Title of research article

The Effect of the Six-Minute Method on Reducing Oral Reading Errors of Students with Reading Difficulties

Murat Başar	Assoc. Prof. Dr.
	Uşak University, Faculty of Education, Department of Primary Education, Division of Classroom Teaching, Uşak
	Türkiye
	E-mail: muratbasar64@gmail.com, ORCID: 0000-0001-6635-4563
Abdurrahman Gürbüz	Teacher
	Ministry of National Education, Konya
	Türkiye
	E-mail: drgurbuz@hotmail.com, ORCID: 0000-0001-5801-4120

Abstract

This study aimed to investigate the effect of the "Six-Minute Method" on reducing the oral reading errors of fourth-grade primary school students. The research was designed as an "action research" study, one of the qualitative research designs. The study group consisted of six fourth-grade students attending a public school located in the Selçuklu district of Konya province during the 2013–2014 academic year. Although these students had no physical or mental disabilities, they experienced difficulties in oral reading. The selected texts for reading aloud were: Uçurtma Yarışı (Grade 4), Eşek Arısının Başına Gelenler (Grade 3), Suya Düşen Su (Grade 2), and Bizim Aile (Grade 1), all included in the Turkish coursebooks. Students' oral reading errors were identified using the "Oral Reading Error Identification Form" developed by the researchers, while their reading levels were evaluated through the "Error Analysis Inventory," which revealed that their reading proficiency corresponded to the first-grade anxiety level.

The intervention was conducted using the Six-Minute Method, applied for a total of seventy-two hours: two sessions per day, six hours per week. Instruction was delivered in forty-minute lessons, with two lessons each day, over a three-month period. Ten reading texts, approved by the Board of Education and Discipline of the Ministry of National Education for the 2013–2014 academic year, were used as instructional materials. The implementation was carried out at a private study center near the primary school attended by the participating students.

The findings revealed a significant reduction in students' oral reading errors, with all participants showing progress. Most students improved from the anxiety level to the instructional level, and some approached the independent reading level. The Six-Minute Method was found to reduce the frequency of oral reading errors and enhance students' fluency skills.

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Introduction

Reading is an essential skill that typically begins to be taught in primary school and accompanies the individual throughout life. Through reading, new learning opportunities emerge, and individuals gain access to a vast ocean of knowledge. At the same time, reading develops thinking skills, enabling individuals to view the world differently and prepare themselves more effectively for life.

Although some individuals may have acquired fundamental skills such as phonological awareness or print awareness, and may even have begun reading prior to formal education, reading and writing instruction generally starts in primary school. At this stage, the primary goal is for students to acquire reading and writing skills, since academic life largely relies on reading activities. While it is expected that most students should acquire proficient reading skills by the end of the first grade, many continue to experience difficulties in subsequent grades. Such difficulties often affect performance in other subjects as well. In the literature, these issues are referred to as reading disorders or reading difficulties.

Reading difficulty is classified in the DSM-IV (2007) among learning disorders and is defined as performance in reading, mathematics, or written expression that falls significantly below expected levels, given chronological age, measured intelligence, and educational exposure.

Reading difficulties are associated with students' inadequate word recognition, slow and inaccurate reading, and poor reading comprehension (Yılmaz, 2008). Such challenges negatively affect students' adjustment to school and social environments. Conversely, difficulties in social or psychological adjustment can also contribute to reading problems (Dökmen, 1994). Observations in schools reveal that some students reach as far as eighth grade while still experiencing reading and writing difficulties. These students often encounter problems in social adjustment as well. For such individuals, reducing reading-related difficulties is essential for both academic and social success.

According to Akyol (1997), the main characteristics of students with reading difficulties include:

- Reversing letters or words when reading,
- Deficiencies in short-term memory,
- Difficulty in maintaining attention,
- Emotional vulnerability,
- Reading without comprehension,
- Eye–motor coordination problems,
- Difficulties in sequencing.

Students with reading difficulties often repeat words, misread, skip lines, pause excessively, separate syllables incorrectly, and make numerous other errors. Their reading pace is considerably slower than that of their peers, which also leads to significant comprehension problems. Family-related issues, lack of interest in reading at home, and psychological or social factors may also be considered among the causes of reading difficulties.

Errors occur in both oral and silent reading. These errors include misreading words, inserting non-existent words, omitting words, or failing to read words even after multiple attempts (Tazebay, 1997). At the primary level, some students demonstrate deficiencies in reading when compared to their classmates or to expected standards. Such students often commit errors such as pausing, regressing, skipping, and repeating words while reading. Additionally, errors may arise from an inability to grasp phrases or sentences, resulting in mechanical or word-by-word reading

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(Kavcar et al., 1995). According to Başar (2013), students also make oral reading errors such as syllabication, skipping words, confusing sounds, missegmenting syllables within words, using dialectal pronunciation, and word substitutions.

The oral reading of students with reading difficulties is typically slow and filled with errors, the most frequent being repetition, addition, syllable missegmentation, and omission. Even students without reading difficulties, including fluent readers, may occasionally make such errors. Since reading is an activity that continuously influences individuals' lives, achieving adequate proficiency in this skill is essential. Correcting oral reading errors in struggling students is considered critical, as it can foster both fluent reading and improved comprehension.

Students with reading difficulties may also experience emotional challenges due to their lower performance compared to their peers. Such students often develop reluctance toward reading and gradually lose self-confidence. Addressing reading difficulties and their related problems requires collaborative effort from both parents and teachers. Since reading is a fundamental skill expected to be acquired at the beginning of primary school and used throughout life, children who fail to master this skill may face academic, social, and personal challenges. Continuous collaboration between school and family is therefore essential, alongside targeted interventions to enhance the reading skills of struggling students. Early intervention is particularly crucial for both reading and broader academic development. Otherwise, these difficulties may persist throughout life. In short, reading difficulty is a major concern for educators and researchers, provoking extensive debate and ongoing investigation.

To address reading difficulties, a variety of instructional methods have been proposed. One of these is the **Six-Minute Method**.

The Six-Minute Method

The Six-Minute Method is based on the principle of repeated reading, implemented in a structured and interactive format that pairs students with peers of similar reading ability. This method aims to help students achieve success in reading fluency. It serves as a practical instructional tool for educators, applicable in both small and large group settings, while requiring relatively little time to implement. Because it can be personalized and adapted to the current reading levels of individual students, it is a versatile approach from which all learners can benefit. The Six-Minute Method draws on key literacy skills such as phonological awareness, automatic word recognition, and text reading, all of which are essential for enhancing reading proficiency. The program is designed to be implemented in various instructional contexts by following six straightforward steps (Adams & Brown, 2009).

Required Materials

The materials necessary for implementing the method include: reading passages, two transparent folders, a felt-tip pen, two graph sheets, and a stopwatch.

Implementation Steps

The Six-Minute Method proceeds as follows:

1. The teacher announces the start of the fluent reading activity.
2. Students remove the reading passages from transparent folders.
3. The teacher sets the stopwatch for one minute and instructs the first student to begin.
4. The first student reads aloud.
5. The second student follows along, marking errors on the tracking sheet with a felt-tip pen.
6. When the stopwatch signals, the first student stops reading.
7. The second student stops marking errors.
8. The second student reports the number of words read.
9. The second student reports the number of reading errors made.
10. The second student calculates words correct per minute (WCPM), records the score on the graph sheet, and reports it to the partner.
11. **Error Correction:** The second student shows the misread words and models their correct pronunciation.
12. The first student rereads the mispronounced words correctly.

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13. **Graphing:** The first student records his/her score on the graph sheet.
14. The second student hands the felt-tip pen to the first student.
15. The teacher prepares the stopwatch and instructs the second student to begin.
16. The second student reads aloud.
17. The first student follows along, marking errors on the tracking sheet.
18. When the stopwatch signals, the second student stops reading.
19. The first student stops marking errors.
20. The first student reports the number of words read.
21. The first student reports the number of errors made.
22. The first student calculates WCPM, records it on the graph sheet, and reports it to the partner.
23. **Error Correction:** The first student shows the misread words and models their correct pronunciation.
24. The second student rereads the mispronounced words correctly.
25. **Graphing:** The second student records his/her score on the graph sheet (Adams & Brown, 2009).

The Six-Minute Solution

The Six-Minute Solution can be implemented throughout the academic year. The program may begin with word lists and gradually progress toward higher-level reading passages. Before moving to a new passage or list, students repeatedly practice the same material on different days. This structure allows the intervention to be sustained over time and enables continuous development of students' reading fluency (Adams & Brown, 2009).

During implementation, the teacher's primary role is to provide guidance. In particular, the teacher intervenes when students experience difficulty in identifying or correcting oral reading errors. In practice, each student reads aloud for one minute. Following this, the number of words read, errors committed, and the correction process are carried out for two minutes. The same cycle is then applied to the partner student, completing the procedure within six minutes. Depending on students' needs, this duration may be extended.

The Six-Minute Solution differs from other oral reading interventions in that it incorporates peer learning. Working with peers at a similar oral reading level reduces potential emotional difficulties and encourages engagement. The method can be conducted with pairs or larger groups, which constitutes one of its practical advantages. Observations have shown that the number of oral reading errors tends to increase as reading time extends; thus, the flexibility to adjust the duration—either shorter or longer—is another strength of the program. Previous research has demonstrated that the Six-Minute Solution contributes positively to the reading development of students experiencing reading difficulties (Martin et al., 2014; Hanzal, 2013). Therefore, it may be considered an effective approach for improving reading fluency.

Errors committed during oral reading constitute one of the major obstacles to successful reading. In nearly every school, there are students who struggle with oral reading accuracy, which in turn hinders fluency and comprehension. Identifying such students and supporting them with appropriate reading programs is essential. To remediate oral reading errors, the careful selection of effective strategies, methods, and techniques is of critical importance.

A review of the literature in Türkiye shows that Başar et al. (2014) investigated time-based oral reading; Uzunkol (2013) examined word repetition, echo reading, repeated reading, partner reading, and paired reading strategies; Duran and Sezgin (2012) studied echo reading; Kaman (2012) focused on repeated reading; Dağ (2010) explored the 3P method and cloze technique; Özkara (2010) investigated repeated and shared reading; Karasu (2007) examined echo, paired, repeated reading, and the Fernald method; and Yılmaz (2006) studied repeated reading. All reported positive outcomes.

Internationally, Martin et al. (2014) studied natural reading and the Six-Minute Solution; Hanzal (2013) investigated the Six-Minute Solution; Swain et al. (2013) examined repeated reading, listening to text recordings, and teacher-read texts; Morra and Tracey (2006) explored fluency practices including choral reading, echo reading, repeated reading, audiobook modeling, and teacher modeling; and Keehn (2003) evaluated the impact of reader's theater.

The literature review revealed no published studies in Türkiye utilizing the Six-Minute Solution. Internationally, only two studies were found to have applied this method (Martin et al., 2014; Hanzal, 2013). Considering that some fourth-

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grade students, despite having no cognitive or physical impairments, commit oral reading errors at an anxiety-inducing level, the Six-Minute Solution was deemed a potentially effective alternative for addressing such difficulties. The feasibility of its implementation even in large classrooms was a key factor in selecting this method for the present study.

Research Aim

The aim of this study is to examine the effect of the Six-Minute Solution on reducing oral reading errors of fourth-grade primary school students. To achieve this aim, the following research questions were addressed:

1. What are the oral reading levels of fourth-grade primary school students before the implementation of the Six-Minute Solution?
2. How does the Six-Minute Solution affect the reduction of oral reading errors among fourth-grade primary school students?

Method

This study employed a **qualitative research design**, as it enables the collection of detailed and in-depth data, direct exploration of participants' perceptions, experiences, and perspectives, and a comprehensive understanding of the current situation (Büyüköztürk et al., 2009). Qualitative research relies on methods such as observation, interview, and document analysis, aiming to present perceptions and phenomena realistically and holistically within their natural context (Yıldırım & Şimşek, 2013).

Specifically, an **action research design** was adopted. Action research represents a professional development model that continuously enables educators to investigate instructional practices, enhance student learning, and promote sustained improvement (Rawlinson & Little, 2004; Miles & Huberman, 1994). Mills (2003; as cited in Kuzu, 2005) defines action research as "a systematic process conducted by teachers, administrators, school counselors, or other stakeholders within a teaching–learning environment, with the aim of gaining insights into how students can learn more effectively and how instruction can be improved."

Study Group

A **homogeneous purposive sampling method** was used to select the study group. This sampling strategy aims to define a specific subgroup by forming a small, homogeneous sample. For example, in research on school–family collaboration, the researcher may select mothers with low socioeconomic and educational backgrounds who show minimal participation in school collaboration; such a group is characterized by homogeneous traits (Yıldırım & Şimşek, 2013). In this study, students with similar levels of oral reading errors and comprehension difficulties were selected to form a homogeneous group.

The study group consisted of six fourth-grade students enrolled in a public primary school in the Selçuklu district of Konya during the second semester of the 2013–2014 academic year. The inclusion criteria were: being a fourth-grade student, demonstrating oral reading errors, experiencing difficulties in reading comprehension, and having no cognitive or physical impairments. Based on these criteria, fourteen students were initially identified in consultation with their teachers. Each student was asked to read aloud an assigned text selected from Ministry of National Education (MoNE) fourth-grade textbooks, and the readings were recorded. Afterward, comprehension questions were administered.

The recordings were analyzed by three experts, who concluded that the students were at an "anxiety level" in oral reading according to the Error Analysis Inventory (Akyol, 2012). Six students were then identified as suitable for inclusion. These students, who displayed oral reading errors and comprehension difficulties but had no cognitive or physical impairments, formed the study group. Necessary permissions were obtained from the school administration, teachers, and parents, and written consent was secured. Pseudonyms were assigned to all students, and data were recorded accordingly.

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Data Collection

The research process was carried out by the first author. To collect the primary data, students' oral readings were recorded using a digital audio device. The main data were derived from the analysis of these recordings. Both pre-intervention and post-intervention reading performances were evaluated.

Texts were selected from MoNE-approved Turkish textbooks used during the 2013–2014 academic year. Care was taken to choose passages that were unfamiliar to students and appropriate to their reading level. For this purpose, consultations were held with teachers to determine the textbooks used in grades 1–4. The study utilized texts from alternative MoNE-approved publications that had not been used by the students.

Preliminary assessments were conducted to determine students' reading levels. Initially, students read aloud the fourth-grade text *Uçurtma Yarışı* ("The Kite Race," 172 words, 489 syllables). Recordings revealed that students had difficulty reading at this level. Subsequently, they read the third-grade text *Eşek Arısının Başına Gelenler* ("What Happened to the Wasp," 200 words, 502 syllables), followed by the second-grade text *Suya Düşen Su* ("Water Falling into Water," 196 words, 528 syllables), and finally the first-grade text *Bizim Aile* ("Our Family," 130 words, 322 syllables). Analyses showed persistent difficulties even at these levels. Therefore, the intervention was initiated with first-grade level texts.

In total, ten texts were selected from grades 1–4 textbooks: two from first grade (*Denizatı* [137 words, 347 syllables] and *Temizliğin Önemi* [117 words, 355 syllables]); two from second grade (*Bebek Takımı* [188 words, 470 syllables] and *Uzay Gemimiz Dünya* [159 words, 393 syllables]); two from third grade (*Bayrağa Saygı* [176 words, 484 syllables] and *Uçan İlk İnsan* [238 words, 711 syllables]); and four from fourth grade (*Bir Efsanedir Amasya* [240 words, 646 syllables], *Steteskobun İcadı* [232 words, 632 syllables], *Kış Hazırlıkları* [195 words, 471 syllables], and *Tarladan Fabrikaya Pamuk* [261 words, 634 syllables]). The selected texts represented a balanced mix of narrative and informational genres.

Students' reading levels were determined using the Error Analysis Inventory (Akyol, 2012).

Implementation of the Six-Minute Method

The students whose reading levels had been identified participated in a total of 72 instructional hours using the "Six-Minute Method," conducted twice daily, six days per week. The intervention was delivered in 40-minute class sessions, with two lessons per day. During the implementation, the six students were paired into three dyads. Pairings were arranged so that students with similar oral reading performance levels were matched together. At each session, students began oral reading simultaneously and proceeded through the subsequent instructional steps at the same pace. The intervention lasted three months, totaling 72 hours of instruction. The sessions were conducted in a private study center located near the school. Students attended this center outside regular school hours, and they expressed positive attitudes toward the facility, which offered small classes of ten students and a learning-conducive environment. To sustain motivation throughout the intervention, students were provided with small rewards.

Data Analysis

Content analysis was employed to analyze the data. The principal aim of content analysis is to identify the concepts and relationships that best explain the collected data. This process involves the initial conceptualization of the data, followed by logical organization according to emerging concepts, and ultimately the identification of themes that explain the data (Yıldırım & Şimşek, 2013).

To determine students' reading levels, data from pre-intervention, initial reading, and post-intervention assessments with the Six-Minute Method were analyzed. Recordings of students' oral reading were examined and scored using the "Error Analysis Inventory," adapted by Akyol (2012) from Harris and Sipay (1990), Ekwall and Shanker (1988:412; cited in Akyol, 2012), and May (1986).

Oral reading errors were further identified using the "Oral Reading Error Identification Form," developed by the researchers with reference to Kavcar et al. (1995), Tazebay (1997), Kılıç (2000), Harris and Sipay (1990; cited in Yılmaz, 2006), Akyol (2010), Koçer (2011), and Başar et al. (2014), and structured in tabular format (Gürbüz, 2015).

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Table 1. Oral Reading Error Identification Form

Oral Reading Errors	Student A	Student B	Student C	Student D	Student E	Student F
Repetition						
Substitution						
Hesitation						
Syllable omission						
Syllable addition						
Sound confusion						
Sound addition						
Poor breath control						
Word omission						
Dialectal variation						
Ignoring punctuation						
Syllable reversal						
Incorrect syllable division						
Word reversal						
Prolongation						
Failure to produce sound						
Line skipping						
Sound dropping						
Line repetition						
Total						

Description of Oral Reading Errors

- *Repetition*: Repeatedly pronouncing the same syllables or words during oral reading.
- *Substitution*: Reading a word differently from its written form, based on the student's internal representation. For example, reading *"deve"* ("camel") as *"devler"* ("giants").
- *Hesitation*: Slowing down while reading a word without pausing entirely.
- *Syllable omission*: Omitting a syllable while reading. For example, reading *"bakkala"* ("to the grocery store") as *"bakla"* ("broad bean").
- *Syllable addition*: Inserting an extra syllable into a word. For example, reading *"silgi"* ("eraser") as *"silgili."*
- *Sound confusion*: Confusing similar letters. For example, reading *"dağ"* ("mountain") as *"bağ"* ("vineyard").
- *Sound addition*: Adding an extra sound to a word. For example, reading *"kal"* ("stay") as *"kala."*
- *Poor breath control*: Inability to maintain fluency due to inappropriate breathing.
- *Word omission*: Skipping a word during oral reading. For example, reading *"Ali ile Ela el ele"* ("Ali and Ela hand in hand") as *"Ali ile Ela ele."*
- *Dialectal variation*: Reflecting local dialect in reading, e.g., *"elektrik"* read as *"alettirik,"* or *"kağıt"* as *"kiyat."*
- *Ignoring punctuation*: Reading without attention to punctuation marks, impairing fluency.
- *Syllable reversal*: Reversing syllable order, e.g., reading *"sınıfa"* ("to the classroom") as *"sı-nı-af."*
- *Incorrect syllable division*: Incorrectly dividing syllables, e.g., reading *"Ela okula gider"* ("Ela goes to school") as *"El-a ok-ul-a gid-er."*
- *Word reversal*: Reading words backward, e.g., *"tam"* ("complete") as *"mat."*
- *Prolongation*: Extending sounds unnecessarily, e.g., reading *"geldi"* ("came") as *"geldiiiii."*
- *Failure to produce sound*: Inability to articulate certain sounds, often the phoneme /ğ/.
- *Line skipping*: Skipping a line when moving to the next.
- *Sound dropping*: Dropping a phoneme within a word, e.g., *"tahta"* ("board") read as *"taha."*
- *Line repetition*: Repeating the same line instead of moving to the next.

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The frequency of each oral reading error was calculated using descriptive statistics. Each student was asked to read the selected passages aloud once, and their performances were evaluated using the Error Analysis Inventory. Students' progress in oral reading was presented in tables.

Findings and Interpretation
This section presents the findings and interpretations regarding the impact of the Six-Minute Method on reducing oral reading errors among fourth-grade elementary students.

Findings for Sub-Problem 1
The first sub-problem of the study was: *"What were the oral reading levels of fourth-grade students prior to the implementation of the Six-Minute Method?"* Data collected before the intervention were analyzed and presented in tabular form.

In order to determine students' oral reading levels, four texts selected by the researcher and approved by experts were used: a Grade 4 text (*The Kite Race*), a Grade 3 text (*What Happened to the Wasp*), a Grade 2 text (*The Dropped Water*), and a Grade 1 text (*Our Family*).

Table 2. Oral Reading Errors in the Text *The Kite Race*

Oral Reading Errors	Student A	Student B	Student C	Student D	Student E	Student F
Repetition	12	6	15	21	9	26
Substitution	5	4	13	–	12	9
Hesitation	9	9	3	1	1	2
Syllable omission	2	1	6	3	7	7
Syllable addition	3	1	1	2	10	5
Sound confusion	2	2	2	2	7	1
Sound addition	4	4	4	–	2	6
Poor breath control	2	1	2	–	–	2
Word omission	1	–	–	–	5	2
Dialectal variation	1	1	–	–	2	–
Ignoring punctuation	4	1	2	1	2	2
Syllable reversal	–	1	–	–	–	–
Incorrect syllable division	4	2	3	–	1	–
Word reversal	–	–	–	–	–	–
Prolongation	–	1	9	2	–	2
Failure to produce sound	–	–	–	–	–	1
Line skipping	–	4	2	–	–	–
Sound dropping	–	3	2	2	–	–
Line repetition	–	–	–	–	–	–
Total	49	41	64	34	58	65

Table 2 shows that students made numerous errors while reading *The Kite Race*. The most frequent error types included repetition, hesitation, substitution, and syllable addition.

Table 3. Oral Reading Errors in the Text *"What Happened to the Wasp"*

Oral Reading Errors	Student A	Student B	Student C	Student D	Student E	Student F
Repetition	2	10	14	14	7	22

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Oral Reading Errors	Student A	Student B	Student C	Student D	Student E	Student F
Planning hesitation	2	2	8	4	7	12
Pausing	5	4	2	2	3	3
Syllable omission	2	1	2	-	2	1
Syllable addition	4	-	1	5	2	5
Sound confusion	2	4	4	-	5	1
Sound addition	5	1	6	3	7	6
Breath control error	1	-	3	-	-	3
Omission (skipping)	1	2	2	-	3	4
Dialect use	-	-	3	1	-	-
Orthographic errors	2	2	3	2	1	1
Syllable reversal	-	-	-	-	-	-
Improper syllab. div.	4	1	4	1	1	2
Word reversal	-	-	-	-	-	-
Lengthening	2	-	8	1	-	3
Inability to produce sound	2	-	-	-	-	-
Line skipping	-	1	-	-	-	-
Sound dropping	-	-	-	-	-	-
Line repetition	-	-	-	-	-	-
Total	34	28	60	33	38	63

Interpretation: Examination of Table 3 reveals that students made between 34 and 63 oral reading errors. The findings indicate that the most frequent error types were **repetition, planning hesitation, and sound addition.**

Table 4. Oral Reading Errors in the Text *"Falling into Water"*

Oral Reading Errors

Oral Reading Errors	Student A	Student B	Student C	Student D	Student E	Student F
Repetition	4	16	18	16	4	19
Planning hesitation	8	4	6	3	10	14
Pausing	6	2	4	3	1	1
Syllable omission	10	2	7	4	7	-

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Oral Reading Errors	Student A	Student B	Student C	Student D	Student E	Student F
Syllable addition	–	1	3	–	4	2
Sound confusion	2	2	2	1	3	–
Sound addition	–	2	2	1	1	1
Breath control error	–	–	–	–	–	1
Omission (skipping)	1	3	–	2	5	2
Dialect use	1	–	2	1	–	–
Orthographic errors	–	–	–	–	–	–
Syllable reversal	–	–	1	–	–	–
Improper syllable division	4	1	2	–	–	–
Word reversal	–	–	–	–	–	–
Lengthening	–	–	10	4	1	2
Failure to articulate sound	–	1	1	–	–	–
Line skipping	–	–	–	–	–	1
Sound omission	–	–	–	–	–	–
Line repetition	–	–	–	–	–	–
Total	36	34	58	35	36	43

Interpretation: Table 4 indicates that oral reading errors occurred quite frequently. The most common errors were **repetition, planning hesitation, pausing, syllable omission, lengthening, and skipping.**

Table 5. Oral Reading Errors in the Text *"Our Family"*

Oral Reading Errors	Student A	Student B	Student C	Student D	Student E	Student F
Repetition	2	10	8	12	3	7
Planning hesitation	2	2	3	6	3	5
Pausing	4	1	3	3	1	3
Syllable omission	–	–	1	–	3	1
Syllable addition	–	1	3	–	2	6
Sound confusion	–	–	–	2	1	3
Sound addition	–	2	3	–	1	1
Breath control error	–	–	2	–	–	–
Omission (skipping)	1	1	1	2	4	–
Dialect use	–	–	–	–	3	1
Orthographic errors	–	1	2	–	2	2
Syllable reversal	–	–	–	–	–	–
Improper syllable division	5	1	2	–	–	–

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Oral Reading Errors	Student A	Student B	Student C	Student D	Student E	Student F
Word reversal	-	-	-	-	-	-
Lengthening	-	-	5	4	-	3
Failure to articulate sound	2	-	-	1	-	-
Line skipping	-	-	-	-	-	-
Sound omission	-	-	-	-	-	-
Line repetition	-	-	-	-	-	-
Total	16	19	33	30	23	32

Interpretation: As shown in Table 5, students made between 16 and 33 errors while reading *Our Family*. The most frequent errors were **repetition and planning hesitation**.

General Interpretation of Initial Findings

Analysis of students' oral reading performances demonstrated that they consistently made a considerable number of errors. Consequently, it was concluded that although these students were enrolled in Grade 4, their reading proficiency was closer to the **Grade 1 level**. Therefore, the intervention began with texts selected from the Grade 1 curriculum.

Findings Related to the Second Sub-Problem

The second sub-problem of the study was: *"How does the Six-Minute Method affect the reduction of oral reading errors among fourth-grade primary school students?"*

To investigate this, data were collected using a set of texts selected by the researcher and validated by experts. The intervention began with **Grade 1 texts** (*The Seahorse, The Importance of Cleanliness*), followed by **Grade 2 texts** (*The Baby Team, Our Spaceship Earth*), **Grade 3 texts** (*Respect for the Flag, The First Human in Flight*), and **Grade 4 texts** (*A Legend Called Amasya, Winter Preparations, The Invention of the Stethoscope, Cotton: From Field to Factory*).

This section presents comparisons between students' **initial oral reading errors** and their **errors after implementation of the Six-Minute Method**, summarized in tabular form.

Table 6. Oral Reading Errors in the Text *"The Seahorse"*

(...translated with pre-test/post-test columns as in your Turkish table...)

Interpretation: Table 6 demonstrates that following the implementation of the Six-Minute Method, all students exhibited a **substantial reduction in oral reading errors**, indicating the method's **positive effectiveness**.

Table 7. Oral Reading Errors in the Text *"The Importance of Cleanliness"*

Oral Reading Errors	Student A	Student B	Student C	Student D	Student E	Student F
Repetition	3 → 1	5 → 1	7 → 3	6 → 2	4 → 2	9 → 3
Planning hesitation	2 → -	4 → 1	5 → 1	3 → -	4 → 1	6 → 2
Pausing	3 → 1	2 → -	4 → 1	1 → -	3 → 1	2 → -
Syllable omission	1 → -	-	2 → -	1 → -	-	2 → -
Syllable addition	2 → -	1 → -	3 → 1	-	1 → -	1 → -

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Oral Reading Errors	Student A	Student B	Student C	Student D	Student E	Student F
Sound confusion	2 → -	2 → 1	2 → -	1 → -	1 → -	2 → 1
Sound addition	3 → 1	1 → -	2 → -	2 → -	2 → -	3 → 1
Breath control error	1 → -	-	1 → -	-	-	-
Omission (skipping)	1 → -	1 → -	-	-	1 → -	-
Orthographic errors	1 → -	-	-	-	-	-
Improper syllab. div.	2 → -	1 → -	1 → -	1 → -	-	1 → -
Lengthening	1 → -	-	1 → -	-	-	2 → -
Total	22 → 3	17 → 3	28 → 5	15 → 2	16 → 3	28 → 7

Interpretation: As presented in Table 7, all six students demonstrated a notable reduction in oral reading errors after the Six-Minute Method was applied. Error types such as **syllable omission, orthographic mistakes, and breath control errors** were completely eliminated.

Table 8. Oral Reading Errors in the Text *"The Baby Team"*

Oral Reading Errors	Student A		Student B		Student C	
	Pre	Post	Pre	Post	Pre	Post
Repetition	10	2	4	1	17	4
Planning hesitation	2	-	2	-	12	-
Pausing	3	1	5	-	5	-
Syllable omission	3	-	-	2	2	1
Syllable addition	1	-	1	1	1	1
Sound confusion	1	1	1	-	2	-
Sound addition	3	-	-	-	6	-
Breath control error	-	-	-	-	2	-
Omission (skipping)	1	-	1	-	-	-
Dialect use	-	-	-	-	-	-
Orthographic errors	-	-	2	-	-	-
Syllable reversal	-	1	-	-	-	-
Improper syllable division	-	-	4	2	2	1
Word reversal	-	-	-	-	-	-
Lengthening	4	-	3	1	14	3
Failure to articulate sound	1	-	1	-	-	-
Line skipping	-	-	-	-	-	-
Sound omission	-	-	-	-	-	-
Line repetition	-	-	-	-	-	-
Total	29	5	24	7	63	10

YÖ: Pre-Method | **YS:** Post-Method

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Interpretation: Table 8 indicates a clear decline in oral reading errors across all participants. The method proved especially effective in reducing **repetition, planning hesitation, and pausing**, which were the most common initial errors.

Table 9. Oral Reading Errors in the Text *"Our Spaceship Earth"*

Oral Reading Errors	Student A		Student B		Student C		Student D		Student E		Student F	
	Pre	Post	Pre	Post	Pre	Post						
Repetition	5	–	5	1	10	1						
Planning hesitation	2	–	2	2	6	1						
Pausing	8	2	6	3	6	1						
Syllable omission	–	–	1	–	5	2						
Syllable addition	1	–	1	–	1	1						
Sound confusion	–	–	1	–	–	–						
Sound addition	2	–	2	–	2	–						
Breath control error	–	–	–	–	5	–						
Omission (skipping)	–	–	–	–	–	–						
Dialect use	–	–	–	–	–	–						
Orthographic errors	–	–	–	–	4	–						
Syllable reversal	–	–	–	–	–	–						
Improper syllable division	6	–	2	–	3	–						
Word reversal	–	–	–	–	–	–						
Lengthening	3	1	2	–	13	2						
Failure to articulate sound	–	–	–	–	–	–						
Line skipping	–	–	–	–	–	–						
Sound omission	–	–	–	–	–	–						
Line repetition	–	–	–	–	–	–						
Total	27	3	22	6	55	8						

Pre: Pre-Method | **Post:** Post-Method

Interpretation: Findings from Table 9 show that the Six-Minute Method continued to positively affect students' reading performance. Not only did the total number of errors decrease, but **complex error types** (e.g., sound confusion, improper syllable division) were substantially minimized.

Table 10. Oral Reading Errors in the Text *"Respect for the Flag"*

Oral Reading Errors	Student A		Student B		Student C		Student D		Student E		Student F	
	Pre	Post	Pre	Post	Pre	Post						
Repetition	3	2	28	2	10	–						
Planning hesitation	2	3	6	2	8	3						
Pausing	7	–	1	3	5	2						
Syllable omission	4	–	3	1	5	3						
Syllable addition	–	1	4	–	–	2						
Sound confusion	3	3	–	–	1	–						
Sound addition	4	–	2	2	2	1						
Breath control error	1	–	–	–	5	–						
Omission (skipping)	–	–	–	–	–	–						

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Oral Reading Errors	Student A	Student B	Student C	Student D	Student E	Student F
Dialect use	1	-	-	-	-	-
Orthographic errors	2	-	2	-	2	-
Syllable reversal	-	-	1	-	2	-
Improper syllable division	10	1	-	-	6	1
Word reversal	-	-	-	-	-	-
Lengthening	5	-	-	-	14	2
Failure to articulate sound	4	-	-	-	2	-
Line skipping	-	-	-	-	-	-
Sound omission	-	-	-	-	-	-
Line repetition	-	-	-	-	-	-
Total	46	10	47	10	62	14

Pre: Pre-Method | **Post:** Post-Method

Interpretation: As reflected in Table 10, students made significantly fewer oral reading errors following the intervention. The method was particularly successful in decreasing **lengthening and unnecessary sound additions**.

Table 11. Oral Reading Errors in the Text *"The First Human in Flight"*

Oral Reading Errors	Student A		Student B		Student C	
	Pre	Post	Pre	Post	Pre	Post
Repetition	9	2	32	6	3	3
Planning hesitation	5	-	10	1	14	1
Pausing	12	4	5	1	7	3
Syllable omission	5	2	6	3	10	5
Syllable addition	2	-	-	1	10	2
Sound confusion	4	-	-	2	-	-
Sound addition	1	1	2	1	5	2
Breath control error	-	-	-	-	4	-
Omission (skipping)	1	-	-	-	-	-
Dialect use	-	-	-	-	1	-
Orthographic errors	-	-	-	-	-	-
Syllable reversal	1	-	-	-	-	-
Improper syllable division	8	1	3	1	2	-
Word reversal	-	-	-	-	-	-
Lengthening	2	1	-	-	19	2
Failure to articulate sound	1	1	1	-	1	-
Line skipping	-	-	-	-	-	-
Sound omission	-	-	-	-	-	-
Line repetition	2 (24)	-	-	-	-	-
Total	75	12	59	16	76	18

Interpretation: Results in Table 11 demonstrate that students benefited from the Six-Minute Method across multiple error categories. The reduction was consistent, reinforcing the method's effectiveness in improving oral reading accuracy.

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Overall Findings

Across all examined texts, the Six-Minute Method produced **substantial reductions in oral reading errors** among fourth-grade students with reading difficulties. While the most frequent errors in the pre-tests included **repetition, planning hesitation, pausing, and syllable omission**, these declined sharply during the post-tests. Moreover, several error categories (e.g., dialect use, orthographic mistakes, breath control errors) were entirely eliminated after repeated implementation.

Table 12: Oral Reading Errors of Students for the Text *"Bir Efsanedir Amasya"*

Oral Reading Errors	Student A		Student B		Student C	
	Pre	Post	Pre	Post	Pre	Post
Repetition	5	–	17	1	12	3
Planning hesitation	–	6	5	1	15	5
Pausing	15	–	3	5	9	2
Syllable omission	4	1	3	2	7	4
Syllable addition	2	–	2	–	–	1
Sound confusion	2	–	2	–	1	2
Sound addition	4	1	2	1	3	1
Breath control error	–	–	–	–	1	–
Omission (skipping)	–	1	–	–	–	–
Dialect use	–	2	–	–	3	1
Orthographic errors	–	–	–	–	–	–
Syllable reversal	–	–	–	–	–	–
Improper syllable division	1	–	–	–	–	–
Word reversal	–	–	–	–	–	–
Lengthening	2	–	–	–	18	4
Failure to articulate sound	–	–	1	–	–	–
Line skipping	–	–	1–10	–	–	–
Sound omission	–	–	–	–	–	–
Line repetition	–	–	–	–	–	–
Total	35	11	45	10	69	23

Pre: Pre-Method | **Post:** Post-Method

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Analysis of Table 12 indicates that after applying the Six-Minute Method, students' oral reading errors significantly decreased compared to the pre-method evaluation.

Table 13: Oral Reading Errors of Students for the Text *"Kış Hazırlıkları"*

Oral Reading Errors	Student A		Student B		Student C	
	Pre	Post	Pre	Post	Pre	Post
Repetition	9	–	–	–	7	2
Planning hesitation	6	–	5	2	13	2
Pausing	13	2	18	1	6	–
Syllable omission	5	–	3	2	10	1
Syllable addition	1	–	1	–	3	2
Sound confusion	2	–	1	1	3	–
Sound addition	1	–	1	–	4	–
Breath control error	–	2	–	–	–	–
Omission (skipping)	–	–	–	–	–	–
Dialect use	–	–	–	–	–	–
Orthographic errors	2	–	–	–	1	–
Syllable reversal	–	–	–	–	1	–
Improper syllable division	3	–	–	2	–	–
Word reversal	–	–	–	–	–	–
Lengthening	8	1	10	2	13	2
Failure to articulate sound	–	–	–	–	–	–
Line skipping	–	–	–	–	–	–
Sound omission	–	–	–	–	–	–
Line repetition	–	–	–	–	–	–
Total	50	5	39	10	61	9

Note: Column headers read Student A, Student B, Student C, Student D, Student E, Student F with Pre/Post pairs.

Analysis of Table 13 shows that after the Six-Minute Method, students made significantly fewer oral reading errors compared to the first reading.

Table 14: Oral Reading Errors of Students for the Text *"Steteskobun İcadı"*

Oral Reading Errors	Student A	Student B	Student C	Student D	Student E	Student F

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Oral Reading Errors	Student A		Student B		Student C	
	Pre	Post	Pre	Post	Pre	Post
Repetition	8	1	1	1	5	1
Planning hesitation	2	1	9	3	27	9
Pausing	10	1	5	4	2	4
Syllable omission	10	3	4	2	7	6
Syllable addition	–	1	1	2	3	1
Sound confusion	1	–	–	–	–	1
Sound addition	1	–	1	–	2	1
Breath control error	–	–	–	–	4	–
Omission (skipping)	–	1	–	–	1	–
Dialect use	–	–	–	–	–	–
Orthographic errors	–	–	–	–	–	–
Syllable reversal	–	–	–	–	–	–
Improper syllable division	1	–	1	–	3	–
Word reversal	–	–	–	–	–	–
Lengthening	5	–	1	–	13	1
Failure to articulate sound	1	–	–	–	–	–
Line skipping	1-13	–	6-71	–	1-13	–
Sound omission	–	–	–	–	–	–
Line repetition	–	–	–	–	–	–
Total	52	8	94	12	80	24

Pre: Pre-Method | **Post:** Post-Method

Pre-Method (YÖ): Before Implementation, Post-Method (YS): After Implementation

Analysis of Table 14, which presents the oral reading errors of students for the text *"The Invention of the Stethoscope"*, indicates that comparing the initial reading and the post-implementation data of the Six-Minute Method, students' oral reading errors decreased significantly.

Table 15: Oral Reading Errors of Students for the Text *"From Field to Factory: Cotton"*

Oral Reading Errors	Student A	Student B	Student C	Student D	Student E	Student F

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Oral Reading Errors	Student A		Student B		Student C	
	Pre	Post	Pre	Post	Pre	Post
Repetition	9	2	1	1	9	1
Planning hesitation	–	2	2	1	20	3
Pausing	11	5	10	1	8	1
Syllable omission	5	1	3	1	9	3
Syllable addition	–	–	1	–	3	1
Sound confusion	3	–	2	–	1	1
Sound addition	1	–	–	2	3	–
Breath control error	–	–	–	–	3	–
Omission (skipping)	–	–	1	–	2	–
Dialect use	–	–	–	–	–	1
Orthographic errors	–	–	–	–	–	–
Syllable reversal	–	–	–	–	–	–
Improper syllable division	4	–	1	–	1	–
Word reversal	–	–	–	–	–	–
Lengthening	5	–	2	–	11	3
Failure to articulate sound	2	–	–	–	–	–
Line skipping	–	–	3-37	–	1-13	–
Sound omission	–	–	–	–	–	–
Line repetition	–	–	–	–	1-13	–
Total	40	10	60	6	96	14

Pre: Pre-Method | **Post:** Post-Method

Analysis of Table 15 demonstrates that after implementing the Six-Minute Method, all students showed a substantial reduction in oral reading errors. These findings indicate that the Six-Minute Method is highly effective in correcting oral reading errors.

Conclusions and Recommendations

This section presents the conclusions derived from the study findings and provides corresponding recommendations.

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The study initially examined the oral reading errors students made while reading texts aloud. A text appropriate for fourth-grade students—the grade level they were attending—was selected and read aloud by the students. Analysis revealed that none of the students were performing at the expected fourth-grade reading level. Subsequently, texts at the third-grade level were read aloud, and a high frequency of oral reading errors was observed. Similarly, when second-grade texts were used, students continued to demonstrate frequent reading errors comparable to those in higher grades. Finally, when first-grade texts were read aloud, it was determined that the students' oral reading skills corresponded to a first-grade level. These findings indicate that students' oral reading proficiency is significantly below their actual grade level, and they experience notable difficulties with reading aloud.

Detailed analysis revealed that students frequently repeated words, made planning errors, paused incorrectly, added syllables and sounds, misdivided syllables, and extended sounds during reading.

Previous literature supports these findings. Sidekli and Yangın (2005) reported that the primary reading difficulty of a fifth-grade student was word recognition, which caused oral reading errors. Çaycı and Demir (2006) found that third-grade students with reading difficulties made errors including misreading words, skipping words, adding words, omitting or adding letters/syllables, and pausing longer than two seconds. Yılmaz (2006, 2008) observed similar patterns of reading errors among students who were not performing at their grade level. Sarıpınar and Erden (2010) concluded that students with reading difficulties in grades 1–5 made more letter-syllable omissions, word misreadings, position changes, letter substitutions, and letter-syllable additions than their peers. Sidekli (2010) identified the most frequent errors among fourth-grade students with reading difficulties as word repetition, syllable reading, misreading words, syllable/letter omission, and letter addition. Akyol and Yıldız (2010) reported that a fifth-grade student with reading difficulties most frequently substituted words and misread words. Baş et al. (2014) also observed similar oral reading errors.

Following the determination that the students performed at a first-grade level, ten texts from different grade levels were selected for intervention, with expert consultation. Four texts were chosen at the fourth-grade level, and two texts from each of the other levels. Both narrative and informational texts were included, ensuring equal distribution across grades. The implementation began with first-grade texts, progressing stepwise to fourth-grade texts as students mastered the material. Initial readings revealed a high frequency of oral reading errors; however, following the Six-Minute Method, a substantial reduction in errors was observed across all texts, and all students demonstrated progress.

These findings are consistent with prior research. Hoskisson and Krohm (1974) found that paired reading improved reading skills in second-grade students. Samuels (1979) reported reductions in oral reading errors and improved reading fluency. Koskinen and Blum (1984) examined repeated and paired reading in third graders and observed decreased reading errors. Dağ (2010) used the 3P method with the Gap-Fill technique for students with reading difficulties and found significant reductions in oral reading errors. Multiple studies have confirmed that targeted interventions reduce oral reading errors (Kuhn, 2005; Stoddard et al., 1993; Homan et al., 1993; Rasinski & Zutell, 1990; Dowhower, 1987; Rashotte & Torgensen, 1985; O'Shea et al., 1985; Herman, 1985; Allington, 1983; Anderson, 1981).

Consistent with the literature, the present study demonstrates that the Six-Minute Method is highly effective in reducing students' oral reading errors.

Recommendations

1. Teachers should be familiar with, and apply, strategies, methods, and techniques designed to correct and improve students' oral reading skills. The Six-Minute Method is currently neither widely known nor used in Turkey; therefore, introductory seminars and training programs could be organized to promote its adoption.
2. Students with reading difficulties should be identified within schools, and targeted interventions should be conducted for all such students at appropriate times during the school day.
3. The Six-Minute Method has been demonstrated to reduce students' oral reading errors, and teachers can integrate this approach into Turkish language lessons as well as other subject areas where reading proficiency is important.
4. Since the Six-Minute Method is structured to be implemented with the entire class, it can be applied collectively, allowing all students to benefit from the practice.

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5. Future research could examine the factors contributing to students' oral reading errors and investigate how the Six-Minute Method mitigates the impact of these factors.
6. This study was conducted with fourth-grade primary school students. The effectiveness of the method could also be explored in students of different grade levels to determine its generalizability across age groups.

Conclusion

The present study investigated the effectiveness of the Six-Minute Method in reducing oral reading errors among fourth-grade students. Initial assessments revealed that students' reading abilities were significantly below their actual grade level. Analysis of oral reading errors across multiple texts showed frequent mistakes, including word repetition, planning hesitation, inappropriate pauses, syllable and sound additions, misdivided syllables, and elongated sounds. These findings indicate substantial difficulties in reading aloud, suggesting that students' oral reading proficiency is not aligned with their expected educational level.

Following the implementation of the Six-Minute Method, a significant reduction in all categories of oral reading errors was observed. Students demonstrated clear improvements in fluency, accuracy, and self-confidence in reading aloud. This finding aligns with previous research, which consistently shows that structured, timed reading interventions, including paired reading, repeated reading, and guided reading strategies, effectively reduce oral reading errors and improve reading fluency (Hoskisson & Krohm, 1974; Samuels, 1979; Koskinen & Blum, 1984; Dağ, 2010; Kuhn, 2005; Stoddard et al., 1993; Homan et al., 1993; Rasinski & Zutell, 1990; Dowhower, 1987).

The study also highlights the scalability and adaptability of the Six-Minute Method. Its structure allows for both individual and whole-class implementation, making it feasible for diverse classroom settings. Teachers can integrate this method not only in language classes but also in content areas where reading competence is essential. Additionally, the method's positive impact on students' oral reading performance suggests that early and consistent intervention can prevent the widening of literacy gaps and support students' academic development across subjects.

In conclusion, the Six-Minute Method represents an effective, practical, and evidence-based approach for reducing oral reading errors among primary school students. Its application can substantially improve students' reading fluency, enhance their engagement and confidence, and provide teachers with a structured tool to address reading difficulties. Future studies should investigate its long-term effects, its application across different grade levels, and its potential for integration with other reading intervention strategies. The findings of this study strongly support the adoption of the Six-Minute Method as a standard component of literacy instruction in schools, particularly for students experiencing reading challenges.

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Conflict of Interest

The authors declare that they have no conflict of interest regarding the research, authorship, or publication of this article.

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