

6 CONCLUSION

The CoWriter system was designed to help children with dysgraphia by using a Learning by Teaching approach, children would be engaged to practice their handwriting with a social robot. In this paper, we proposed to extend this system for a new context: learning the new script of the Kazakh language. We proposed two approaches for children learning: Latin-to-Latin and Cyrillic-to-Latin. Our results showed that the CoWriter System was successfully applicable in this new context, as all children achieved positive learning gains in terms of number of letters learned. Besides, children were engaged and appreciated learning with the robot. Our future work will focus on improving the automatic assessment of handwriting quality and test the scenario in a long-term interaction.

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