

From Troy to AI: Decoding the Language of Creativity

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ABSTRACT

The study aims to examine the effects of artificial intelligence AI-powered creative writing practices on students' written expression and creativity levels. The study was conducted with 10 foreign undergraduate students studying at a state university in Türkiye, and the participants were asked to guess and write a letter containing a secret that they found at the Troy excavation site. During the data collection process, the students produced texts after researching the story of Troy, first without AI support and then with AI support, and then the students' feedback on the process of writing with AI was collected. The data obtained were evaluated using the content analysis method. The study analyses include examining the texts in terms of content, theme, message, grammar, syntactic structure, historical accuracy, symbolic expression, and the students' feedback on the process of writing with AI. The study data were analyzed using MAXQDA 2024 qualitative analysis software. The findings show that AI-powered creative writing applications are effective in increasing students' written expression skills and original thinking levels. Moreover, it was concluded that these technologies not only support grammatical accuracy in the learning process, but also encourage students' active participation, critical thinking, and creative production skills.

Keywords: Artificial intelligence, Creative writing, Turkish as a foreign language, Written expression skills, Troy.

INTRODUCTION

The rapid development of digital technologies led to radical transformations in the field of education and foreign language teaching processes, in particular, were significantly affected by these transformations (Jeon, 2024; Wu, 2024). Online platforms, mobile applications, and artificial intelligence (AI)-powered systems are increasingly replacing traditional classroom-based methods, making language learning more accessible, flexible, and individualized. AI technologies produce innovative solutions in language teaching by offering learners learning opportunities at their own pace, tailored to their interests and needs, allowing for a personalized and self-paced learning experience (Lord, 2016; Rosell-Aguilar, 2018).

Teaching Turkish as a foreign language is also affected by this digital transformation and AI-based applications not only provide grammatical competence but also contribute to the development of intercultural communication skills. Large Language Models (LLM) and natural language processing (NLP) technologies that developed in recent years offer more accessible and interactive learning environments in language teaching (Banaz & Maden, 2024). Generative AI platforms such as ChatGPT allow students to correct their grammatical errors, expand their vocabulary, and create meaningful communication environments (Kaleli and Özdemir, 2025: 79). Furthermore, integrating such systems into the learning process as not only a tool but also a “intellectual partner” supports students' critical thinking, digital literacy, and creativity skills.

The fact that Turkish has an agglutinative language structure, sound harmony rules, and unique syntactic features can make the learning process complex for learners from different language families (Değer et al., 2022). In this respect, AI-based chatbots and creative writing applications stand out as powerful tools offering individualized, innovative, and productive learning experiences in teaching Turkish. However, how these

technologies can be most effectively integrated into teaching processes requires more comprehensive research in the field (Chen et al., 2025; Yang & Li, 2025).

For students learning Turkish as a foreign language, writing skills are generally considered to be a more challenging one compared to other language skills. Written expression process requires not only grammatical accuracy but also expression of ideas in creative, meaningful, and original ways. Therefore, developing writing skills is thought of as a fundamental component of language teaching process. Creativity is a determining factor in the development of this skill and supports students' original thinking and expression abilities (İlter, 2014).

In this context, creative writing activities are an effective method to increase students' interest in the writing process (Tsao & Chu, 2021), reduce their writing anxiety (Cheng, 2004; Li et al., 2022), and enable them to express themselves in original ways (Grant & Berry, 2011). Such activities also contribute not only to the development of linguistic skills but also to the formation of problem solving, critical thinking (Kocak et al., 2021; Quitadamo & Kurtz, 2007), cultural sensitivity (Byram, 1997; Huang, 2025), and higher-level cognitive skills (Aktaş, 2009; Tiryaki, 2013). Creative writing engages learners in higher-order thinking processes that require them to analyze, evaluate, and synthesize information while generating original content (Yeh, 2017). Moreover, when integrated with intercultural learning, creative writing activities enable students to develop empathy, cultural consciousness, and the ability to navigate diverse cultural perspectives (Byram et al., 2002; Fantini, 2000). In this respect, creative writing can be considered as a holistic approach (Porto, 2010; Skopinskaja, 2003) that supports both linguistic and personal development in teaching Turkish as a foreign language.

AI-powered language teaching tools offer interactive and personalized learning experiences that can be tailored to students' individual needs. Particularly thanks to NLP technologies, students' written and verbal productions are analyzed, and instant feedback is provided in terms of grammar, word choice, and semantic integrity (Şimşek, 2025). These features make language learning processes more effective, efficient, and student-centered.

AI-powered creative writing applications also analyze students' written expressions and provide personalized feedback, support students' learning from mistakes, and increase their motivation to write. In such a way, students develop not only in terms of technical accuracy, but also in terms of creativity, originality, and self-assessment skills. Thanks to this interactive environment offered by AI technologies, development of writing skills ceases to be a purely grammatical process and becomes a dynamic and productive learning experience based on the active participation of students (Şimşek, 2025).

When the current literature is reviewed, it is seen that there are many studies carried out in recent years on the relationship between teaching Turkish and artificial intelligence (Akkaya, Kana and Köroğlu, 2025; Akkaya and Çivgin, 2021; Banaz and Maden, 2024; Zileli, 2023; Ateş, 2024; Karagöl and Yıldırım, 2025; Banaz and Demirel, 2025).

Numerous studies conducted at the international level in recent years (Lima & Ahmed, 2025; Younes, 2025; Han, 2025; Lysak, 2025; Abdallah, 2025) reveal that artificial intelligence technologies provide significant contributions to support learning process in the four basic language skills of listening, speaking, reading, and writing in foreign language teaching.

Building upon this growing body of evidence, recent research has demonstrated that generative AI tools such as ChatGPT, GrammarlyGO, and Bing Copilot not only enhance linguistic accuracy but also promote learner autonomy and metacognitive awareness in language learning (Lee, 2025; Zhu & Wang, 2024). For instance, AI-driven feedback systems and automated writing evaluation platforms have been shown to improve learners' coherence, cohesion, and lexical richness in academic writing tasks (Li, 2025). Similarly, dialogue-based chatbots have been found to facilitate spontaneous oral communication, reduce speaking anxiety, and increase learner engagement in interactive classroom settings (Toscu, 2025).

Furthermore, meta-analyses and systematic reviews highlight that the integration of AI in listening and reading instruction supports personalized scaffolding, adaptive feedback, and multimodal comprehension processes (Du&Daniel, 2024; Xu, Yu&Liu, 2025).

Despite these promising developments, scholars caution that effective pedagogical design and critical digital literacy are essential to mitigate potential risks such as over-reliance on AI, issues of authorship and assessment validity (Ateeq et al., 2024), and ethical concerns related to data privacy (Wang et al., 2024). To address these challenges, researchers emphasize the importance of developing AI literacy frameworks that enable both teachers and learners to use generative AI tools responsibly and critically (Kong et al., 2023; Ng et al., 2021; Tour et al., 2025). Furthermore, educators must be equipped with appropriate pedagogical strategies to integrate AI effectively into language instruction while maintaining academic integrity and ethical standards (Barnes & Tour, 2025; Pack & Maloney, 2024). Overall, the recent empirical and review studies confirm that generative AI has become an indispensable pedagogical partner in the evolution of foreign language education (Yang & Li, 2025), enabling more individualized, reflective, and creativity-oriented learning environments (Kasneci et al., 2023).

It is observed that generative artificial intelligence systems, especially chatbots, smart writing tools, and ChatGPT, increase students' motivation to learn, reduce their anxiety about making mistakes, and help them

develop more positive attitudes to-wards language learning. These tools encourage language production and support creative writing processes by enriching individual learning experiences.

The aim of this study is to examine the effects of artificial intelligence (AI)-powered creative writing applications on learners' written expression skills and creativity levels in teaching Turkish as a foreign language. In today's world where digital technologies are rapidly developing, the integration of generative artificial intelligence models into language teaching processes offers interactive and individual-ized learning environments that are alternative to traditional teaching approaches. This study aims to reveal how these technologies can be used effectively in teaching Turkish to foreigners.

The study will also evaluate the potential of ChatGPT, an artificial intelligence-based creative writing application, to develop students' original thinking skills and increase their active participation in written expression processes. Thus, it is aimed to obtain data on how AI technologies can function as "intellectual partners" that encourage learners' creative production, rather than simply being tools that support grammatical accuracy.

In conclusion, this study aims to reveal the usability of AI-powered creative writing applications in teaching Turkish as a foreign language in the ChatGPT sample, their pedagogical contributions and limitations in terms of implementation, and to contribute to the field at theoretical and practical levels.

In line with this purpose, answers to the following sub-problems will be sought:

- What are the differences in terms of content, theme, and message in letters written before and after the use of artificial intelligence?
- What are the differences in grammatical accuracy, syntactic structure, and word choice in letters written before and after the use of artificial intelligence?
- To what extent are the historical content and context in the letters written by students before and after the use of artificial intelligence accurate?
- What is the level of symbolic expressions and metaphorical language use in the letters written by students before and after the use of artificial intelligence?
- What is the students' feedback on the AI-powered writing process?

METHOD

In this section, the research design, participants, data collection tools and development processes, the way the intervention was carried out, and data analysis methods are explained.

Research Design

This study employed a qualitative document analysis approach to examine foreign language learners' creative writing processes before and after AI-assisted instruction. Document analysis enables researchers to systematically examine written materials to address research questions and extract meaningful insights from textual data (Bowen, 2009; Yıldırım & Şimşek, 2018). This method was particularly suitable for investigating the evolution of students' narrative construction and historical comprehension through comparative analysis of their written products.

Participants

The study group consisted of 10 foreign undergraduate students studying at a state university in western Türkiye. The participants were selected on a voluntary basis and, in line with the purpose of the study, they carried out a writing activity about the content of a letter they found at the excavation site in Troy. The written texts collected from the students constituted the basic documents of the study. All participants were non-native speakers of Turkish studying various academic disciplines at the under-graduate level. The written texts produced by these students constituted the primary data corpus for this investigation.

Data Collection Procedures

The study data were obtained through the pre- and post-artificial intelligence writing activity. In the initial phase, participants received a brief contextual introduction to Troy as a historical site, Homer's Iliad, and the legendary Trojan Horse. Subsequently, they were presented with a creative writing prompt wherein they imagined discovering a mysterious letter at the Troy archaeological site. Participants were instructed to compose an original narrative revealing the secret contained within this imaginary letter, adhering to specified writing guidelines.

Following completion of the initial writing task, participants engaged with ChatGPT, a generative AI chatbot, to explore and learn about Troy's historical and mythological significance. After this AI-mediated learning experience, participants were asked to rewrite their narratives, incorporating their newly acquired knowledge. This two-stage approach enabled systematic comparison of creative writing products before and after AI intervention.

The resulting written products were analyzed across multiple dimensions: content development, thematic coherence and messaging, grammatical accuracy and structural organization, historical authenticity, and symbolic representation within the creative writing framework. Additionally, participants provided reflective feedback regarding their experience with AI-assisted writing, which was incorporated into the analysis.

Data Analysis

In the study, the written narratives (letters) produced by the participants were considered the primary data source and were analyzed using qualitative content analysis techniques. This method facilitates the systematic identification of recurring patterns, themes, and categories within textual data (Mayring, 2014; Miles, Huberman & Saldaña, 2014) and was particularly suitable for examining the nuanced changes in students' creative writing following AI intervention.

All textual data were processed using MAXQDA 2024 qualitative data analysis software. The analytical process proceeded through several systematic stages. First, the researcher conducted multiple close readings of all texts to achieve immersion in the data. Subsequently, texts were segmented into meaningful units and subjected to initial coding. Through an iterative process of constant comparison, codes were grouped into preliminary categories, which were then synthesized into higher-order themes (Braun & Clarke, 2006).

The coding framework encompassed five primary analytical dimensions relevant to creative writing assessment: (a) content development and narrative richness, (b) thematic coherence and message construction, (c) grammatical accuracy and structural organization, (d) historical authenticity and factual accuracy, and (e) symbolic and metaphorical expression. This multidimensional analytical approach enabled comprehensive examination of how AI intervention influenced various aspects of students' creative writing performance. Following textual analysis, students' qualitative feedback regarding the AI-assisted writing process was thematically coded and integrated into the findings.

Validity and Reliability

The trustworthiness of this qualitative investigation was established through rigorous attention to credibility, transferability, dependability, and confirmability, following Lincoln and Guba's (1985) criteria for qualitative research quality (see also Arslan, 2022; Nowell et al., 2017).

Credibility was enhanced through multiple strategies. The thematic framework emerging from the coding process underwent expert validation, whereby an experienced researcher in applied linguistics reviewed the coding scheme and provided critical feedback that informed refinements to the analytical framework. Additionally, extensive use of direct quotations from student narratives was employed to ensure findings remained grounded in participants' actual expressions and to enable readers to evaluate the interpretive validity of conclusions drawn.

Transferability was addressed through thick description of the research context, including detailed characterization of the participant group, the instructional intervention, data collection procedures, and analytical processes. This comprehensive contextualization enables readers to assess the potential applicability of findings to other educational settings.

Dependability was ensured through development and systematic application of a detailed coding manual throughout the analysis process. All coding decisions were documented within MAXQDA, creating a transparent record of analytical procedures. Inter-coder reliability was not calculated due to the single-researcher design; however, multiple coding passes were conducted to ensure consistency in code application.

Confirmability was established through creation of a comprehensive audit trail documenting all analytical procedures from raw data to final thematic interpretation. The complete analytical pathway, including all coding iterations and theme development processes, was systematically recorded in MAXQDA, enabling external verification of the research process and findings.

RESULTS AND DISCUSSION

The findings of the study are presented under the subheadings of content, theme, and message; grammar and structure, historical accuracy, symbols, and the participants' (P) feedback on the writing process with AI.

Analysis of Content, Theme, and Message

The letters are divided into two main periods in terms of content, theme, and message, and this distinction creates significant differences in narrative strategies as well as production processes. While the first letters present a fictional universe in which historical events and mythological narratives are intertwined, the second letters have a narrative approach that highlights the individual's subjective relationship with the historical and cultural heritage.

The first letters are shaped around epic and collective narrative structures of historical events. The mythological context of Troy, in particular, is emphasized with epic elements and heroic themes. For example, Participant 1's (P1) letter tells the story of a man who burned a secret letter to warn his family about a Mongol attack, while P3 discusses how betrayal affects the course of a war. In these letters, the individual is often an observer or bearer of historical events. While P4 explores the symbolic meanings of the Trojan Horse, P5 highlights the themes of revenge and warfare. P6, on the other hand, points to a quest that transcends geographical boundaries by reconstructing the classical Troy legend from a modern perspective. While P7 emphasizes the search for peace by keeping historical memory alive through poetic expression, P8 establishes a fantastical connection between the past and the present.

The letters created with the support of artificial intelligence tend towards individualized and internal themes. While P1's letter after artificial intelligence support questions the search for historical justice, P2 discusses the connection between individual destiny and collective mythology. P3 highlights themes of secret plans and strategy, P4 explores the transformative power of peace and love, P5 uses mythological motifs through the theme of confronting the prophecy, K9 reshapes the image of the living Trojan horse through individuals, and P10 addresses the importance of the past and social memory from a traveler's perspective.

As a result, while the first letters emphasize historical events, AI-powered texts highlight themes of individual experience and transformation, thus history is redefined as a questionable field.

The letters are shaped thematically around concepts such as mystery, war and strategy, historical awareness, heroism, betrayal, discovery, poetry, and nostalgia. Each letter addresses the human relationship with history, ethics, and memory through specific thematic focuses.

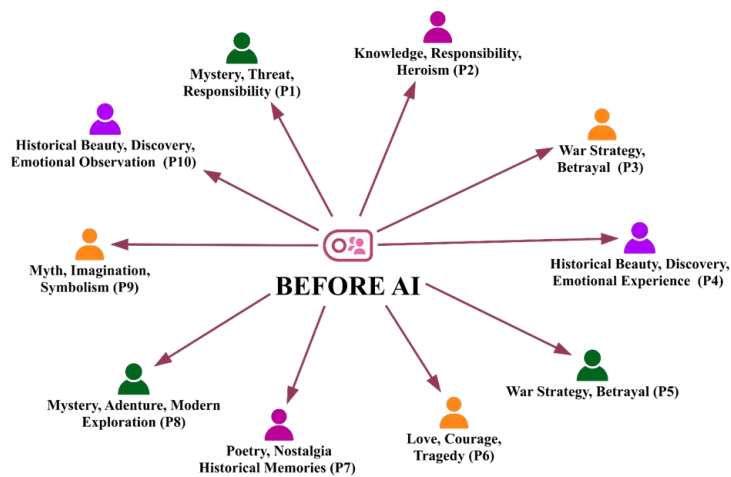


Figure 1. Pre-Artificial Intelligence.

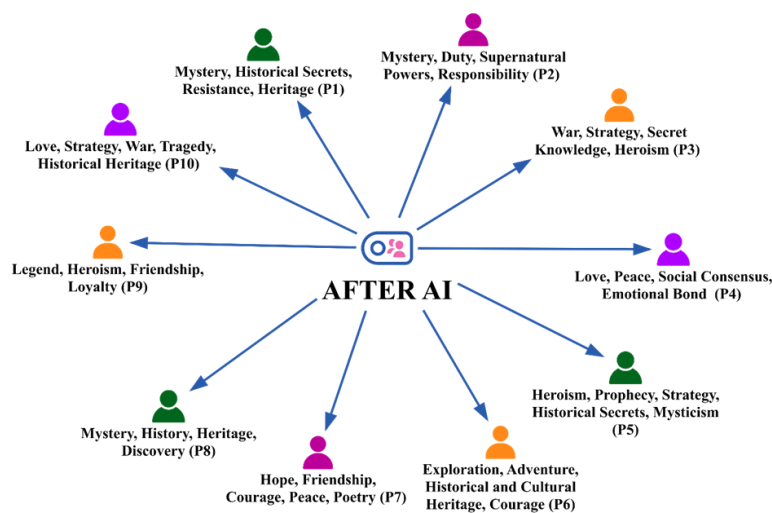


Figure 2. Post-Artificial Intelligence.

While P1 focused on the themes of mystery and threat in the first letter, s/he addressed the themes of oppression and resistance in the second letter created with the help of artificial intelligence. While P2 discussed the themes of knowledge, responsibility, and heroism in the first letter, s/he highlighted the concepts of fate and

being chosen in the second letter. In the first letter, P3 dealt with the themes of the strategic dimension of war, betrayal, and moral struggle and in the second letter written with the help of artificial intelligence, s/he addressed the issues of war and strategy in more depth. P4 addressed the themes of historical beauty and discovery in the first letter, and in the second letter, s/he emphasized social reconciliation through the themes of love and peace. In the first letter, P5 focused on the themes of war, revenge, and betrayal and in the AI-powered letter, the participant dealt with silence, prophecy, and the mystical aspects of the city. P6 reproduced the themes of love, courage, and tragedy in the first letter and in the second letter, s/he turned to the themes of discovery and cultural heritage. While P7 highlighted the poetic and nostalgic aspects of historical memories in the first letter, s/he dealt with the themes of courage, friendship, and peace in the second letter. In the first letter, P8 addressed the themes of mystery and adventure in a modern context and in the second letter, s/he brought the past to the fore. In the first letter, P9 reinterpreted the symbolic power of Troy through themes of myth and imagination and in the artificial intelligence-powered letter, s/he questioned human values through symbolism and myth. P10 discussed the themes of historical beauty and discovery in the first letter, and s/he discussed the decline of civilization, the impact of war and prophecy, and historical awareness in the second letter.

In this context, it is seen that the themes gain meaning through oppositions such as past and present, heroism and betrayal, knowledge and responsibility, love and peace.

The common message of the letters is that history, knowledge, and secrets are both a dangerous and instructive heritage for humanity.

The narratives written by the participants before receiving help from artificial intelligence are shown in Table 1.

Table 1. First letters.

Code	Content	Theme	Message
P1	The story of a man who burns a secret letter to warn his family of a Mongol attack; the intersection of individual responsibility and societal danger	Mystery, threat, responsibility	The danger of keeping secrets; the necessity of being prepared
P2	The narration of the task given to the hero through Troy's the secret paths and cursed tablets	Knowledge, responsibility, heroism	Moral responsibility in sharing knowledge
P3	Narration of the Trojan War through the Greeks' horse trick and strategic process	War, strategy, betrayal	The fate-determining effect of strategy and betrayal
P4	Emotional and historical experiences of the traveler visiting Troy	Historical beauty, discovery, emotional experience	Raising emotional and cultural awareness through historical places
P5	Greek horse trick and betrayal perspective in the Trojan War (similar to letter 3)	War, strategy, betrayal	The fate-determining effect of strategy and betrayal
P6	The classic narrative of the Troy legend: Paris, Helena, Odysseus, and the fall of the city	Love, courage, tragedy	Epics offer moral and historical lessons through heroism and strategy
P7	A "living history" narrative that poetically depicts Troy's stones, wind, and memories	Poetry, nostalgia, historical memories	Troy is not a symbol of the past, but of living memory
P8	The adventure of contemporary characters begins with the mysterious tablets they find in Troy	Mystery, adventure, modern exploration	Historical discoveries are ethical tests that require responsibility
P9	Reconstructing Troy as a living entity; its interaction with people as a mythical symbol	Myth, imagination, symbolism	Troy represents human values between peace and war
P10	Impressions of a traveler who visited Troy	Historical beauty, discovery, emotional observation	Historical places raise emotional and cultural awareness

When Table 1 is examined, it is seen that the letters have a rich structure in terms of content, theme, and message. Each letter was shaped around certain themes and presented different narratives at both individual and societal levels. In the first two letters, human being's relationship with knowledge and secrets was emphasized through individual responsibility and the themes of mystery and responsibility were particularly highlighted. In the third and fifth letters, the themes of war, strategy, and betrayal were discussed, revealing the complexity of historical conflicts and the fate-determining role of these elements. The fourth and tenth letters showed that historical places were not just physical areas, but symbols that created emotional and cultural awareness. The sixth letter highlighted moral and historical lessons by addressing the motifs of heroism and tragedy in classical epic narratives. The seventh letter implied that Troy functioned as a living memory through poetics and nostalgia. The eighth letter discussed the ethical dimensions of historical responsibility with the themes of modern discovery and adventure, while the ninth letter reconstructed Troy as a symbol of human values between peace and war. In such a way, the letters created a rich narrative universe by blending history and mythology, individual experiences and collective memory.

The narratives written by the participants after receiving help from artificial intelligence are shown in Table 2.

Table 2. The letters written with the help of AI.

Code	Content	Theme	Message
P1	The archaeologist who discovered the dark secrets of Troy uncovers the stories and resistance of the girls hiding in the basement.	Mystery, historical secrets, resistance, legacy	History should record not only the victories but also the sufferings and hopes; the silent heroes of the past should not be forgotten.
P2	In Troy, a person chosen through dreams and symbols undertakes a secret mission; the responsibility of opening the dangerous gate.	Mystery, duty, supernatural powers, responsibility	Historical secrets and duties require serious responsibility; knowing is sometimes dangerous, but indispensable.
P3	The secrets of the Trojan War and the wooden horse plan are passed between the brothers; the real war and strategy are hidden.	War, strategy, secret knowledge, heroism	Secrets of war and strategy can be deadly; knowledge must be passed on to the right people.
P4	A young man's attempt to establish peace between societies through his love for a girl.	Love, peace, social consensus, emotional bond	Love and empathy are the means to overcome historical conflicts and leave hope for the future.
P5	The fate of the city and the responsibility for the future are told through prophecies, silent horses, and secret messages in Troy.	Heroism, prophecy, strategy, historical secrets, mysticism	The secrets and prophecies of the past play a critical role in determining the future; it is important to correctly interpret them.
P6	The discovery of Somalia's lost Emerald City; the adventure of explorer Ayan and his friends.	Exploration, adventure, historical and cultural heritage, courage	Historical and cultural heritage must be preserved with discovery and responsibility and passed on to future generations.
P7	The symbolic reinforcement of hope and peace in Troy through the Obvious Stone; friendship and courage between youth and warriors.	Hope, friendship, courage, peace, poetry	True courage and cooperation transcend the darkness of war; history contains emotional and moral lessons.
P8	It is explained that Troy is still alive and protected by knowledge through the secret letter buried underground.	Mystery, history, heritage, discovery	History and knowledge must be preserved; the secrets of the past are visible to those who want to understand.
P9	Troy is described as a legendary living horse; it is a symbol of heroism and loyalty.	Legend, heroism, friendship, loyalty	Heroism and values are important not only in war but also in peace; the true heroes of history are sometimes silent.
P10	The mythological and historical panorama of Troy; the story of Paris and Helena, the shadows of war, the wooden horse and the fall of the city.	Love, strategy, war, tragedy, historical heritage	History and legend hold the lessons of humanity and civilization; secrets and heroism must not be forgotten.

These ten letters examine the Troy legend and historical-mythological elements from different perspectives and combine both historical and emotional dimensions. In terms of content, some texts are focused on mystery, secret, and duty (P1, P2, P3, P5, P8, P9), while others convey the history of the city, heroic stories, and love with an emotional and poetic perspective (P4, P6, P7, P10). The themes generally focus on secret knowledge, strategy, war, heroism, love, prophecy, hope, discovery, and historical heritage. The common message is that history and legend are both dangerous and instructive; the secrets and heroism of the past must be understood, preserved, and shared correctly. Troy is presented not only as a city but as a center of knowledge, heroism, and cultural heritage; these letters give the reader both an intellectual and emotional task to understand the past, to connect legends with history, and to act with a sense of responsibility.

Grammar and Structure Analysis

The participants' language use in the letters clearly reflects their writing skills pre- and post-AI.

In letters without AI support, general sentence structures are simple and short, and full of spelling and punctuation errors. The participants made logical errors and experienced frequent breaks in explanation. For example, while temporal and logical inconsistencies such as "A man found a letter (Bir adam bir mektub bulmuş)" attract attention in P1's letter, the statement "But no one paid attention to the warning of the soldier of the north wall (Ama kimse kuzey duvarın askerinin uyarına önem vermiyordu)" in P2's letter makes it difficult to understand the message. In P3's letter, there are long and disjointed sentences combined with spelling errors, such as "The people living in Troy or the land there had already begun to come up with this idea when this war started (Truvada ya da oradaki arazi yaşayan insanları bu savaş başladığı zaman çoktan bu fikri bulamayı başladılar)."

On the other hand, language use showed a significant improvement in the letters created after the assistance of artificial intelligence. Sentences became longer, more fluid, and more cohesive, while descriptions in most letters became stronger and richer. For example, the statement in P1's letter, "At the end of the excavations, Alper and his team encountered the grandchildren of a few survivors from the basement, (Kazıların sonunda, Alper ve ekibi, bodrumdan sağ kurtulan birkaç kişinin torunlarıyla karşılaştı)" established a meaningful connection between the past and the present. While the metaphors indicating an increase in emotional intensity became evident in P4 and P5's letters, a more effective expression is provided with the sentence "When s/he met the gaze of that giant wooden horse placed in the city's large square... (Şehrin büyük meydanına yerleştirilen o dev tahta atın bakışlarıyla karşılaştığında...)"

Grammatical errors almost disappeared in AI-powered texts. In P3's letter, the flow of meaning was provided with the statement "Every day that passes in front of the high walls of Troy starts another war inside us (Truva'nın yüksek surları önünde geçen her gün, içimizde bir savaş daha başlatıyor)."

Additionally, the mystical atmosphere created through online interactions in P8's letter is also noteworthy. Strong and descriptive expressions such as "The morning sun was pouring a golden light on the broken columns and weathered stones. (Sabah güneşi, kırık sütunların ve yıpranmış taşların üzerine altın gibi bir ışık serpiyordu)" increased the visuality of the written expression.

There was a significant improvement in terms of grammar, structure, and description in letters written with artificial intelligence support and the participants' sentence-making skills improved positively.

These developments clearly demonstrate the progress in the participants' written expression skills and their ability to produce more structurally sound texts.

Historical Accuracy

Historical accuracy was analyzed in letters written by the participants after they learned the story of Troy, with the help of artificial intelligence.

Table 3. Historical accuracy.

Participant	Explanation
P1	It is entirely fictional and metaphorical, not matching real history (e.g. Troy is a live horse).
P2	Historical events or figures have names, but the majority are fictional and metaphorical.
P3	The plot is detailed; some events contain historical references.
P4	Historical names and places are correct; events are somewhat inconsistent.
P5	Mixed: The historical context is accurate, but details are fantastic.
P6	The historical events and names are true, fiction is limited, contains fantasy elements.
P7	The historical flow is accurate; the characters and events largely cohere.
P8	The historical events and characters are accurate, dramatic details are at acceptable level.
P9	The historical context is completely accurate, with minor dramatic changes.
P10	There is historical accuracy, little mythology or fiction.

The participants' evaluations show that the texts combined historical reality and fictional elements in varying proportions. P1 presented a narrative that was entirely fictional and metaphorical, incompatible with real history. The depiction of Troy as a living horse is an example of this. Although P2's letter included historical names and events, the text was mostly fictional and symbolic. Historical references were more evident in P3 and P4's letters, but some events or details were fictional. While the historical context was preserved in P5 and P6's texts, there were also fantastic elements. Historical accuracy increased in P7 to P10's letters; P7 and P8's texts largely conformed to the historical flow and dramatic elements were limited. P9 and P10's letters were the most consistent texts in the historical context and had few fictional elements. These results reveal that the participants established different balances between history and fiction in the texts and that they shaped historical reality according to the narrative purposes of the texts.

Symbols

Since the texts written with the help of artificial intelligence are more advanced, the symbols were only examined in the letters written after the use of artificial intelligence. The symbols identified in the letters are as follows:

P1- Troy, excavation site, Troy castle, basement, historical letters, strong children in Troy's Dark Secret; P2- The ruins of Troy, ancient stones, and a stone tablet in The Bearer of the Secret; P3- Troy walls, Odysseus, wooden horse, Helen, soldiers in the Letter of Pylades; P4- War and peace in Love Letter; P5- Troy Legends: Troy, priest school, temple, stone inscription, wooden horse, white, black and fire horses in the Prophecy of the Silent Horses; P6- Somalia, desert, old maps, Emerald City, mysterious city, green light in Somalia's Lost Emerald City; P7- Ilion walls, Troy, war, soldiers, the Obvious Stone, magic light, magic stone in Troy's Last Light; P8- The Secret of Troy: Troy ruins, the Temple of Apollo, tunnels, parchment, fire in the Letter from Beneath the Earth; P9- Troy: Troy, Greek king, wooden horse, palace in The Living Horse; P10-Troy: Troy, Mount Ida, Priam, Apollo statue, Paris, Helen, Hector, Astyanax in the City Forgotten by the Gods.

These symbols represent not only the spatial and physical elements of the narrative but also historical, mythological, and cultural meanings. For example, the places belonging to Troy (castle, walls, temples) function as symbols of collective memory by establishing a link between the past and the present and are considered as carriers of hidden and forgotten truths (Eliade, 1959).

When viewed within the framework of analytical psychology, spaces are not only physical places but also meaningful structures that symbolize the psychological structure of the individual (Franz, 1996). Castle and walls reflect the individual's need for self-protection, temple symbolizes inner integrity and the search for meaning (Jung, 2006). Tunnel and excavation sites are metaphorical representations of the descent into the unconscious. According to Jung, this process is a process of discovery from the individual unconscious to the collective unconscious (Jung, 2009).

The Trojan Horse attracts attention as a recurring symbol in almost all narratives. As a symbol of both deception and strategic intelligence, it represents the unseen face of war and, in terms of analytical psychology, expresses the inner power of the individual. According to Jung, the horse figure represents the intuitive side of the individual and the deep connection with the unconscious (Jung, 2006).

Stone tablets, scrolls, and inscriptions represent the resistance of knowledge to time and the necessity of transmission. Written cultural objects are expressions of messages coming from the unconscious. For example, stone tablets symbolize both objects that resist time and the transmission of these contents to the conscious level.

Other symbols such as light, fire, and magical stones represent enlightenment while also demonstrating the individual's process of inner discovery. In analytical psychology, light is referred as the symbol of awareness and inner awakening, while fire is the archetypal expression of transformation and passion with both creative and destructive aspects (Jung, 2006).

Finally, characters such as children, wanderers, and chosen individuals represent the values of hope and individual heroism within this mythological and historical symbolism. According to Jung (Jung, 2009), children are symbols of new beginnings and transformation. In this context, symbols function as archetypal figures in analytical psychology representing various stages of individual transformation and psychic integration.

Students' Feedback on the Writing Process with AI

In this study, structured interview questions were used to reveal students' perceptions and experiences of writing with AI. During the interview process, detailed information was collected about the students' motivations in the writing process, creative thinking skills, critical evaluation abilities, and the benefits of AI technology. The data obtained reflect the individual experiences of the students and provide important information to support the general findings of the study.

The Writing Process and Its Effects

The majority of students (n=8) stated that the AI-powered writing process affected them positively. It was observed that the suggestions provided to students in particular increased the flow and depth of content in text writing. However, some students (n=2) stated that they initially had difficulties writing with AI, but over time they overcame these difficulties and managed to write more effectively with AI.

Creativity and Idea Development

The participants talked about the contributions of AI support to their creativity processes. Four students stated that thanks to the suggestions provided by the AI, their imaginations expanded and they produced more original content. It was stated that especially the story of Troy offered them the opportunity to look at it from a different perspective. A student stated that s/he discovered the similarities of the story to her/his own culture and that this had a positive impact on her/his writing process.

Grammar and Text Quality

During the writing process, the participants stated that they managed to significantly reduce their grammatical errors by using the AI's grammar checking tools. Most of the students (n=9) stated that they made fewer grammatical errors in their writing and that this contributed to the text quality. Additionally, it was emphasized that their texts became richer in terms of theme and content.

Critical Thinking and Interpretation

It was determined that there was a visible improvement in students' critical thinking skills during the writing process. The majority of the participants (n=7) stated that with the help of AI, they interpreted the story of Troy more deeply, understood the characters better, and thus had the opportunity to evaluate the secret in the letter from a new perspective.

Motivation and Participation

It was observed that the students' interactions with AI increased their motivation to write. All participants stated that they participated more in the writing process with the support provided by AI, and that this improved

their writing skills. Additionally, students working with AI reported a common view that their self-confidence increased.

In this study, the effects of artificial intelligence (AI)-powered creative writing applications on students' written expression and creative thinking skills were examined. The findings indicate that AI-based writing tools made significant improvements in students' narrative depth, thematic diversity, linguistic accuracy, and symbolic thinking. While the participants' first (pre-AI) texts were mostly shaped around epic, historical, and collective narrative structures, it was observed that in their second AI-powered texts, individualized and symbolic themes came to the fore and the characters gained deeper psychological and philosophical dimensions. This shows that AI support strengthens not only students' linguistic accuracy but also their intellectual creativity and emotional depth skills. These results are consistent with some study findings on this subject and support the advantages of AI in language learning (Korkmaz & Yıldız, 2020; Guo & Zhang, 2021).

There are various studies in the literature showing that artificial intelligence-powered educational tools have positive effects on learners. Hew and Cheung (2018) stated that learning environments supported by artificial intelligence increased students' independent learning skills. This result is also consistent with the support provided by artificial intelligence to the participants during the written explanation process. Similarly, Aydın and Kaya (2020) revealed that collaborative learning environments and artificial intelligence applications improved individuals' creativity and critical thinking skills.

Edwards (2016) investigated how information can be transferred through symbols and how social memory is shaped. In this sense, the symbols related to Troy occupied an important place in the participants' texts and reflected individual experiences as well as historical information.

Another important finding of the study is that the symbols in the texts produced by the participants with the help of artificial intelligence deepened and richer content emerged in response to the individual's inner journey. Freeman (2021) also supported this situation; the author emphasized the development of individuals' written expression skills and the functionality of symbols in this process.

When the students worked with AI, they constructed more complex storylines, strengthened emotional transmission, and developed original ideas. This result indicates that artificial intelligence activates not only cognitive but also aesthetic and emotional learning dimensions in language learning. In his study, Alharbi (2021) stated that AI-based learning tools are effective in developing learning strategies that encourage critical thinking. This makes the role of AI applications in education even more important.

As a result of the participants' interaction with AI, a significant increase in their motivation to write, an improvement in their creative thinking skills, and a significant improvement in their grammar control were observed. Hew and Cheung (2018) also stated that AI-powered learning environments increased students' independent learning skills. The findings of this study similarly revealed that the students engaged more in the writing process. In particular, considering the Troy story from a different perspective in this process allowed the participants to explore their relationships with their own cultural context.

CONCLUSION

This study reveals the positive effects of artificial intelligence-powered creative writing applications on students' written expression and creative thinking skills. The findings show that AI-based writing tools provided significant improvements in students' skills such as narrative depth, thematic diversity, and language use. Moreover, the prominence of individualized symbolic themes in the participants' written products and the psychological depth of the characters are concrete examples of the creative contribution that AI provided. This shows that artificial intelligence plays an important role in increasing students' intellectual creativity and emotional depth.

In conclusion, AI-powered writing practices resulted in a significant increase in students' writing motivation and a significant improvement in language use. The participants' use of the Troy story from a different perspective in their works not only improved their written expression skills but also allowed them to explore their relationships with their cultural context. Therefore, this study presents important findings on how artificial intelligence can be used effectively in educational environments and highlights the need for new approaches that support learning processes.

Based on these results, the following pedagogical recommendations are offered for educators who aim to holistically develop both the quantitative (fluency) and qualitative (flexibility, originality) dimensions of creativity.

1. Integration of AI Tools: Educational institutions can incorporate AI-powered writing tools into their curriculum.
2. Trainer Training: Teachers can receive training to effectively use AI applications.
3. Student Feedback: Student feedback can be collected regularly to improve the effectiveness of AI applications.

4. Cultural Sensitivity: Writing activities can be supported where AI applications offer students the opportunity to make creative connections with their own cultural context.

Limitations

Limited number of participants: This may constitute an obstacle to generalizing the results obtained (Brown & Lee, 2018). Additionally, more research is needed on the effects of AI-powered applications on different student groups or language levels. In this regard, further studies examining AI applications with larger sample groups may shed light on future research.

Not using different AI models: Comparative analyses between AI models will provide more holistic contributions to long-term writing development processes and literature.

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