

The Impact of 6+1 Traits of Writing Model On Seventh-Grade Students' Fairy Tale Writing Skills and Writing Attitudes: A Mixed Methods Study

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Abstract


Previous research highlights the positive effects of the 6+1 traits of the writing model on students' general writing skills; however, its impact on fairy tale writing remains unexplored. This study examines how the 6+1 traits of the writing model affect seventh-grade students' fairy tale writing skills and attitudes. The study group comprised 43 seventh-grade students from a public school in the 2022-2023 academic year. A quasi-experimental design with a control group was used for the quantitative phase, while a case study approach was adopted for the qualitative phase. The experimental group received instruction based on the 6+1 traits writing model, whereas the control group followed traditional methods. Data were collected through the 6+1 analytical writing and assessment scale, a writing attitude scale, and semi-structured interviews. Quantitative analysis, including descriptive statistics and hypothesis tests, revealed that the 6+1 traits writing model significantly improved students' fairy tale writing skills ($d = 1.15$) and writing attitudes ($d = 1.57$). Qualitative findings supported these results, with students reporting enhanced writing abilities and motivation. Based on these findings, the study recommends integrating the 6+1 traits of the writing model into middle school writing instruction to foster both skill development and positive writing attitudes.

Keywords:

6+1 traits of writing model, Fairy tale writing, Turkish education, Writing attitude

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Introduction

Rapid technological progress and globalization have profoundly affected individuals' social, economic, and cultural lives, reshaping individual identities and transforming the social structure. In this rapidly changing world, individuals must constantly redefine their identities and lifestyles. In this process, education has become an important tool that provides individuals with the competencies they need, such as technological competence, creativity and innovation, adaptability, global citizenship, digital literacy and social-emotional skills, while at the same time contributing to the discovery of their potential and personal development (Eğmir & Çengelli 2020; Ertem, 2024; González-Pérez & Ramírez-Montoya, 2022; Partnership for 21st Century Skills, 2015; Van Laar et al. 2020). The education of basic language skills plays an important role in acquiring these skills by education.

The idea that human beings are social beings is a reality that has been accepted throughout history (Aronson & Aronson, 2011). The most obvious indicator of this situation is his/her use of language. The structure, function, and learning processes of language, which have been the focus of philosophers, linguists, and educators for centuries, have been a subject of curiosity throughout history. Chomsky's (2001) view that language is a tool that has the power to create an unlimited variety of meanings with a limited vocabulary emphasizes the creativity and productivity of language. These features of language are present in communication and in shaping thought, facilitating learning, and mediating the way individuals make sense of the world. Therefore, it is clear that mastering language means mastering mental skills. Chomsky's (2001) metaphorical statement that language is the mirror of the human mind can be considered within this framework. Vygotsky (1978), one of the prominent researchers in the field of language, argued that language is intertwined with thought and that language development supports cognitive development. These definitions emphasize the close relationship between language and the mind and its multifaceted impact on the development of the individual.

Listening and reading skills are defined as language skills for comprehension while speaking and writing skills are defined as language skills for expression (Eliason & Jenkins, 2003; Ezell & Justice, 2005). Writing, which is one of the language skills for expression, is a versatile skill that assumes an important function in the development of new competencies that lifelong education aims to provide individuals with, is the most difficult and the last skill acquired, and contributes significantly to the permanence of knowledge (Bazerman et al., 2017; Özdemir & Özbay, 2016; Ruhama & Purwaningsih, 2018). According to Başkan and Ustabulut (2020), writing doesn't only consist of correctly encoding and analyzing sounds and words; it also includes the competencies of organizing thoughts, structuring meaning, choosing appropriate words, and organizing content for a specific purpose. Understanding language requires using different skills such as listening, reading, visual reading, and expression skills (speaking, writing, visual presentation). In addition to mental processes and skills, writing also requires physical, visual, and perceptual skills to be included in the coordination of the mental process.

The Turkey Century Education Model, which includes the updated Turkish Curriculum, is a comprehensive approach that aims to transform the Turkish education system according to the needs of the age. The main objectives of this model are to equip students with the skills of the 21st century and to raise them as creative individuals, critical thinkers, and problem solvers. In this context, the Ministry of National Education [MNE]



(2024) reshaped its policies on teaching writing in the Turkey Century Education Model. According to this model, writing improves students' ability to organize their thoughts, expression skills, and communication skills. According to the philosophy of this model, the teaching of writing is considered on the axis of an interdisciplinary understanding. Accordingly, students develop the ability to synthesize and analyze information from different disciplines. Writing skill is considered an important learning area in the Turkey Century Education Model (MNE, 2024).

The success of the studies conducted in schools to improve students' writing skills is closely related to selecting the proper teaching methods. Writing teaching models based on student-centered, multifaceted approaches that consider students' interests significantly contribute to developing writing skills by enabling students to be active in the writing process, set personal goals, and evaluate their work regularly. In this framework, teachers are expected to research effective teaching methods and techniques in the classroom. In contrast, students are expected to develop both knowledge and language skills by reinforcing the knowledge they have acquired in the language learning process through various stages (Srimunta et al., 2020; Şahbaz, 2013). The 6+1 traits of the writing model, which includes idea, organization, word choice, style, sentence fluency, spelling, and presentation dimensions of writing, is thought to be one of the models that will meet this expectation (Culham, 2010; Gillespie & Graham, 2014; Karakoç Öztürk, 2021; Maynard & Young, 2022).

6+1 Traits of Writing

The 6+1 traits of the writing model were created by researchers at the Northwest Regional Educational Laboratory (NWREL) in the USA in the 1980s, including the essential characteristics a qualified writer should have (Culham, 2010). With these aspects, the model effectively solves the problems experienced in writing education today. It has been proven in many previous studies that the 6+1 traits of the writing model are one of the most practical ways to overcome the obstacles encountered in writing education (Altuner Çoban & Ateş, 2022; Kalsum et al., 2020; Maynard & Young, 2022; Qoura & Zahran, 2018; Sağlam, 2022; Un-udom, 2020; Zahran, 2018).

Fairy Tale

Individuals should be introduced to original texts in different genres and forms from the first years of their education life; these texts should have features that allow children to develop their creativity in language by taking them as models in writing activities (Sever, 2015). According to Bakken and Whedon (2002), individuals first meet event-based texts in childhood, in the family environment. Among these texts, fairy tales play a critical role, especially in language development. In this context, one of the effective text types is fairy tales (Bağcı Ayrancı & Mete, 2019; Çetinkaya et al., 2019). Fairy tales, which are indispensable parts of cultural heritage, entertain children and contribute to developing their cognitive, emotional, and social skills (Vygotsky, 1978; Helimoğlu Yavuz, 2002). At the same time, the fairy tale is a profound source that develops children's imagination, creativity, and expression skills, allowing them to produce original stories and discover the depths of their inner worlds. For this reason, fairy tale writing activities support children's language development, expand their vocabulary, give them the ability to narrate events sequentially, and help them meet different perspectives (Oğuzkan, 1997; Yalçın



& Aytas, 2012; Yavaş Çelik & Yavuz, 2017). In this context, it is stated that fairy tales will effectively teach writing skills (Karatay, 2007; Sever, 2015; Türkben, 2018). In addition to its linguistic functions, according to the sociocultural learning theory, it teaches children moral values. It develops their ability to empathize (Bettelheim, 1976). With these aspects, fairy tales play an important role in education and individual development. They are a text type that should be emphasized in curricula (Buch, 1992).

Purpose of the Study

This study examines how the 6+1 traits of the writing model affect seventh-grade students' fairy tale writing skills and attitudes. Previous research has demonstrated the model's positive effects on students' writing skills across various educational levels. However, its impact on fairy tale writing remains unexplored. While studies have shown improvements in writing success—particularly in idea development, organization, style, and spelling rules—certain aspects, such as word choice and sentence fluency, have shown limited progress (Kalsum et al., 2020). Moreover, the model has been found to enhance critical thinking and writing skills at the university level (Qoura & Zahran, 2018) and positively influence writing achievement and attitudes in EFL contexts (Un-udom, 2020). At the primary school level, it has significantly improved writing success (Maynard & Young, 2022). It has been particularly beneficial when integrated with intertextual reading for gifted students (Sağlam, 2022). In addition, the effect of the model on the writing skills of students with special needs was also investigated. Rowland et al. (2020) examined the difficulties encountered by students with disabilities in writing processes using the 6+1 traits of the writing model. They discussed technologies that can support the development of these skills. In addition, it was determined that the model, combined with blended learning and modeling.

Beyond cognitive gains, previous studies indicate that the 6+1 traits of the writing model also influence affective factors related to writing, such as self-efficacy and writing anxiety (Altuner Çoban & Ateş, 2022; Görgüç, 2016; Özdemir & Özbay, 2016; Un-udom, 2020). While positive effects have been observed in both pre-service teachers and sixth-grade students, no study has specifically examined its impact on the writing attitudes of seventh-grade students. To address this gap, a fairy tale writing instruction program was developed based on the 6+1 traits of the writing model, aiming to enhance writing skills and attitudes within a school setting. By aligning fairy tale elements with the dimensions of the model, this study provides a structured approach to writing instruction that can guide students in generating creative ideas, expressing them effectively, improving fluency through original word choices, applying spelling rules accurately, and presenting their texts visually in an engaging manner. Additionally, it is expected that students will gain a deeper understanding of the fundamental characteristics of the fairy tale genre while developing language awareness and a shared understanding of written expression.

In the study, answers to the question 'What is the impact of 6+1 traits of writing model on seventh-grade students' fairy tale writing skills and writing attitudes?' and the following sub-questions were sought about this question:

1. What is the impact of the 6+1 traits of writing model on seventh grade students' fairy tale writing performance?
2. What is the impact of 6+1 traits of writing model on seventh grade students' writing attitudes?

3. What are the opinions of the experimental group students about the experimental application process after the application?

Method

Research model

In this study, an exploratory mixed-method design was used. The exploratory sequential design aims to enrich the statistical results obtained with quantitative data from a sample by analyzing them in-depth with qualitative data (Creswell & Plano Clark, 2014). In this design, which follows a two-stage process, quantitative data that can directly answer the research question are first collected and analyzed. In order to better understand and deepen the findings of this first stage, qualitative data collection and analysis methods are used in the second stage (Figure 1).

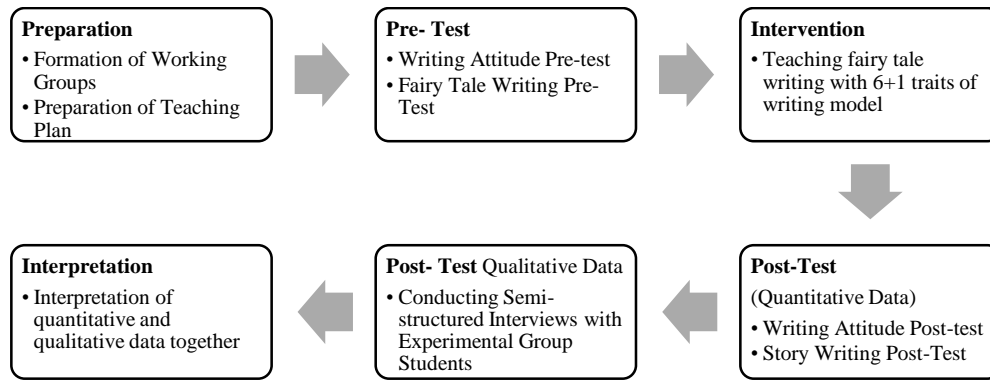


Figure 1. Research Plan

Working Group

In this study, the convenience sampling technique, a subset of purposive sampling methods, was employed to select the study group. As a non-random sampling approach, purposive sampling enhances research efficiency and practicality while enabling an in-depth investigation by focusing on information-rich cases aligned with the study's objectives (Büyüköztürk et al., 2018; Yıldırım & Şimşek, 2016;). The fact that the researcher worked in the same institution as the study group students ensured that the experimental process steps were quickly implemented and that the subsequent interviews were conducted healthily. In order to observe whether the classes had similar characteristics, the students' Turkish averages of the previous year were examined. One of the two classes that did not differ significantly in this criterion was assigned as the experimental group and the other as the control group. The comparison of the scores of the groups is shown in Table 1.

Table 1. Comparison of year-end Turkish language averages of the groups

	Group	N	M	Ss	t	p
End of Year Turkish	Experimental	22	93.091	1.563	.292	.772
Course Grade Averages	Control	21	93.184	1.702	.291	.758



An analysis of the previous year's Turkish language averages for both groups revealed no statistically significant difference between the students' scores. Based on these findings, both classes were at a comparable level before the implementation.

A maximum diversity sampling method was used to determine the students who were interviewed for the qualitative dimension of the research. In this sampling method, the sample is determined according to different categories that are at a similar level within themselves related to the research problem. The purpose of maximum diversity sampling is to ensure diversity and to determine what kind of standard or similar aspects exist between diverse situations (Yıldırım & Şimşek, 2016). In this direction, interviews were conducted with 12 volunteer students with low (4), medium (4), and high (4) mean scores from the post-tests of the research. Table 2 presents the codes assigned to the interview group students and their scores from the post-test assessing their fairy tale writing skills. The codes of the students interviewed for writing fairy tales are shown in Table 2.

Table 2. Post-test Scores of the Interviewed Students for Writing Fairy Tales

Student	L1	L2	L3	L4	M1	M2	M3	M4	H1	H2	H3	H4
Post Test Total Score	8	11	13	13	18	20	22	23	29	31	35	35

Data Collection Tools

As part of the research, the researcher utilized three distinct data collection tools to gather both quantitative and qualitative data. To collect quantitative data, the 6+1 Analytical Writing and Assessment Scale, adapted for Turkish lessons by Özkara (2007), and the Writing Attitude Scale for Secondary School Students, developed by Can & Topçuoğlu Ünal (2017), were employed. Based on the quantitative findings, a semi-structured interview form designed by the researcher was used to obtain qualitative data and explore the quantitative results in greater depth.

6+1 Analytical Writing and Assessment Scale

The 6+1 analytical writing and assessment scale was developed by researchers at the Northwest Regional Educational Laboratory (NWREL) in the USA in the 1980s based on the writing model of the same name (Özkara, 2007). This scale, which the researchers developed with the help of teachers in Beaverton and Oregon, includes the features that should be present in quality writing and the criteria to be considered in measuring these features (Grundy, 1986). According to the scale, the features that should be present in good writing are grouped under seven headings: ideas, organization, style, voice, word choice, sentence fluency, spelling and punctuation, convention, and presentation (Özkara, 2007). In Turkey, Özkara (2007) adapted this scale into Turkish by taking expert opinions. The scale's reliability was calculated as 0.92 for the ideas dimension, 0.91 for the organization dimension, 0.89 for the style dimension, 0.91 for the word choice dimension, 0.90 for the sentence fluency dimension, 0.93 for the spelling dimension, and 0.92 for the presentation dimension. The fairy tales written by the students before the research, during the application studies, and at the end of the research were evaluated by the researcher and two experts by considering the criteria on the scale. When scoring, the lowest score for each scale



dimension is 1, and the highest score is 5. Depending on the nature of the dimension analyzed in writing, 1,2,3,4, and 5 points can be given for each dimension (Culham, 2010; Werkmeister, 2010).

Writing Attitude Scale for Secondary School Students

In order to develop the scale, Can and Topçuoğlu Ünal (2017) applied the draft of the structure created with expert opinions to 334 students at the secondary school level. The Kaiser-Meyer-Olkin value of the scale was 0.840, and Bartlett's Sphericity Test value was ($\chi^2=2397,063$; $df=703$, $p<.000$). According to the exploratory factor analysis, the scale has a structure consisting of 23 items under three factors. Ten items were categorized under the 'interest,' six under the 'perception', and seven under the 'contribution' factor. The total variance ratio of these three factors for the scale is 43.7%. The structural compatibility of the three-factor scale was assessed through confirmatory factor analysis. The goodness-of-fit index values ($\chi^2=497.54$, $RMSA=0.097$, $GFI= 0.75$, $SRMR= 0.091$, $CFI= 0.79$, $NNFI= 0.76$, $RMR= 0.071$) indicated that the scale demonstrated construct validity. As a result of Cronbach's Alpha analysis, it was observed that the reliability coefficient was 0.891. These data concluded that the scale met the validity and reliability criteria and could be used in educational research (Can & Topçuoğlu Ünal, 2017).

Semi-structured Interview Form

In the study, the researcher prepared a semi-structured interview form by taking expert opinions to evaluate in detail the impact of fairy tale writing training on students' fairy tale writing skills and writing attitudes according to the 6+1 traits of the writing model. Semi-structured interviews offer ease of analysis with a combination of fixed options and open-ended questions, allowing participants to express themselves and contribute to the process of collecting in-depth information (Büyüköztürk et al., 2018). In the form, eight questions were prepared to be asked of the identified students (Table 3). In order to ensure content validity, the draft interview form, the experimental implementation plan, and the quantitative data collection tools used were shared with three experts in the field. The compatibility of these tools and the interview form was evaluated. The interview form was edited and finalized per the experts' feedback. The interview form was deliberately omitted before the application to avoid influencing students' perceptions of the study. However, the interview questions also included questions about their pre-study situation. In the interviews, qualitative data were obtained from the students' opinions about the 6+1 traits of the writing model, fairy tale writing activities, and writing. Quantitative data was tried to be explained in more depth through these data.

Table 3. Interview Questions

Q1	How did the story writing training through the 6+1 traits of writing model affect your thoughts and attitudes towards writing?
Q2	What does the 6+1 traits of writing model remind you of?
Q3	What do you think about the effects of 6+1 traits of writing modelled fairy tale writing training on your writing skills? Write the positive or negative sides.
Q4	How did the fairy tale writing training with the 6+1 traits of writing model affect your writing habits?
Q5	What effect did the 6+1 traits of writing modelled story writing training have on your writing anxiety?



-
- Q6 After the story writing training with the 6+1 traits of writing model, how do you feel when you start a new writing (anxious, self-confident, enjoyable, motivating, I write with love, etc.)?
-
- Q7 After the fairy tale writing training with the 6+1 traits of writing model, do you think that you consciously use the rules of the fairy tale genre while writing a fairy tale?
-
- Q8 Can you tell us about the language and expression features you used in the tales you wrote after the application?
-

Research Implementation

The implementation process took place over 12 weeks, including pretest measurements, a training plan for fairy tale writing based on the 6+1 traits of the writing model, and post-test measurements. For each dimension of the 6+1 traits of the writing model, two lesson hours of instruction were planned per week. For each dimension of the 6+1 traits of the writing model, two lesson hours of instruction were planned for one week. The experimental implementation process of the research was planned in two stages: the pre-experimental and experimental processes. Before the experimental process, the procedures for the ethics committee permission were initiated, and after all the necessary permissions were obtained, the research planning was completed, and the pretest application phase was started. A story writing teaching program was created with 6+1 traits of the writing model. Then, the data related to the pretests were collected from the students in the experimental and control groups. Afterward, the experimental process started. The program is shown in detail in Table 4.

Necessary permissions were obtained from the relevant institutions and organizations for the research. Two classes with similar Turkish grade point averages from the previous year were selected as the study group at the secondary school where the study took place. One of these classes was designated as the experimental group, while the other served as the control group. The relevant people were informed about the research. At the beginning of the research, pretests of fairy tale writing and writing attitudes were applied to the experimental and control groups. In the implementation phase of the research, the students in the experimental group were presented with the content of 6+1 traits of the writing model and fairy tale writing instruction by considering the lesson plans prepared by the researcher beforehand.

At this point, the researcher assumed the role of the course instructor for the experimental group. In contrast, the control group received instruction through traditional teaching methods. In the last step of the research, the post-test of fairy tale writing and writing attitude was applied to the experimental and control groups. In the study, interviews were conducted with the students of the experimental group using a semi-structured interview form in order to reveal the students' opinions about the applications with the experimental group, which were carried out with the experimental group with the content of fairy tale writing education with 6 + 1 traits of writing model. The data collected were analyzed with the help of SPSS 26.0 software.



Table 4. 6+1 Traits of Writing Modelled Fairy Tale Writing Training Plan

Sessions	Purpose	Activity
1st Session: Ideas	Writes clear and focused texts that do not distract the reader's attention. Enriches the main idea with appropriate ideas and details.	<ul style="list-style-type: none"> • Environmentalist Fairy Tale Heroes
2nd Session: Organization	The student transfers the organisation of the writing by developing the main idea and the subject.	<ul style="list-style-type: none"> • Sorting paragraphs and sentences given in mixed order • Filling in the blank section or sections
3rd Session: Voice	He writes as if he is talking to the reader.	<ul style="list-style-type: none"> • What is your style? One colour, An animal, A season A type of food, Your favourite outfit A facial expression • Evaluation of the styles of different artists singing the same song
4th Session Word Choice	He/she chooses words that will convey the desired message in his/her writing in a complete, interesting and natural way.	<ul style="list-style-type: none"> • Two different examples of the same news text written in different words.
5th Session: Sentence Fluency	He writes in perfect harmony, harmony and fluency.	<ul style="list-style-type: none"> • Evaluation of different fairy tale texts in terms of fluency • Writing fluent sentences
6th Session: Conventions	Uses spelling and punctuation rules in his/her writing in a way that facilitates reading and understanding the text.	<ul style="list-style-type: none"> • Applying spelling and punctuation rules on a fairy tale • Correcting spelling and punctuation mistakes
7th Session: Presentation	The format and presentation of the text should be such that it is easy for the reader to understand and integrate the message.	<ul style="list-style-type: none"> • Story Writing Activity

Data Analysis

The study's quantitative data were scored using the 6+1 traits of the writing model scale with the contribution of two experts after the tales written by the students had been collected. In the Kendall W analysis to reveal the inter-rater agreement, it was determined that the agreement coefficient of the expert group was .87. The ideal value of the Kendall W agreement coefficient is the closest value to 1 in the range of 0-1. When the value to be obtained is greater than .80, it can be said that the reliability between the raters is ensured; in addition, the p-value being less than .05 indicates a significant degree of agreement (Can, 2019). Since there was no problem with inter-rater agreement, the average of the scores given by the three raters was considered to determine the students' fairy tale writing levels in the analysis process. Then, whether the data were normally distributed was evaluated with skewness, kurtosis values, and the Shapiro-Wilk test. In this study, the range of -1.5 to +1.5 was taken as a reference for skewness and kurtosis coefficients, as Tabachnick and Fidell (2013) suggested. Since the number of students in the experimental and control groups before and after the implementation of the study was below 30,



the Shapiro-Wilk Test was used in normality calculations. According to the data distribution, unrelated samples, paired samples, a t-test, and a Mann-Whitney U test were used. All analyses accepted the confidence interval as '95%' and the significance level as .05.

A semi-structured interview form prepared by the researcher was used to answer the sub-question of the study: 'What are the opinions of the experimental group students about the fairy tale writing training process organized with 6+1 traits of the writing model after the application?'. All interview data were coded thematically, and qualitative data analysis was performed. Coding can be defined as dividing data into different categories by dividing them according to specific characteristics, and thematic coding consists of examining the data and bringing together those with similar characteristics (Corbin & Strauss, 2008). The codes gathered were organized into specific categories, which were subsequently grouped into various themes. Based on the answers received from the interviewed students, a total of three themes (Cognitive Characteristics, Affective Characteristics, Language and Expression Characteristics), four categories (Knowledge, Skill, Attitude, Perception), and 32 codes (e.g., Love of writing, knowledge of rules, fluency) were determined. The interviewed students were given pseudonyms from T1 to T12 during this process.

Inter-coder reliability plays a critical role in the analysis of interviews because when reliability is not ensured, the interpretations obtained lose their validity (Lombard et al., 2002). The agreement between the coders was assessed to enhance the reliability of the qualitative data analysis. The first coder was the researcher who conducted the study, and the second coder was an expert who also evaluated the questions in the interview form and had a good command of the field. In order to calculate the agreement between the coders, the formula developed by Miles and Huberman (1994), also known as the percentage of agreement, was used. For this study, the result of the calculation made with the aforementioned formula was determined to be 82%, which means that the reliability level of the qualitative part of the study is high.

Results

The results of the study consist of two parts. In the first part, 7th grade students' fairy tale writing and writing attitude levels were evaluated using descriptive statistics with quantitative data analysis method. In the second part, a qualitative approach was used to obtain in-depth information about the increase in students' fairy tale writing scores and writing attitude levels.

Quantitative Findings

For the first sub-question of the study, "How does the 6+1 traits of writing model affect seventh grade students' fairy tale writing skills?", a comparison was made between the pre-test and post-test scores of the experimental group students in terms of their fairy tale writing abilities. T Test for Related Samples was used to compare the pre-test and post-test scores of the experimental group regarding fairy tale writing skills and the findings are presented in Table 5.



Table 5. Comparison of Pre-test and Post-test Mean Scores of the Experimental Group Regarding Fairy Tale Writing Skills

Groups		N	M	Sd	t	p	d
Fairy Tale Writing Skills	Experiment Pre-test	22	21.135	5.665	-8.399	.0002	1.29
	Experiment Post-test	22	27.878	4.719			

Based on the results in table 3, the paired samples t-test, performed to assess if there was a significant difference in the total pretest and posttest scores of the experimental group students' fairy tale writing skills, revealed a notable difference between the mean pretest score (M =21.135) and the mean posttest score (M =27.878) ($p = .0002$, $p < .05$). This result indicates that the experimental study using the 6+1 traits of writing model demonstrated a statistically significant improvement in the fairy tale writing success of the experimental group.

T Test for Related Samples was used to compare the pretest and posttest scores of the control group regarding fairy tale writing skills and the findings are presented in Table 6.

Table 4. Comparison of Pre-test - Post-test Mean Scores of the Control Group Regarding Fairy Tale Writing

Groups		N	M	Sd	t	p	d
Fairy Tale Writing Skills	Control Pre-test	21	22.397	6.899	.873	.393	0.11
	Control Post-test	21	21.667	5.967	4.324		

As seen in table 4, according to the data of the paired samples t test conducted to determine whether there was a significant difference between the pretest and posttest scores of the students in the control group regarding the fairy tales they wrote, there was no significant difference between the mean of the pretest total scores (M =22.397) and the mean of the posttest scores (M =21.667) of the control group students regarding their fairy tale writing skills ($p = .393$, $p < .05$). These findings show that there was no significant difference in the total scores of the students in the control group in terms of story writing skills. Unpaired Samples t-Test was used to compare the post-test averages of the groups. The findings related to this test are given in Table 5.

Table 5. Results related to the comparison of the groups' fairy tale writing post-test scores

Groups		N	M	Sd	t	p	d
Fairy Tale Writing Skills	Experiment	22	27.878	4.719	4.348	.002	1.15
	Control	21	21.667	5.967	4.324		

The independent samples t-test conducted to examine whether a significant difference existed between the post-test scores of the experimental and control groups in fairy tale writing revealed a notable distinction. The analysis showed that the experimental group students had a significantly higher mean total score (M =27.878) compared to the control group students (M =21.667) ($p = .002$, $p < .05$). This finding reveals that there is a significant difference in favor of the experimental group in the post-test measurements of the fairy tale writing achievements of the experimental and control groups and shows that the fairy tale writing training based on 6 + 1 traits of writing model is more effective in developing students' fairy tale writing skills than the traditional fairy tale writing training in the control group.



According to the findings in the table, while there was no significant difference between the experimental and control groups in the pre-test results regarding the total fairy tale writing scores of the experimental and control groups before the application, it is observed that the scores differed significantly in favor of the experimental group after the experimental procedure. This shows that fairy tale writing training with 6+1 traits of writing model is effective on students' fairy tale writing skills. T-Test for Related Samples was used to compare the pretest and posttest scores of the experimental group regarding writing attitudes and the findings are presented in Table 6.

Table 6. Comparison of Pre-test and Post-test Scores of the Experimental Group Regarding Writing Attitudes

	Groups	N	M	Sd	t	p	d
Writing Attitude	Experiment Pretest	22	76.18	10.28	9.390	.00054	1.87
	Experiment Posttest	22	97.95	12.89			

A paired samples t-test was performed to examine whether a significant difference exists between the pretest and posttest writing attitude scores of the experimental group students. The analysis revealed a statistically significant difference between the mean pretest score ($M = 76.18$) and the mean posttest score ($M = 97.95$) on the writing attitude scale for secondary school students ($p = .00054$, $p < .05$). According to this finding, it shows that the experimental process revealed a significant difference in terms of writing attitude in the experimental group. In this case, it can be said that the experimental group students generally improved in writing attitude after the experimental application. T Test for Related Samples was used to compare the pre-test and post-test scores of the control group regarding writing attitudes and the findings are presented in Table 7.

Table 7. Comparison of Pre-test and Post-test Scores of the Control Group Regarding Writing Attitudes

	Groups	N	M	Sd	t	p	d
Writing Attitude	Control Pretest	21	74.04	18.49	.690	.498	0.01
	Control Posttest	21	76.04	16.89			

The paired sample t-test results indicate that there is no statistically significant difference between the pre-test and post-test writing attitude scores of the control group students ($p = .498$, $p > .05$). This result reveals that the writing training in the control group didn't have a significant impact on students' writing attitude. Mann Whitney U Test, a nonparametric test, was used to compare the posttest averages of the groups. The findings related to this test are given in Table 8.

Table 8. Comparison of the Post-test Scores of the Groups Regarding the Total Scores of Writing Attitude

	Groups	N	Rank Mean	Sum of Ranks	U	p	d
Writing Attitude	Experiment	22	30.14	663.00	52.000	.00053	1.57
	Control	21	13.48	283.00			

Table 8 presents the results of the Mann-Whitney U test, which was conducted to determine whether there was a significant difference between the post-test writing attitude scores of students in the experimental and control groups. The analysis revealed no statistically significant difference between the writing attitude scores of students



in the experimental group and those in the control group ($p = .00053$, $p > .05$). This finding reveals that the writing anxiety levels of the experimental and control groups don't differ from each other in a statistically significant way.

Qualitative Findings

For the third sub-question of the research, an answer was sought to the question "What are the opinions of the experimental group students about the experimental application process after the application?". The findings obtained were discussed under three themes: "cognitive characteristics", "affective characteristics" and "language and expression". Afterwards, these themes were evaluated in a holistic manner with their subcategories and codes.

Table 9. Findings Related to Cognitive Characteristics Theme

<i>Category</i>	<i>Code/f</i>	<i>Sample Opinion</i>
Knowledge (48)		
	Rule Knowledge (18)	D3 "As a positive effect of this training, it enabled me to gain more organized and rule-compliant writing skills. The negative effect is that I will spend more time to write more in accordance with the rules."
	Genre Characteristics of Fairy Tales (17)	D4 "I saw how the fairy tales I wrote became beautiful and fluent when I wrote properly, carefully and in accordance with the rules. I feel a little closer to writing fairy tales."
	Spelling Rules (7)	O1 "It was a training process that I enjoyed and it improved my fairy tale writing more."
	6+1 traits of writing model (5)	O3 "I don't know, I don't know about the issues related to the fairy tale genre."
	Narrative Forms (2)	Y4 "When 6+1 traits of writing model is mentioned, I think of the rules to be considered while writing."
	Transition and Connection Expressions (1)	Y4 "When the 6+1 traits of writing model model is mentioned, the rules to be considered while writing come to my mind."
Skill (37)		
	Writing Habit (17)	D1 "The applications affected my writing habits positively. I want to write more now."
	Writing Skill (14)	D2 "It didn't affect my writing habits much. I used to not write much, I still rarely write."
	Assesment Skill (3)	Y4 "It had a great effect. Namely, this training I received enabled me to write more beautifully."
	Enhanced Imagination (2)	O1 "It didn't contribute much to my good writing. I think it was a waste of time for us."
	Analysing Skill (1)	D2 "When I hear about the 6+1 traits of writing model, I think of writing according to the rules and evaluating the writing, identifying and improving mistakes."

Some of the codes obtained from the responses of the students were grouped under the theme of "Cognitive Characteristics" (Table 9). Under the theme of cognitive features, two categories were formed as "Knowledge" and "Skill". In the knowledge category, knowledge of rules ($n=18$), genre characteristics of fairy tales ($n=17$), spelling rules ($n=7$), 6+1 traits of writing model ($n=5$), narrative forms ($n=2$), transition and connection expressions ($n=1$); in the skill category, there are codes for writing habit ($n=17$), writing skill (14), evaluation skill ($n=3$), developed imagination ($n=2$), analysis skill ($n=1$). This finding reveals that 6+1 traits of writing model contributed to the students' knowledge of writing rules, 6+1 traits of writing model and genre knowledge about fairy tales. In addition, in the skill category, it is seen that the codes of writing habits and writing skills are



predominant. It is seen that the codes of evaluation skill, developed imagination and analysis skill in this category are rarely encountered. In this context, it can be said that the 6+1 traits of writing model contributed to students' writing skills and writing habits.

Table 10. Findings Related to the Theme of Affective Characteristics

<i>Category</i>	<i>Code/f</i>	<i>Sample Opinion</i>
Attitude (45)		
	Love of Writing (21)	D1 "I had a pleasant time during the writing process. I enjoy writing now."
	Writing Anxiety (16)	O2 "Before, I didn't like writing because I had writing anxiety, now I like writing more because my anxiety has decreased."
	Self-confidence (7)	Y1 "I was worried about writing short and concise, but after I learnt that the beauty of writing doesn't depend on brevity or length thanks to this training, I no longer have such a concern."
	Boredom (1)	O3 "It makes me feel anxious, teacher."
Perception (7)		
	Waste of time (2)	O1 "It didn't contribute much to my good writing. I think it is a waste of time for us."
	Confusion (2)	D1 "The 6+1 traits of writing model reminds me of confusion. I mean, it is a complicated subject. I was a little confused after the training."
	Freedom (1)	O2 "I think that the 6+1 traits of writing model is liberation in writing."
	Modernity (1)	Y3 "My teacher gave me connotations such as thought, skill and modern writing."
	Thought (1)	Y3 "My teacher gave me connotations such as thought, skill and modern writing."
	Enjoyable Time (1)	D1 "I had a very enjoyable time during the training. Now I write with pleasure."

Some of the codes obtained from the answers given by the students to the questions in the semi-structured interview form were grouped under the theme of "Affective Characteristics" (Table 10). Some of these codes were categorized under attitude (n=45) and some under perception (n=7). In the attitude category, there are codes for love of writing (n=21), writing anxiety (n=16), self-confidence (n=7), boredom (n=1); in the perception category, there are codes for waste of time (n=2), confusion (n=2), freedom (n=1), modernity (n=1), thought (n=1), enjoyable time (n=1). According to the findings, it can be said that 6+1 traits of writing model had a positive impact on the writing attitudes of most of the students in terms of creating a love of writing, reducing/eliminating writing anxiety and gaining self-confidence, and created a positive perception in some of them. It can be interpreted that very few students formed negative perceptions towards the activities during the experimental application.

Some of the codes obtained from the answers given by the students to the questions in the semi-structured interview form were evaluated under the theme of "Language and Expression Features" (Table 11). No separate category was created under this theme. Under this theme, there are codes for fluency (n=8), conciseness (n=4), simplicity (n=4), clearness and intelligibility (n=4), persuasiveness (n=3), ornate and artistic expression (n=2), immersiveness (n=2), clarity (n=2), naturalness (n=2), sincerity (n=2), leanness (n=1). In general, students stated that the education they received made positive contributions to their language and expression features. The fact that most of the students mentioned language and expression features in their answers can be associated with the



stylistic dimension of 6+1 traits of writing model and the fact that they mainly mentioned fluency can be associated with the sentence fluency dimension.

Table 11. Findings Related to the Theme of Language and Expression Features

<i>Code/f</i>	<i>Sample Opinion</i>
Fluency (8)	Y2 "I used to worry that my writing wouldn't be fluent and harmonious, but now I can write more fluently and harmoniously, so it has reduced my worries a lot."
Conciseness (4)	Y4 "I use concise, clear and persuasive language in my writing."
Simplicity (4)	O3 "I think I use a clear, simple and natural language, teacher."
Clearness and intelligibility (4)	Y3 "I tried to use a simple, clear, understandable and gripping language."
Persuasiveness (3)	O2 "I think I use a natural, convincing and fluent style of expression in my writings."
Ornate and artistic expression (2)	O4 "I write in a simple, entertaining, ornate and artistic style."
Immersiveness (2)	D3 "I use an ornate, artistic, gripping language."
Clarity (2)	D4 "I write clear, fluent, clear and concise. I don't think I write convincingly and plainly."
Naturalness (2)	O2 "I think I use a natural, convincing and fluent style of expression in my writings."
Sincerity (2)	D1 "I write sincerely and sincerely."
Leanness (1)	D4 "I write clearly, fluently, clearly and concisely. I think that I write convincingly and lean"

Discussion and Conclusion

This study aims to determine the effect of the 6+1 traits of the writing model on the fairy tale writing skills and writing attitudes of seventh-grade middle school students. The sample of the study, in which the exploratory sequential design, one of the mixed method designs, was composed of 43 students studying in a public school in the 2022-2023 academic year. There were 22 students in the experimental group and 21 in the control group. While the experimental group was taught story writing integrated with the 6+1 traits of the writing model, the control group was taught story writing with traditional methods. Traditional methods require a teaching process based on direct expression, based on the holistic evaluation of the product resulting from the writing activity, and in which the teacher is in a leading position. The 6+1 traits of the writing model, on the other hand, is a model that evaluates the products written by the student from many different perspectives and includes the process of the teacher giving feedback and positively guiding the student. In the study, quantitative data were collected through the 6+1 Analytical Writing and Evaluation Scale and Writing Attitude Scale for Secondary School Students within the framework of a quasi-experimental design. In contrast, qualitative data were obtained through semi-structured interviews conducted after the experimental process. The findings revealed that fairy tale writing training with the writing characteristics model significantly improved students' fairy tale writing skills and writing attitudes. Qualitative data also supported these findings and showed that students developed positive views towards the writing process. In this context, it was concluded that the 6+1 traits of the writing model characteristics model are effective in writing education processes.



The findings of this study coincide with previous research on writing instruction based on the 6+1 traits of writing. Altuner Çoban and Ateş (2022) found that this model improved pre-service teachers' writing skills and reduced their writing anxiety. Similarly, this study observed that students' attitudes toward writing changed positively, and their writing anxiety decreased. This is an important factor supporting students' more active participation in writing. In the study of Kalsum et al. (2020), it was observed that the model provided improvement, especially in the dimensions of idea development, organization, style, and spelling rules. Significant improvements in structure, organization, and style were also observed in the present study. However, no significant improvement was observed in terms of word choice and sentence fluency in the study by Kalsum et al. (2020). Although no specific evaluation was made for these dimensions in this study, significant improvements were found in general writing skills. In a quasi-experimental study conducted with third-grade students, Maynard and Young (2022) found that the feature-based teaching approach significantly increased writing achievement ($d=2.38$). Similarly, in this study, a significant increase was observed in the writing achievement of the experimental group in which the 6+1 traits of the writing model were applied. In this context, Rowland et al. (2020) discussed the difficulties of the 6+1 traits of the writing model in the writing processes of students with disabilities and discussed technologies that can support the development of these skills. Ramlala and Augustin (2020) found that the model, combined with blended learning and modeling techniques, helped students overcome cognitive, psychological, and linguistic barriers in the reflective writing process and improved their writing skills and positive attitudes towards writing. Furthermore, Gurusamy and Sathappan (2022) showed that the model improved the writing skills of Malaysian University students through peer assessment but also emphasized that some difficulties were encountered in the implementation process. These findings coincide with the results of the current study and reveal that the 6+1 traits of the writing model are effective in different student groups.

Within the scope of the study, the results regarding the effect of the 6+1 traits of the writing model on the writing attitudes of the students in the experimental and control groups were discussed. According to the study's findings, the post-test total mean score of the experimental group students from the writing attitude scale for secondary school students increased significantly compared to the pre-test mean score. These results show that the story writing training with the 6+1 traits of the writing model significantly benefited students' writing attitudes. In contrast, training with traditional methods could improve students' writing attitudes to a certain level. This result coincides with the findings of previous studies based on the 6+1 traits of the writing model (Görgüç, 2016; Özdemir & Özbay, 2016; Ramlala & Augustin, 2020).

In quasi-experimental studies examining the effect of different teaching methods on the writing attitudes of secondary school students in Turkey, various writing attitude scales were used, and it was observed that these methods positively affected students' writing attitudes (Can & Topçuoğlu Ünal, 2019; Özdemir & Çevik, 2018; Türkben & Karaca, 2023). In Özdemir & Özbay's (2016) study, it was determined that the 6+1 traits of the writing model were effective on pre-service teachers' writing attitudes but did not create a significant difference in the spelling and punctuation sub-dimension. Görgüç (2016) found that this model positively affected sixth-grade students' writing achievement and attitudes. However, there is no study examining the effect of this model on writing attitudes in foreign literature.



In the qualitative dimension of the study, in the interviews with the students in the experimental group, it was stated that the application based on the 6+1 traits of the writing model improved their writing skills, compliance with spelling rules, and ability to write fairy tales. Most students stated that their writing anxiety decreased, and they gained a positive attitude toward writing. It was emphasized that they improved, especially in terms of fluency. These findings revealed that the model was effective in teaching fairy tale writing skills and shaping writing attitudes positively.

The 6+1 traits of the writing model aim for students to write fluent and rule-compliant texts with original ideas (Grundy, 1986; Spandel, 1997). It was observed that these qualities emerged clearly in the writings of the students in the experimental group. Post-experiment analyses showed that the model improved students' story-writing skills and that the writing process consists of interdependent components. For example, when the organization of ideas is not developed, it is insufficient to produce original thoughts (Graham & Sandmel, 2011; Seban, 2012; Gillespie & Graham, 2014). Similarly, texts containing spelling and punctuation errors reduce readability (Paquette, 2002; Werkmeister, 2010). Students may perceive The writing process as challenging, which may negatively affect their motivation to write (Colantone et al., 1998; Yaman, 2010). However, it has been observed that students' writing anxiety decreased, and their writing attitudes changed positively when they were supported with a sense of achievement and fun activities during the writing process. In this context, fairy tale writing training based on the 6+1 traits of the writing model makes significant contributions not only to cognitive skills but also to affective characteristics.

Increasing the motivation of students with negative writing attitudes and improving their writing skills is one of the main tasks of teachers (Özdemir & Özbay, 2016). When students are actively involved in the writing process with the proper methods, their writing attitudes change positively (Türkben & Karaca, 2023). The improvement in the fairy tale writing skills of the students in the experimental group can be explained by process-oriented evaluation and diversification of multisensory activities. In addition, considering the contribution of fairy tales to the development of individuals, the effect of fairy tale writing training on students' writing skills and attitudes cannot be denied. Writing education that involves, mobilizes, and motivates students increases writing success (Lane et al., 2008; Troia et al., 1999).

Limitations

The research was conducted with seventh-grade students studying in a state secondary school in Sarıyer district of Istanbul province and covers the first term of the 2022-2023 academic year. It is limited to the data obtained from the data collection tools used within the scope of the fairy tale writing training plan integrated with the 6+1 traits of the writing model. The research is limited to the opinions of the students in the group in which the fairy tale writing education plan integrated with the 6+1 traits of writing model was implemented. The research is limited to the activities implemented within the scope of the fairy tale writing education plan integrated with the 6+1 traits of the writing model.



Recommendations

The findings of this study suggest that integrating fairy tale writing instruction based on the 6+1 traits of the writing model into secondary school curricula could enhance students' writing skills and attitudes. In this context, offering fairy tale writing training as an elective course may provide students with structured opportunities to develop their narrative skills within a systematic framework. Given the significant role of fairy tales in cognitive and linguistic development, incorporating more activities related to this genre into textbooks, aligned with students' proficiency levels, could further support their writing competence. Additionally, a course specifically designed for written expression, structured around the sub-dimensions of the 6+1 traits of the writing model and enriched with targeted activities, could be beneficial in fostering students' overall writing proficiency. Furthermore, within the scope of this research, students' fairy tales were assessed using the 6+1 analytical writing and assessment scale. To enhance its applicability in secondary education, the scale could be adapted into a more simplified and comprehensible format, ensuring that students and educators can effectively utilize it in writing instruction.

Author(s)' Statements on Ethics and Conflict of Interest

Ethics Statement: We hereby declare that research/publication ethics and citing principles have been considered in all the stages of the study. We take full responsibility for the content of the paper in case of dispute (Ethical review board name: Bursa Uludağ University Social and Human Sciences Ethics Committee, Date of ethics review decision: 03-25-2022, Ethics assessment document issue number: 2022-03-26).

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