also engaging, adding an aesthetic and artistic dimension to the writing process. As students reshape an existing text according to their imagination and perceptions, they learn to apply grammar rules while simultaneously enhancing their creativity. This process equips learners with the ability to think about a text from different perspectives and to restructure it. Particularly in classrooms where Turkish is taught as a foreign language, the use of such creative writing techniques can inject new dynamism into the language learning process. Understanding the impact of the blackout technique on students learning Turkish as a foreign language is crucial for better evaluating the pedagogical effectiveness of this method. Therefore, the blackout technique can be regarded as an innovative tool that can be examined both theoretically and practically in language teaching.

In this context, this study aims to examine the effect of the blackout technique on students' attitudes toward creative writing in teaching Turkish to foreigners and to introduce this technique as a writing method in teaching Turkish as a foreign language in Turkey, thereby contributing to the literature. To achieve this aim, the following research questions will be addressed.

1. Is there a significant difference in pre-test attitude scores between the experimental group, which received training based on the blackout technique, and the control group, which received the existing instruction?
2. Is there a significant difference in the mean pre-test and post-test attitude scores of the control group students who received the existing instruction?
3. Is there a significant difference between the mean pre-test and post-test attitude scores of the experimental group students?
4. Is there a significant difference in the post-test attitude scores between the experimental group, which received training based on the blackout technique, and the control group, which received the existing instruction?
5. What are the opinions of the students in the experimental group regarding the training conducted using the blackout technique?
The methods and techniques used in teaching Turkish to foreigners are tailored to effectively develop students' language skills according to different learning styles and needs. These methods and techniques aim to facilitate

language acquisition while ensuring that students can use Turkish effectively. Factors such as the proficiency level of the learner group, learning motivation, and instructionalobjectives play a significant role in the selection of appropriate methods and techniques (Alan, 2019).

One of these methods and techniques is creative writing. While this technique improves students' writing skills in language teaching, it also supports their thinking, imagination, and ability to create original content. Creative writing enables students to develop their language use more flexibly and artistically (Aşcı & Topçu, 2020). In Turkish language teaching, creative writing techniques, such as the blackout technique, encourage students to generate new meanings by utilizing existing texts. In this context, Susar's (2009) doctoral thesis examines the impact of creative writing practices on primary school students' writing skills and attitudes towards Turkish lessons. This research investigates the effects of creative writing activities on students' written expression skills and the attitudes they develop towards their lessons.

These techniques encourage students to take a greater interest in the writing process, thereby enhancing their language skills and strengthening their written expression abilities. Rather than relying on a single method in language teaching, using a variety of approaches can enrich students' learning experiences. In teaching Turkish to foreigners, a mixed-method approach provides a teaching process that simultaneously develops grammatical structures, communication skills, and creative thinking abilities (Aydın, 2010). Teachers can offer a more effective learning experience by combining multiple methods and techniques according to the needs of their students. One of these methods and techniques is the blackout technique, which is not widely discussed in the literature.

The blackout technique is a writing method that involves reorganizing an existing text to highlight specific words or phrases while disregarding or obscuring others, thereby creating new meanings from the highlighted words. It is also noteworthy that in the study by Suluastri et al. (2023), the use of blackout poetry was examined to explore how it can enhance creative writing skills among language learners. The study concluded that blackout poetry is an effective method for improving creative writing abilities in language learning. This technique allows students to create their own poems by selecting or obscuring words from a specific text. Research

indicates that through this method, students enhance their language skills and develop original thinking and creative expression abilities (İpek, 2020).

In the blackout technique, specific words are selected from a written text, and the remaining parts are obscured to create a new meaning through the chosen words. This technique enables students to freely express their own thoughts and creative ideas, moving away from the original meaning of the text. It represents a different dimension of creative writing by stimulating students' imaginations. Additionally, in the study by Beydemir and Susar (2012), the effect of the creative writing approach on the writing attitudes of 5th-grade Turkish students was investigated. The research revealed that creative writing activities enhance primary school students' interest and motivation in the writing process. The creative writing approach not only supports students' written expression skills but also contributes to the development of a positive attitude toward writing.

Method
Research Model
In this study, a mixed-methods design has been adopted. In this context, the responses given by the students to the interview questions constitute the qualitative data, while the findings obtained through experimental procedures represented the quantitative data. In the quantitative section of the research, a pre-test/post-test control group experimental model was employed to investigate the effect of the blackout technique on students' attitudes toward creative writing in teaching Turkish to foreigners. Experimental research is one of the most reliable scientific methods for making definitive inferences regarding the effect of an independent variable on a dependent variable (Büyüköztürk et al., 2008). In this model, an experimental group and a control group were formed, and pre-test and post-test measurements were administered to both groups. While the experimental group received creative writing instructionusing the blackout technique, the control group continued with existing writing practices.

Table 1. *Research plan according to the experimental design*

Group Name	Before Experiment	Experiment Process	After Experiment
Experimental Group	Pre-test of the writing attitude scale for learners of Turkish as a foreign language	Creative writing education activities using the blackout technique	Post-test of the writing attitude scale for learners of Turkish as a foreign language Application of semi-structured interview questions
Control Group	Pre-test of the writing attitude scale for learners of Turkish as a foreign language	Existing writing activities applied according to the curriculum	Post-test of the writing attitude scale for learners of Turkish as a foreign language

Working Group/Participants

The study group of the research consists of a total of 60 foreign students at the C1 level, including 30 students in the control group and 30 students in the experimental group, who were learning the Turkish at the Turkish Language Teaching Center (TÖMER) of Giresun University during the 2023-2024 academic year. The demographic characteristics of the participating students are presented in Table 2.

Table 2. *Characteristics of the students in the study*

Demographic Characteristics		n	%
Gender	Woman	27	45,00
	Boy	33	55,00
Age	17	3	5,00
	18	22	36,67
	19	16	26,67
	20	11	18,33
	21	4	6,67
	22	2	3,33
	31	1	1,67
	33	1	1,67
Nationality	Kazakhstan	32	53,33
	Kyrgyzstan	9	15,00

Azerbaijan	7	11,67
Afghanistan	3	5,00
Yemen	2	3,33
Pakistan	2	3,33
Sudan	2	3,33
Iran	1	1,67
Iraq	1	1,67
Mali	1	1,67

As shown in Table 2, the study includes a total of 60 students. Of these students, 33 are male and 27 are female. The students come from ten different countries (Kazakhstan, Kyrgyzstan, Azerbaijan, Afghanistan, Yemen, Pakistan, Sudan, Iran, Iraq, and Mali), and their ages range from 17 to 33 years.

Data Collection Tools
The data collection tools used in the research consist of a writing attitude scale for learners of Turkish as a foreign language and a set of interview questions.

Writing Attitude Scale for Turkish Language Learners as a Foreign Language
The primary data collection instrument used in this research is an attitude scale developed by Tuba Kaplan (2018), consisting of 14 items aimed at assessing the writing attitudes of students learning Turkish as a foreign language. The scale includes seven positively worded items and seven negatively worded items. It is scored using a five-point Likert scale: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). Based on the scoring system, students can obtain a maximum score of 70 and a minimum score of 14. The scale was administered as both a pre-test and a post-test to measure changes in students' attitudes towards writing.

Semi-structured Interview Form
A semi-structured interview form consisting of five questions was developed to explore the creative writing experiences of the students in the experimental group and their perceptions of the blackout technique. The form was administered to obtain in-depth insights into their experiences. The students' direct statements were coded as S1, S2, S3, and so forth. In this study, direct quotations from student responses - which were utilized to generate the relevant codes and categories, were included.

Experimental Process

The experimental process lasted ten weeks. The experimental group received creative writing instruction using the blackout technique, while the control group continued with the existing writing practices. Throughout the implementation, efforts were made to enhance the creative writing skills of the students in the experimental group through activities based on the blackout technique. Changes in students' writing attitudes were evaluated at the end of this process. Pre-tests and post-tests were administered to both the experimental and control groups, and the results were compared. In addition, the writing activities for the experimental group were designed in accordance with the C1-level writing competencies specified in the Common European Framework of Reference for Languages (CEFR) and aligned with the Curriculum for Teaching Turkish as a Foreign Language.

Implementation of the Research (Blackout Technique Activities)

The "100 Basic Works of the Ministry of National Education" were used for the blackout technique activities conducted with the students. A sample lesson plan related to the implementation during the ten-week instruction period is presented in Table 3.

Table 3. *Sample lesson plan related to ımplementation*

Date	07.05.2024
Course	Turkish
Learning Area	Writing
Level	C1
Duration	40 minutes
Methods and Techniques	Lecture, question, and answer
Materials and Equipment	Paper, pencils, crayons
Book Title	Human Lives by What
Author	Leo Tolstoy
Page Used	p. 83
Publisher	Can Publishing
Activity	Forming a question sentence using the words from the text.
Outcome	The student can write grammatically correct texts by diversifying vocabulary and style according to the audience, text type, and topic.

The fifth implementation lesson plan was designed for a Turkish language course held on May 7, 2024, focusing on the writing learning domain. This session, conducted with C1- level students, aimed to improve their writing skills through the blackout technique whilesupporting their creative thinking abilities. The lesson lasted 40 minutes and was carried out using presentation and question-and-answer methods. For this activity, page 83 of *Leo Tolstoy's What Men Live By,* published by Can Yayınları, was selected as the primary instructional material. Throughout the activity, students were provided with paper, pens, and colored pencils. They were instructed to carefully examine the words on the selected page and construct a meaningful question sentence using those words. This task aimed to encourage students to apply grammar rules, expand their vocabulary, and produce an original text with coherence. The activity not only stimulated students' creative thinking skills but also offered an opportunity to develop their question-forming abilities. In the second phase of the activity, students were asked to visually represent their constructed question sentence on the page in a creative manner.
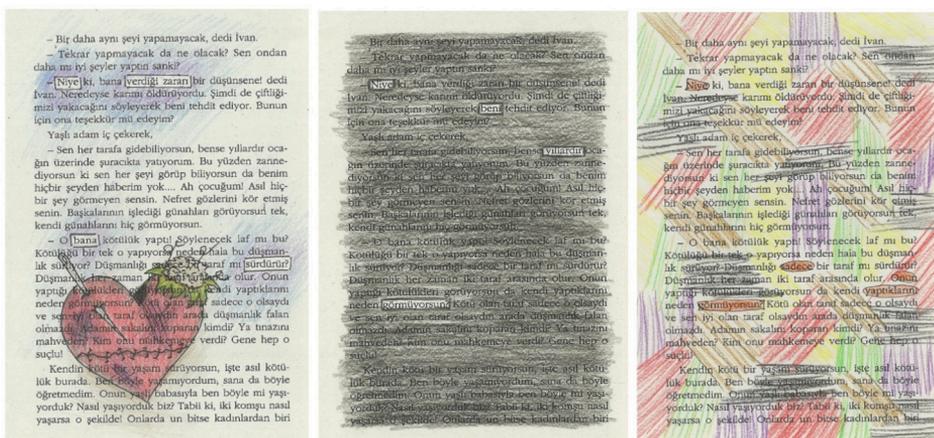
Figure 1. *Examples of students' work produced during the implementation*

Data Collection and Analysis

In the data collection process, a pre-test of the writing attitude scale for learners of Turkish as a foreign language was first administered to both groups. After the completing of the experimental process, a post-test was conducted, and the pre-test and post-test results of the experimental and control groups were compared. The normality assumption of the data was examined, and the relevant values are presented in Table 4.

Table 4. *Normality test*

Method		Kolmogorov- Smirnov			Shapiro- Wilk		
		Statistic	n	p	Statistic	n	p
Pre-test	Control	.084	30	.200	.982	30	.872
	Experiment	.138	30	.149	.966	30	.427
Post-test	Control	.085	30	.200	.988	30	.977
	Experiment	.155	30	.065	.932	30	.056

Based on Table 4, the pre-test and post-test scores of the experimental and control groups were found to be normally distributed. Therefore, statistical tests that assume normality were used in the analysis. Paired-samples t-test and independent-samples t-test were conducted for within-group and between-group comparisons, respectively. Additionally, the qualitative data obtained from the semi-structured interview forms were have analyzed using content analysis. When evaluating the scores obtained from the Writing Attitude Scale for Learners of Turkish as a Foreign Language, mean scores were taken into consideration. The mean score ranges were classified as follows: 1.00 -1.80 = very low, 1.81- 2.60 = low, 2.61 - 3.40 moderate, 3.41 - 4.20 high, and 4.21 - 5.00 very high.

Validity and Reliability
The validity and reliability of the Writing Attitude Scale for Learners of Turkish as a Foreign Language used in this study are based on the work conducted by Tuba Kaplan (2018). The Cronbach's alpha coefficient of the scale was calculated to be 0.85, indicating that the scale is unidimensional. The researcher conducted a validity and reliability study of this scale. As a result of the studies conducted, the final version of the scale yielded an alpha reliability coefficient of 0.81. Additionally, to enhance the validity and reliability of the semi-structured interview form, a content analysis was performed by three experts outside of the research team, and an average value was obtained.

Findings
Findings Related to the First Sub-Problem of the Research
Is there a significant difference in the pre-test attitude scores between the experimental group, which received instruction based on the blackout technique, and the control group, which received traditional instruction?

To address the first research question, an independent samples t-test was

conducted to determine whether there was a significant difference between the pre-test attitude scores of the students in the experimental group, who received instruction based on the blackout technique, and those in the control group, who received traditional instruction, according to the Writing Attitude Scale for Learners of Turkish as a Foreign Language. The findings are presented in Table 5.

Table 5. *Independent samples t-test results for pre-test mean attitude scores of the control and experimental groups*

Group	N	X	S	sd	t	p
Control	30	3.245	.441	58	-.212	.833
Experiment	30	3.269	.429			

The results showed that there was no statistically significant difference between the pre-test mean attitude scores of the experimental and control groups, t(58) = -0.212, p > .05. Both groups demonstrated a moderate level of writing attitude prior to the intervention. This indicates that the initial creative writing attitudes of the students in the two groups were quite similar before the experimental process. The absence of a significant difference supports the methodological robustness of the study, confirming that both groups were on equal footing prior to the instructional intervention. Therefore, any changes observed in the subsequent measurements can be more confidently attributed to the implementation of the blackout technique. This similarity in pre-test results provides a reliable foundation for evaluating the effect of the experimental treatment.

Findings Related to the Second Research Question
1. What are the mean pre-test and post-test attitude scores of the control group students who received traditional instruction?

To answer the second research question, a paired samples t-test was conducted to compare the mean pre-test and post-test attitude scores of the control group students based on the Attitude Scale for Learners of Turkish as a Foreign Language. The results are presented in Table 6.

Table 6. *Paired samples t-test results for the pre-test and post-test mean attitude scores of the control group students*

Application	N	X	S	sd	t	p
Pre-test	30	3.245	.441	29	-4.475	.000*
Post-test	30	3.364	.383			

*p<.01

The results indicated a statistically significant difference between the pre-test and post-test mean attitude scores of the control group students, $t(29)$ = -4.475, $p < .01$. This finding suggests that the traditional writing activities applied in the control group had an impact on students' writing attitudes. However, when examining the mean scores (pre-test: M=3.245; post-test: M=3.364), it can be seen that this effect was limited. Although a slight increase was observed in the post-test scores, the overall attitude level of the control group remained in the moderate range.

Findings Related to the Third Research Question

1. What are the mean pre-test and post-test attitude scores of the experimental group students?

To answer the third research question, a paired samples t-test was conducted to compare the mean pre-test and post-test attitude scores of the experimental group students who received instruction based on the blackout technique, according to the Writing Attitude Scale for Learners of Turkish as a Foreign Language. The results are presented in Table

Table 7. *Paired samples t-test results for the pre-test and post-test mean attitude scores of the experimental group students*

Application	N	X	S	sd	t	p
Pre-test	30	3.269	.429	29	-3.395	.002*
Post-test	30	3.795	.590			

*p<.01

A statistically significant difference was found between the pre-test and post-test mean attitude scores of the experimental group, $t(29)$ = -3.395, $p < .01$. This result indicates that the blackout technique implemented with the experimental group had a positive and significant effect on students' writing attitudes. The mean pre-test attitude score of the experimental group (M=3.269) reflected a moderate level, while the post-test score

(M= 3.795) increased to a high level. This increase demonstrates that the blackout technique had a stronger and more pronounced effect on students' writing attitudes compared to traditional instructional methods.

Findings Related to the Fourth Research Question
1. Is there a significant difference between the post-test attitude scores of the students in the experimental group, who received instruction based on the blackout technique, and the students in the control group, who received traditional instruction?

To address the fourth research question, an Independent Samples t-test was conducted to determine whether there was a significant difference between the post-test attitude scores of the experimental group, who received instruction based on the blackout technique, and the control group, who received traditional instruction, according to the Writing Attitude Scale for Learners of Turkish as a Foreign Language. The findings arepresented in Table 8.

Table 8. *Independent samples t-test results for the post-test mean attitude scores of the experimental and control groups*

Group	N	X	S	sd	t	p
Control	30	3.364	.383	58	-3.353	.001*
Experiment	30	3.795	.590			

*p <.01

According to the results of the independent Samples t-test presented in Table 8, there was a statistically significant difference between the post-test attitude scores of the experimental and control groups, t(58) = -3.353, p < .01. This finding indicates that the blackout technique implemented with the experimental group had a greater impact on students' creative writing attitudes compared to traditional instruction. The control group's mean post-test attitude score (M = 3.364) remained at a moderate level, while the experimental group's mean score (M = 3.795) reached a high level. The significantly higher scores of the experimental group suggest that the blackout technique effectively enhances students' writing attitudes.

Findings Related to the Interview Questions
Findings Related to the Fifth Research Question
Following the ten-week instructional process implemented with the experimental group, a semi-structured interview form consisting of five questions was administered to explore students' opinions about the writing

lessons designed using the blackout technique. The qualitative findings obtained from the interviews were analyzed through a coding process, and the results are presented in tables with the corresponding codes.

Table 9. Students' opinions on the question: *"Can you compare the writing activities done in the lessons with the writing activities done using the blackout technique and explain whether there are similarities or differences?"*

Theme/Code	f	%
Not Similar	25	83.33
Fun	11	36.67
Illustrated/Visual support	8	26.67
Creative	7	23.33
Interesting	5	16.67
Similar	2	6.67

According to the student opinions presented in Table 9, the writing activities conducted using the blackout technique significantly differed from the traditional writing activities in the classroom. A large majority of the students (83.33%) stated that they did not find the blackout technique similar to the conventional writing activities. This suggests that the blackout technique provides students with an unconventional and distinctive writing experience. In contrast, only 6.67% of the students expressed that the two types of activities were similar.

Students' responses also shed light on the characteristics of the blackout technique activities. While 36.67% of the students indicated that the activities were enjoyable, 26.67% emphasized that the presence of illustrations made the process different from traditional writing tasks. Additionally, 23.33% described the technique as interesting, and 16.67% evaluated it as a creative activity. These findings demonstrate that the blackout technique offers a learning environment that is not only enjoyable but also creative and engaging for students. Sample student statements supporting these findings are given below:

S7: *"In my opinion, there is no similarity at all; they are completely different. However, both activities are very appealing to me and enhance my writing ability."*

S22: *"There are differences. Having short sentences and incorporating*

visual elements makes the task more enjoyable."

S21: "There are many similarities between the writing activities done at TÖMER. I really enjoy the writing lessons, so both are very interesting and contribute to improving my understanding of Turkish."

S15: "The blackout technique seems more interesting to me. In the past, I used to dislike writing classes."

S11: "This technique is very different from the reguler classes. I love that is more creative. Here, we find the words ourselves and create sentences. But my favorite part is coloring with the pencils."

Table 10. *Students opinions on the most striking aspect of the blackout technique*

Student Answers	f	%
Short and simplified sentences	22	73.33
Creating sentences by selecting words	18	60
Use of illustrations and visual elements	12	40
Boring	2	6.67

According to the student opinions presented in Table 10, elements that capture students' attention in the blackout technique highlight the method's distinctive and innovative u features. A total of 73.33% of the students indicated that the use of shorts and simplified sentences was an attention-grabbing characteristic of the technique. This suggests that students perceive the blackout technique as a simple, accessible, and less demanding writing process. In addition 60% of the students noted that selecting words to create their own sentences was an intriguing feature, intriguing feature, indicating that This the method promotes active participation and may enhance students' linguistic awareness.

Furthermore, 40% of the students emphasized that incorporating illustrations and visual elements made the learning process more engaging and creative. Only 6.67% of the students found the technique boring, demonstrating individual differences influence how learnes perceive and engage with writing activites. Below are additional student statements supporting these findings:

S5: "This technique facilitates the creation of meaningful sentences, and its visual aspect enhances imagination. It is beneficial for constructing concise and impactful sentences."

S21: "What caught my attention is that we find the words ourselves and draw pictures. We also learn new words. I can say that this is an appropriatetechnique for foreign learners."

S9: "I really like constructing short sentences in this writing technique. It involves creating meaningful sentences with just a few words."

S20: "The most striking aspect of the blackout technique for me is the visuals, as they make the lessons more enjoyable. However, what I like the most is that there is no need to write long passages; short sentences are sufficient."

S27: "I didn't notice anything, it's so boring."

Table 11. *Students' opinions on how the blackout technique affects their writing skills*

Student Answers	f	%
Made writing sentences easier	22	73.33
I learned new words	9	30.00
Positive	23	76.67
Negative	3	10.00

According to the student opinions presented in Table 11, activities conducted using the blackout technique are perceived to have significantly positive contributions to students' writing skills. A total of 76.67% of the students stated that the blackout technique positively affected their writing abilities. This indicates that students generally view the method as beneficial and supportive of the writing process. Moreover, 73.33% of the students reported that the blackout technique made sentence it easier to write sentences. This finding suggests that the method simplifies writing tasks and increases students' confidence in producing written content. Additionally, 30% of the students stated that they learned new vocabulary during these activities, demonstrating that the blackout technique not only improves writing skills but also contributes to vocabulary development. However, a small group (10%) indicated that the method had a negative

impact on their writing skills. This finding shows that not every student is affected similarly by the learning and writing processes, highlighting the importance of considering individual differences. Below are some student opinions:

S2: "I had to use the wordsavailale on the page while writing, as there were no other alternatives.. Therefore, I wascompelled to learn new vocabulary."

S9: "This technique made sentence writing easier for me. I was able to construct meaningful and accurate sentences using the prepared text."

S10: "The blackout technique was enjoyable for all students, and it contributed to the improvement of our skills."

S13: "For me, the positive aspects of this technique are more prominent because it helps students learn new words."

S28: "I do not enjoy writing and prefer visuals, pictures are more meaningful to me."

Table 12. Students' responsesto the question*"Can you explain your thoughts on the blackout technique?"*

Student Responses	f	%
It makes writing more enjoyable	23	76.67
It's fun	12	40.00
It is interesting	9	30.00
It is thought provoking	7	23.3
It is boring	5	16.67

Table 12 demonstrates that presents student generally have positive perceptions of the blackout technique. Approximately 76.67% of them stated that the method made writing more enjoyable, indicating that the blackout technique contributes to the writing process by increasing motivation and supporting creativy. Additionally, 40% of the students described the activitiy as fun, while 30% considered it interesting. These results suggest that the blackout technique helps break the monotony of traditional learning environments, enhances students' engagement, and encourages active participation in the writing process.

Furthermore, 23.33% of students characterized this method as thought-provoking, which highlights its potential to foster critical and creative thinking skills. Conversely, 16.67% of students found the method boring. This finding indicates that not all learners demonstrate the same level of interest in the technique, emphasizing the importence of considering individual differences in instructional design. Such negative feedback may imply that the blackout technique was less effective for some students or did not fully address diverse learning needs within the writing classroom. Below are some representative student opinions.

S2: "I believe that the blackout technique is highly effective technique. In my opinion, it makes writing easier, especially for foreign students."

S22: "I think it is a very enjoyable and fun technique. Since we create illustrations and colorful shapes within the text, it makes the writing process more engaging."

S18: "This technique is very interesting. Actually, it is the first time I have experienced such an activity. I believe the blackout technique is unique and contributes to the development of creative thinking."

S10: "I learned a great deal about the blackout technique. It helps reveal one's skills, and I really liked it. Iwould like to have more lessons like this. It was a very intriguing technique that Teacher Hatice introduced to us, and Iam very statisfied."

S7: "I think it is an interesting and exciting experience. It is completely different from ordinary activites, and with a limited number of words, one can create a meaningful sentence or poem, which I believe requires talent."

Table 13. Student opinions on the question *"Would you like to use the blackout technique in future writing activities? Why?"*

Student Answers	f	%
Yes	23	76.67
No	6	20
Undecided	1	3.33
Different	27	90
It's fun	13	43.33

Table 13 shows that student opinions largely support the use of the blackout technique in future writing activities. 76.67% of students expressed a desire for the blackout technique to be incorporated into their subsequent writing tasks. This high percentage indicates that students perceive the method as beneficial, engaging, and effective. Additionally, 90% of the students described the blackout technique as a "different" approach. This finding suggests that the method distinguishes itself from traditional writing activities and offers students an innovative and creative experience. Furthermore, 43.33% of the respondents stated that they found the technique enjoyable. These results reveal that the blackout technique positively contributes to students'motivation and interest in writing. Below are some excerpts student opinions.

S23: "I would certainly like to use the blackout technique in future writing activities because it adds color to the lessons and makes the class very enjoyable. Therefore, I would definitely prefer it to continue."

S7: "I would definitely use it because the more technical language we use while writing, the better the quality of our our writing becomes."

S9: "I don't want to use this technique much in the future because I find it bit boring. However, it was interesting for us and really caught my attention. It aims to teach how to construct sentences correctly."

S11: "I would like to use it because it is different from traditional techniques and more interesting. In traditional methods, everything feels a bit boring."

S14: "I would not want to use it at all, because I believe every student should be able to create meaningful sentences using their own words."

Discussion and Conclusion
This study examined the effect of the blackout technique on the creative writing attitudes of students learning Turkish as a foreign language. The significant increase in the post-test attitude scores of the experimental group indicates that the blackout technique is an effective method for enhancing creative writing attitudes. Although some improvement in writing attitudes was also observed in the control group, this increase is not as pronounced as that in the experimental group. This finding suggests that the blackout technique provides a stronger impact compared to traditional

methods. Notably, 73.33% of the students stated that the technique made writing sentences easier, and 76.67% emphasized its encouraging effect on writing, supporting the motivational aspects of this method. Studies in the literature also corroborate these findings. For instance, Aktaş (2009) noted that creative writing methods positively contribute to writing success and skill development.

In addition to the effects of the blackout technique on writing skills, it has been observed that the method influences students' attitudes towards the writing process. When examining students' views on the technique, it is stated that the blackout method offers a different and innovative approach compared to traditional practices. These findings are consistent with the results of researchers such as Bayat (2016) and Güneş (2021), who suggest that creative writing techniques foster positive perceptions of the writing process among students. The fact that 90% of the students describe the method as a different writing experience supports the potential of the blackout technique to transform the writing process into a creative exploration, as proposed by Suluastri et al. (2023). However, some students perceive the method as boring or complex, highlighting the effect of individual differences on writing skills and attitudes. This finding aligns with the recommendations of Kara (2015) and Tok (2013), which emphasize the necessity of considering individual differences in writing instruction. Although the method is noted to provide opportunities for visual engagement and active participation, it is understood that these elements do not have the same level of impact on every student. The findings demonstrate that the blackout technique not only enhances creative writing attitudes but also contributes to students' vocabulary development and linguistic awareness. The fact that 30% of the students reported learning new words further supports the linguistic benefits of the technique. This finding is in line with the contributions of creative writing techniques to vocabulary learning, as highlighted in studies by Çangal (2020) and Fidan (2015). Furthermore, it is considered necessary to make the method more inclusive and sensitive to individual needs, as suggested by both the research findings and the recommendations in the literatüre (Demirbaş, 2005; Büyüköztürk et al., 2008).

In this study focusing on the effectiveness of the blackout technique, a significant transformation has been observed not only in the students' development of creative writing skills but also in their attitudes towards the

writing process. The students expressed that they found the blackout technique both entertaining and thought-provoking, indicating that the method made learning more engaging and less monotonous. Furthermore, feedback from 73.33% of the students suggested that the technique facilitated sentence writing, demonstrating that it rendered the writing process more accessible and motivating. These findings align with the studies conducted by Kara (2015) and Mutlu (2019), which support the notion that creative writing activities can alleviate the difficulties encountered in the writing process. According to the study's findings, the significant increase in the post-test attitude scores of the experimental group compared to the developing control group provides evidence for the effectiveness of the blackout technique in developing creative writing skills. These results are consistent with the works of researchers such as Bayat (2016) and Kırmızı (2009), who emphasize the positive effects of creative writing techniques on students' writing abilities. Additionally, students' remarks about the method offering visuality and opportunities for active participation support the importance of visual materials in enhancing writing skills, as highlighted by Demir (2017) and Güneş (2013).

The findings also reveal the potential of the method to enhance students' vocabulary. Notably, 30% of the participants stated that they learned new words during the blackout technique activities, supporting the studies by Kara (2010) and Çangal (2020), which emphasize the contributions of writing activities to vocabulary acquisition. This result demonstrates that the blackout technique provides a holistic contribution to writing skills and the overall language learning process. However, some students expressed that they found the method boring or challenging, highlighting the need to take individual differences and learning styles into consideration. This finding is consistent with the necessity noted by Büyüköztürk et al. (2008) for teaching methods to be sensitive to individual veriations. Additionally, it is recommended that the implementation processes be diversified and flexibility be ensured to make the method more inclusive.

The indication that activities conducted using the blackout technique will continue to be lergely preferred by students suggests that this method can be utilized as a tool for lasting learning. This finding aligns with the results presented in studies by Suluastri et al. (2023) and Rodas et al. (2021), which emphasizing the effective use of the blackout technique as an innovative tool in language learning. The findings of this study regarding the blackout

technique demonstrate that it not only enhances students' writing skills but also supports their creative thinking processes. The fact that 76.67% of the students expressed that the method has a motivating effect on writing is consistent with the findings of researchers such as Fidan (2015) and Kara (2010), who highlight the motivational benefits of creative writing activities. Furthermore, incorporating visual and active participation elements into the writing process has made the writing experience more effective and enjoyable for students (Demir, 2017).

The study clearly demonstrates the effect of the blackout technique on developing positive attitudes toward the writing process. Students' evaluations of the method as "thought-provoking" and "fun" support findings from research by Suluastri et al. (2023) and Rodas et al. (2021), which indicate that creative writing methods enhance learners' motivation. This positive attitude highlights the potential to increase motivation and foster interest in learning among students who generally find writing processes challenging and monotonous. However, the fact that some students found the method boring or unappealing suggests that it may not be equally effective for all students and that individual learning needs must be considered. This finding aligns with the recommendation by Büyüköztürk et al. (2008), stating that teaching methods should be flexible and student-centered. The blackout technique can be regarded as an effective method for enhancing students' writing skills and increasing their language awareness. The fact that 30% of students reported learning new words while using the technique corroborates the contributions of creative writing activities to language development highlighted in studies by Aktaş (2009) and Kara (2015). This underscores the supportive role of the technique in language learning process.

The findings support that writing activities conducted using the blackout technique enhance students' vocabulary and make their writing processes more creative. The fact that 30% of students stated that this method contributed to learning new words is consistent with the findings from of Kara (2010) and Çangal (2020), which emphasize the contribution of writing activities to language learning. Additionally, students' comments indicating that the method encourages the construction of short and meaningful sentences suggest that the blackout technique is an effective tool for improving writing skills. Existing literature suggests that this method can introduce an innovative dimension to writing education and promote

creative thinking processes (Suluastri et al., 2023; Rodas et al., 2021). In this context, integrating the blackout technique with other creative writing methods to develop more comprehensive and flexible application models could enhance the effectiveness of the method. The contributions of the blackout technique to the development of writing skills and to providing students with a more positive perspective on the writing process are clearly demonstrated in the study findings. Students' statements that the technique facilitates the creation of short and meaningful sentences highlighting the importance of simplicity and accessibility in improving writing skills. This situation has also been emphasized by Kara (2015) and Güneş (2020), suggesting that the ease with which students can express themselves in creative writing activities can positively affect their motivation.

Integrating visuals and activities such as coloring into the writing process has enhanced the potential for deeper learning by making the experience more interactive for students (Mete, 2015). Compared to the limited development observed in the control group, the significant increases in the experimental group indicate that the blackout technique has a substantial impact on enhancing creative writing attitudes. This finding aligns with studies by researchers such as Bayat (2016) and Fidan (2015), who noted that creative writing techniques can enhance motivation in learners, leading to higher success rates. The notable rise in the post-test scores of the experimental group suggests that the blackout technique provides students with the opportunity to showcase their creativity, distinguishing it from traditional methods. However, the findings indicating the need for further diversification of the method to accommodate individual differences, indicating that the implementation of the technique should be more flexible. The observation that some students found the method complex suggest that there is a need to develop simplifying strategies in the application of the technique (Büyüköztürk et al., 2008).

Recommendations

Based on the findings of this study, the blackout technique has been shown to be an effective method for enhancing creative writing attitudes in teaching Turkish to foreigners. However, in order to increase the applicability of the method in a broader context and to establish a more comprehensive instructional approach, the following recommendations are proposed:

- It is recommended that the materials used in the implementation of the blackout technique be diversified and adapted according to students'

interests. Incorporating different themes, visuals, and colorful materials may increase students' engagement. Additionally, designing blackout applications specifically for designed for digital environments can facilitate the integration of the method with modern educational technologies.

- The use is of digital tools to support the blackout technique is suggested. Employing digital software, mobile applications, and online platforms can provide students with more interactive experiences during both individual and collaborative activities.

- To ensure effective implementation of the blackout technique, it is important to organize specialized teacher training programs. Equipping teachers with a thorough understanding of the method, classroom application strategies, and ways to address individual student needs will enhance it instructional effectiveness.

- It is recommended that the blackout technique be combined with with other creative writing approaches, such as digital storytelling, game-based learning, and interactive reading. Such integrations can enable the method to function as a more comprehensive and flexible teaching strategy.

- Future long-term studies are needed to examine the effects of the blackout technique on students' writing skills, vocabulary development, and writing attitudes. Findings from extended applications may offer more comprehensive insights into the sustainability and overall impact of the technique.

Ethics Statement
In this study, we declare that the rules specified in the "Directive on Scientific Research and Publication Ethics of Higher Education Institutions" have been followed.

Ethics Committee Permission
Atatürk University Education Sciences Unit Ethics Committee. Decision date: 20 March 2024. Document number: E-29202147-101.02.02-2400103282

Conflict of Interest
There is no conflict of interest between the authors.

Author Contribution
All authors contributed equally to the study. They declare that no other individuals contributed to the work and that they have reviewed and approved the final version of the manuscript.

Use of Artificial Intelligence Tools
Artificial intelligence was not used in the writing of this research.

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Geniş Özet

Dil, bireylerin kendilerini ifade etme, iletişim kurma ve toplumsal ilişkiler geliştirme süreçlerinin temel aracı olmaktadır (Bakır, 2019). Bir dili öğrenmek sadece gramer yapılarının ve kelime bilgisi ediniminin ötesinde aynı zamanda o dilin kültürel ve yaratıcı yönlerini keşfetmeyi de içermektedir. Bu konuyla ilişkili olarak Barın'ın (2004) çalışması, yabancılara Türkçe öğretiminde temel ilkeler konusunu ele almıştır. Bu makalede, Türkçeyi yabancı dil olarak öğretirken dikkat edilmesi gereken temel prensipler sıralanmıştır. Barın (2004), dil öğretiminde kültürel unsurların da önemine değinmiş ve dilin yapısal özelliklerinin yanı sıra öğrencilerin kültürel bağlamda dil kullanımını anlamalarına yardımcı olacak stratejiler önermiştir. Bu çalışma, yabancı dil olarak Türkçe öğretimi alanında temel yaklaşımlar sunmaktadır. Yabancı dil olarak Türkçe öğretimi de bu bağlamda dilin hem kuralcı hem de yaratıcı unsurlarını öğrencilere etkili bir şekilde sun-

mayı amaçlayan bir süreçtir. Bu süreçte, öğrencilerin yazılı anlatım becerilerinin gelişimi önemli bir yer tutmaktadır. Yazılı anlatım becerilerini geliştirmek ise öğrencilerin yaratıcı düşünme ve özgün içerikler üretme kapasitelerini destekleyen yenilikçi yöntemlerle mümkün olmaktadır. Son yıllarda dil öğretiminde yaratıcı yazma becerilerini geliştirmeye yönelik farklı teknik ve yöntemler kullanılmaya başlanmaktadır. Bu yöntemlerden biri olan karartma (blackout) tekniği, öğrencilerin var olan bir metni yeniden yorumlayarak yeni anlamlar üretmelerine olanak tanıyan ve yaratıcı düşünmeyi teşvik eden bir yazma tekniğidir. Karartma tekniği; öğrencilerin metin üzerinde sanatsal değişiklikler yapmalarını, dikkatlerini odaklayarak metindeki belirli kelimeleri seçmelerini ve kendi özgün cümlelerini oluşturmalarını sağlamaktadır.

Karartma tekniği, öğrencilerin hem dil becerilerini geliştirmelerine hem de yaratıcılıklarını ön plana çıkarmalarına katkı sağlamaktadır. Özellikle yabancı dil öğretiminde, öğrenicilerin dili bir iletişim aracı olarak etkin bir şekilde kullanabilmeleri kadar dilin estetik ve kültürel boyutlarını da kavrayabilmeleri önem arz etmektedir. Bu bağlamda karartma tekniği, öğrencilerin mevcut metinlerden özgün ve yaratıcı eserler ortaya koymalarına olanak tanırken aynı zamanda dilin ifade gücünü daha derinlemesine anlamalarına yardımcı olmaktadır. Karartma tekniğinin pedagojik katkıları, dil öğretiminin farklı yönleri üzerinde de etkili olabilmektedir. Örneğin bu teknik aracılığıyla öğrenciler, kelime dağarcıklarını genişletirken aynı zamanda metin analiz etme becerilerini de geliştirme fırsatı bulmaktadır. Bunun yanı sıra öğrenciler, metinlerle etkileşim kurarak dilin anlam boyutunu daha iyi kavrayabilir ve dil öğrenme sürecine daha aktif bir şekilde katılabilmektedir. Bu durum, öğrenicilerin yalnızca pasif bir bilgi alıcısı olmaktan çıkıp aktif bir öğrenme sürecinin parçası hâle gelmelerini sağlamaktadır.

Karartma tekniği, yazma sürecine estetik ve sanatsal bir boyut katması açısından da ilgi çekicidir. Öğrenciler, mevcut bir metni kendi hayal güçlerine ve algılarına göre yeniden şekillendirirken bir yandan dil bilgisi kurallarını uygulamayı öğrenmekte, diğer yandan ise yaratıcılığını geliştirme fırsatı yakalamaktadır. Bu süreç, öğrenicilere bir metin üzerinde farklı perspektiflerden düşünme ve metni yeniden yapılandırma becerisi kazandırmaktadır. Özellikle Türkçenin yabancı dil olarak öğretildiği sınıflarda bu tür yaratıcı yazma tekniklerinin kullanımı, dil öğrenme sürecine yeni bir dinamizm kazandırabilir. Karartma tekniğinin Türkçeyi yabancı dil olarak öğrenen

öğrenciler üzerindeki etkisini anlamak, bu yöntemin pedagojik etkinliğini daha iyi değerlendirmek açısından önemlidir. Böylelikle karartma tekniği, dil öğretimi alanında hem teorik hem de uygulamalı açıdan değerlendirilebilecek yenilikçi bir araç olarak ele alınabilmektedir. Bu çerçevede, çalışmanın amacı, yabancılara Türkçe öğretiminde karartma tekniğinin öğrencilerin yaratıcı yazma tutumlarına etkisini incelemek ve Türkiye'de yabancı dil olarak Türkçe öğretimi alanında karartma tekniğinin bir yazma yöntemi olarak tanıtılmasını, literatüre kazandırılmasını hedeflemektedir. Bu amaç kapsamında aşağıdaki sorulara cevap aranacaktır.

1. Karartma tekniğine dayalı eğitimin yapıldığı deney grubu ile mevcut öğretimin yapıldığı kontrol grubu öğrencilerinin ön test tutum puanları arasında anlamlı bir fark var mıdır?
2. Mevcut öğretimin yapıldığı kontrol grubu öğrencilerinin ön test ve son test ortalama tutum puanları arasında anlamlı bir fark var mıdır?
3. Deney grubu öğrencilerinin ön test ve son test ortalama tutum puanları arasında anlamlı bir fark var mıdır?
4. Karartma tekniğine dayalı eğitimin yapıldığı deney grubu ile mevcut öğretimin yapıldığı kontrol grubu öğrencilerinin son test tutum puanları arasında anlamlı bir fark var mıdır?
5. Karartma tekniği kullanılarak eğitim yapılan deney grubu öğrencilerinin bu teknikle ilgili görüşleri nelerdir?

Araştırmada, ön test-son test kontrol gruplu karma desen kullanılmıştır. 2023-2024 eğitim öğretim yılında Giresun Üniversitesi Türkçe Öğretim Merkezinde (TÖMER) öğrenim gören C1 seviyesindeki öğrencilerden oluşan 30 deney ve 30 kontrol grubu olmak üzere toplam 60 öğrenciyle çalışma yürütülmüştür.

Veri toplama araçları olarak "Türkçeyi Yabancı Dil Olarak Öğrenenlere Yönelik Yazma Tutum Ölçeği" ve beş sorudan oluşan yarı yapılandırılmış görüşme formu kullanılmıştır. On hafta süren deneysel süreç boyunca deney grubuna karartma tekniğiyle yaratıcı yazma çalışmaları uygulanmış, kontrol grubu ise geleneksel yazma etkinlikleriyle derslere devam etmiştir. Araştırmanın bulguları, karartma tekniğinin deney grubundaki öğrencilerin yazmaya yönelik tutumlarında anlamlı bir artış sağladığını göstermiştir. Deney grubunun son test puanlarının kontrol grubuna kıyasla istatistiksel olarak daha yüksek olduğu tespit edilmiştir. Öğrencilerin görüşleri; yöntemin eğlenceli, yaratıcı ve motive edici olduğunu ortaya koymuştur. Bununla birlikte yöntemin bazı öğrenciler tarafından karmaşık ya da sıkıcı

bulunduğu da ifade edilmiştir. Araştırma, karartma tekniğinin öğrencilerin yaratıcı yazma tutumlarını geliştirmek için etkili bir yöntem olduğunu ortaya koymuştur. Bu yöntemin öğrencilerde yazma motivasyonunu artırdığı ve öğrenme sürecine farklı bir boyut kazandırdığı görülmüş fakat yöntemin uygulanmasında bireysel farklılıkların dikkate alınmasının gerekliliği vurgulanmıştır. Çalışmanın yabancılara Türkçe öğretiminde yenilikçi yazma yöntemlerinin geliştirilmesine yönelik önemli bir katkı sunacağı düşünülmektedir.