

# DOES LEARNING TO WRITE AND TYPE MAKE A DIFFERENCE IN LETTER RECOGNITION AND DISCRIMINATION IN PRIMARY SCHOOL CHILDREN?

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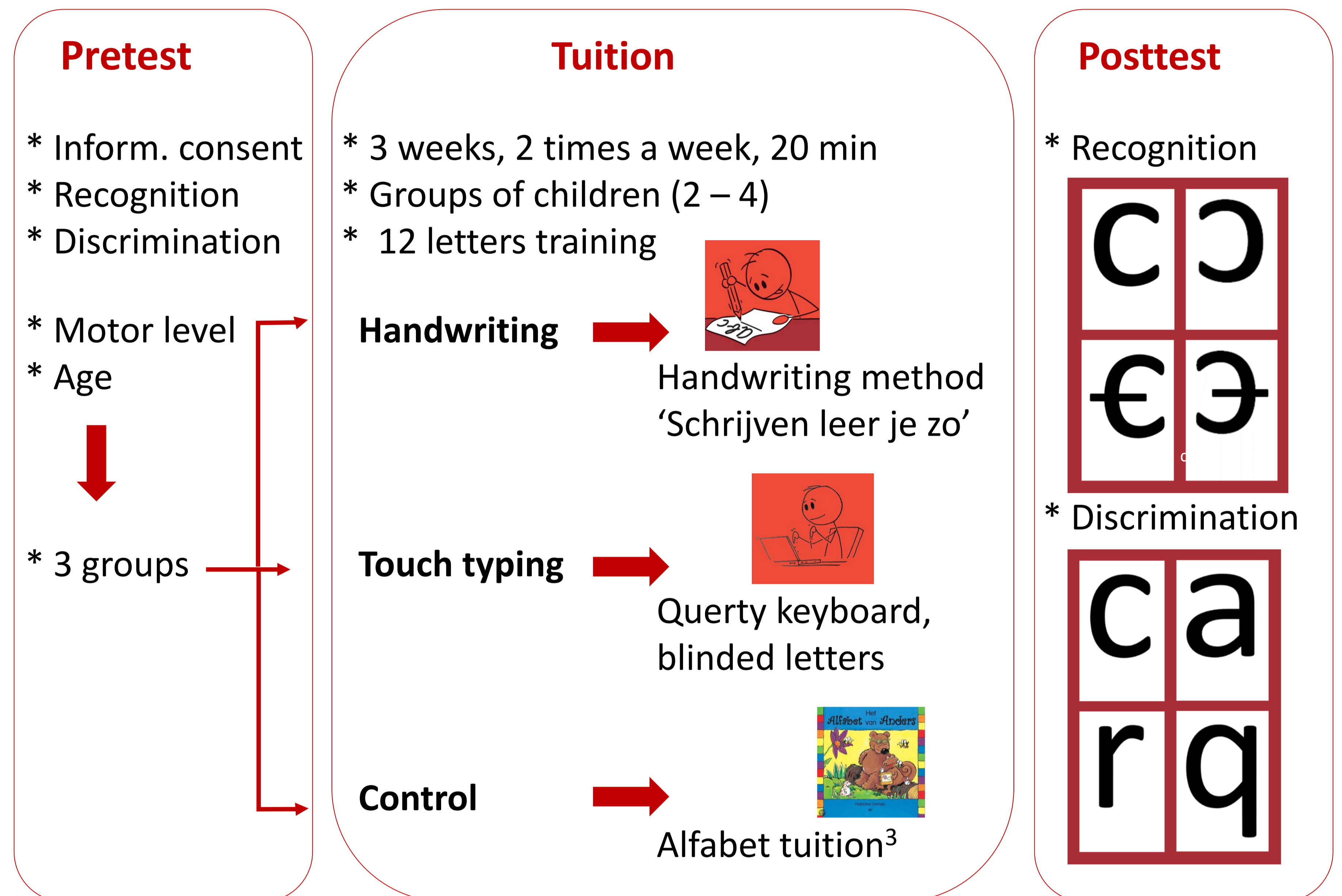
## Introduction

Children still learn to handwrite during primary school, despite ongoing debates about the relevance of handwriting tuition given the increasing use of keyboards. One argument in favor of maintaining handwriting is the potential for it to accelerate reading acquisition in children who learn to write letters manually, as opposed to typing<sup>1</sup>. However, the existing research supporting this claim is not indisputable<sup>2</sup>. Previous studies did not use touch typing, they did not utilize control groups and have been conducted in controlled research settings rather than in actual classrooms.

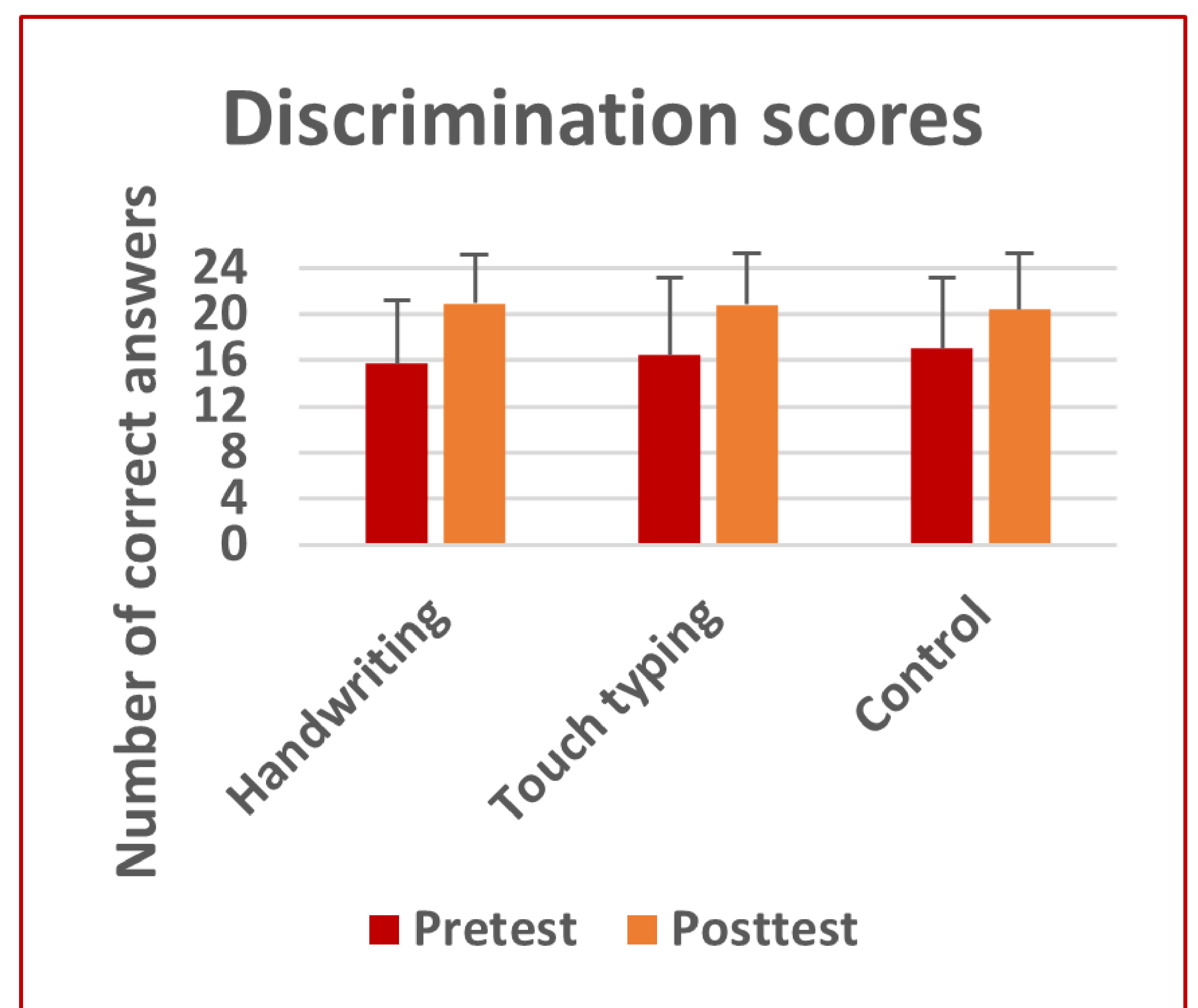
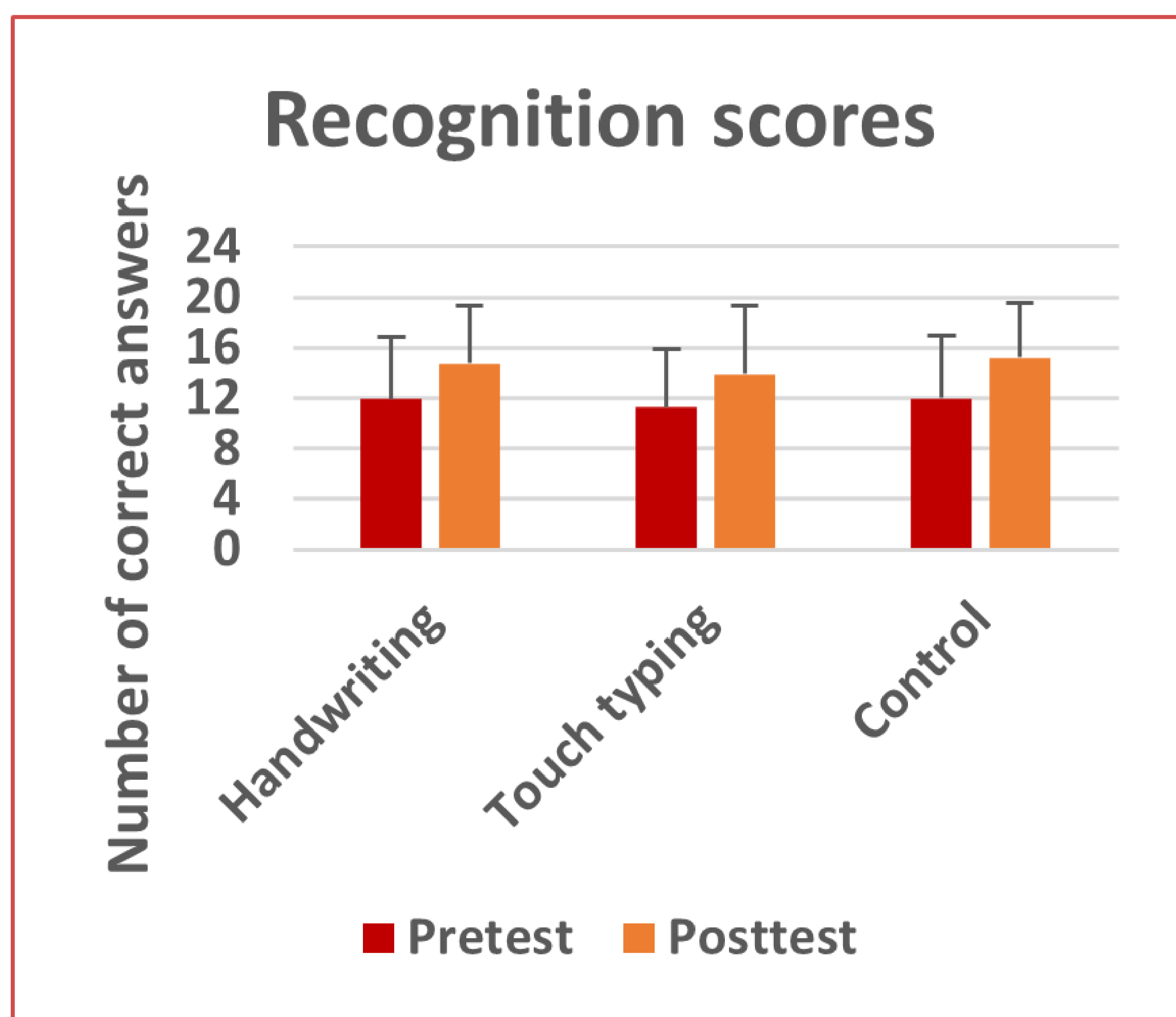
The aim of this study was to investigate whether handwriting tuition versus touch typewriting tuition in a classroom setting affects the recognition and discrimination of letters in beginning readers.

## Methods

A total of 81 primary school children grade 1 and 2 (4.0 till 6.1 years) were divided in a handwriting, touch typewriting and control tuition group.



## Results



## Conclusions

Children recognize and discriminate more letters after tuition, irrespective of the type of training they receive.

Novice readers among primary school children do not learn to recognise and discriminate letters better after classroom-based handwriting than after touch typewriting, or alphabet tuition.

## References

- <sup>1</sup>Longcamp et al., 2005, doi.org/10.1016/j.actpsy.2004.10.019;  
<sup>2</sup>Kiefer et al., 2025, doi.org/10.5709/acp-0178-7;  
<sup>3</sup>Oomen, 2002. Het alfabet van Anders