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01

MESSAGE FROM THE PRESIDENT, ARWA



Happy 2026! Welcome to Kaohsiung- 歡迎來到高雄!

I welcome you to the 10th Annual Conference for the Association for Reading and Writing in Asia (ARWA 2026). This year marks a significant milestone—our 10th Anniversary—reflecting a decade of dedicated efforts to advance language and literacy research, education, and policy across Asia and beyond. It is a particular honor to host this year's conference as a joint event with The Taiwan Academy for Learning Disabilities (TALD) in the vibrant city of Kaohsiung. This collaboration underscores our shared commitment to fostering language and literacy development and addressing diverse learning needs across communities and societies.

ARWA's Journey and Mission

Founded in 2016 by a passionate group of researchers, ARWA has grown into a dynamic and influential platform dedicated to understanding and promoting language and literacy learning and development in varied contexts. Despite our diverse research interests and professional backgrounds—ranging from linguistics and psychology to education and policy—our collective goal remains clear: to make meaningful contributions that improve language and literacy outcomes and empower learners worldwide.

A Vibrant, International Community

Each year, ARWA hosts a highly engaging conference across Asia, drawing participants from many cities and countries. This event serves as a lively forum where researchers, practitioners, educators, policymakers, and students come together to share ideas, showcase innovative research, and foster collaborations. The conference aims to inspire

new approaches, translate research into practice, and influence policies that enhance language and literacy education at local, regional, and international levels.

Celebrating Excellence and Talent

This year, ARWA is proud to present the ARWA Early and Mid-Career Research Awards, recognizing outstanding researchers whose innovative work has significantly advanced our understanding of language, reading, and writing development. These awards celebrate excellence, dedication, and the pursuit of knowledge that can transform language and literacy education and practice across Asia and beyond. ARWA also offers conference scholarships to promising student researchers from across Asia. These scholarships aim to nurture the next generation of scholars, researchers, practitioners, and policymakers, encouraging them to share their ideas, pursue innovative research, and contribute to the collective goal of improving language and literacy outcomes for all individuals.

Knowledge Dissemination and Publication

ARWA's commitment to broadening the impact of research continues through the publication of a special issue in the highly respected journal *Reading and Writing*, with Dr. Malatesha Joshi serving as the Editor-in-Chief. This special issue has featured some of the most compelling research presented at this conference, further extending our collective influence and fostering a global dialogue on language and literacy development. The ARWA Board owes special thanks to Dr. Malatesha Joshi for his continued support and leadership in this endeavor. A heartfelt gratitude also goes to Dr. Poh Wee Koh, who has served as the editor of this special issue for the past several years, guiding the publication process with dedication and expertise. Most importantly, the ARWA Board would like to thank all ARWA members who have contributed their articles to the journal—your scholarly work and commitment are vital to advancing language and literacy research and making a tangible difference in the field.

Acknowledgments and Gratitude

The ARWA Board is deeply grateful to Dr. Li-Chih WANG, Angus, the Conference Coordinator, and the entire organizing committee for their unwavering dedication, professionalism, and meticulous planning that have made this event possible. Their efforts have ensured a seamless and enriching experience for all conference participants

and attendees. A heartfelt thanks also goes to our distinguished speakers and delegates—your presence, insights, and shared experiences are the heart of this gathering. Your contributions not only inspire new ideas but also foster meaningful collaborations that will undoubtedly advance research and practice.

Call to Action

I encourage each of you to seize this opportunity: share your research findings, exchange ideas, ask questions, and forge meaningful connections. Whether you are an early-career researcher, an experienced scholar, or a dedicated practitioner, your participation enriches the ARWA community and the field of language and literacy in Asia and beyond.

Looking Ahead

Enjoy the stimulating sessions, engaging discussions, and networking opportunities throughout the conference. I am confident that your involvement will be both inspiring and rewarding. I look forward to seeing you again at ARWA 2027 in Japan.

Once again, welcome, and let us make this conference a memorable and impactful event!

Warm regards,

Kevin Chung

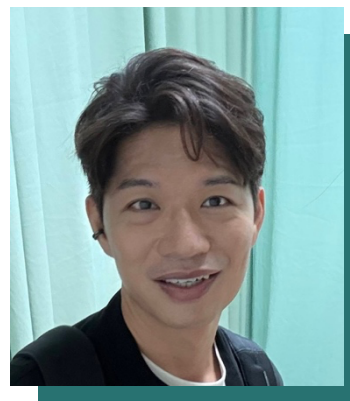
Kevin Kien Hoa Chung, Ph.D.

President of ARWA

The Education University of Hong Kong

02

MESSAGE FROM THE CONFERENCE COORDINATOR, TALD



Welcome to ARWA 2026!

It is a joy to welcome you to Kaohsiung for the 10th Annual Conference of the Association for Reading and Writing in Asia.

Every year, this gathering serves as a vital touchpoint for our community, and this year is no exception. We are thrilled to present a program that bridges cultures and disciplines, featuring two keynote speeches and around 250 presentations from researchers representing 20 countries/regions. Together, we will explore the nuanced factors that shape literacy development, celebrating both the universal and unique aspects of reading and writing in our respective languages.

Beyond the academic sessions, we hope this conference serves as a space for renewal and connection. Whether you are a senior expert or a student, we encourage you to engage with new colleagues and spark conversations that could lead to the next breakthrough in our field.

A heartfelt thank you goes to the ARWA Board and our local team for their tireless work behind the scenes. We are also deeply grateful to our sponsors and, most importantly, to you, our delegates, for bringing your energy and expertise to this event.

Welcome to Kaohsiung. We hope you have a productive and inspiring experience!

A handwritten signature in black ink, reading "Li-Chih Wang".

Li-Chih Wang, Ph.D.

President of Taiwan Academy of Learning Disabilities (TALD)

The Education University of Hong Kong

03 CONFERENCE ORGANIZING COMMITTEE

Organization

Association for Reading and Writing in Asia

Host Organization

Taiwan Academy for Learning Disabilities

Consultant Committee of the Conference

Prof. Li-Yu HUNG

Dr. Jun-Ren LEE

Prof. Chin-Ya FANG

Prof. Chiung-Chu WANG

Organizing Committee

Chair

Dr. Angus Li-Chih WANG

Program/Academic Team

Dr. Hsiao-Lan Sharon WANG

Dr. Yu-Chun CHEN

Dr. Wei-Lun CHUNG

Prof. Chung-Hui HSUAN

Dr. Hsuan-Hui WANG

Dr. Natalie Yu-Hsien WANG

Secretariat/Administration Team

Dr. Hsiao-Yuan CHO

Mr. Chih-Yu TSOU

Local Arrangement/Logistics Team Dr. Chun-Han CHIANG

Prof. Wan-Feng CHANG

Technical Support Team Mr. Chuan-Chung LAI

Dr. Vince NGAN

Early and Mid-Career Awards Panel

Chair Prof. Mariki NAKAYAMA

Member Prof. Shelley Xiuli TONG

Prof. Hye PAE

Student Scholarship Panel

Chair Dr. Phil Duo LIU

Member Prof. Taeko WYDELL

Sponsors

National Science and Technology Council, R.O.C

K-12 Education Administration, Ministry of Education, R.O.C

ABOUT ARWA

2024 – 2026 board member

Honorary Founder	Prof. Akira UNO <i>University of Tsukuba</i> Prof. Catherine MCBRIDE <i>Purdue University</i>
President	Prof. Kevin Kien Hoa CHUNG <i>The Education University of Hong Kong</i>
Vice President	Dr. Urs MAURER <i>The Chinese University of Hong Kong</i>
Advisor and Consultant	Prof. Catherine MCBRIDE <i>Purdue University</i>
	Prof. Li-Yu HUNG <i>National Taiwan Normal University</i>
Secretary	Prof. Su LI <i>Chinese Academy of Sciences</i>
Treasurer	Dr. Tomohiro INOUE <i>The Chinese University of Hong Kong</i>
Public Relations Officer	Dr. Shelley Xiuli TONG <i>The University of Hong Kong</i>
Webmaster	Dr. Vince Siu Hin NGAN <i>The Chinese University of Hong Kong</i>
Board Members	Dr. Duo Phil LIU <i>The Education University of Hong Kong</i>
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	Dr. Yusra AHMED <i>University of Texas</i>
	Dr. Li-Chih Angus WANG <i>The Education University of Hong Kong</i>
	Dr. Sung Jun JOO <i>Pusan National University</i>
	Dr. Hsiao-Lan Sharon WANG <i>National Taiwan Normal University</i>
	Dr. Sihui KE <i>The Hong Kong Polytechnic University</i>

CONTACT

Website	https://www.arwasia.org/arwa-2026
Email	arwatald2026@gmail.com

04 GENERAL INFORMATION

1. Contact Means

Conference Email: arwatald2026@gmail.com

2. Presentation Guidelines

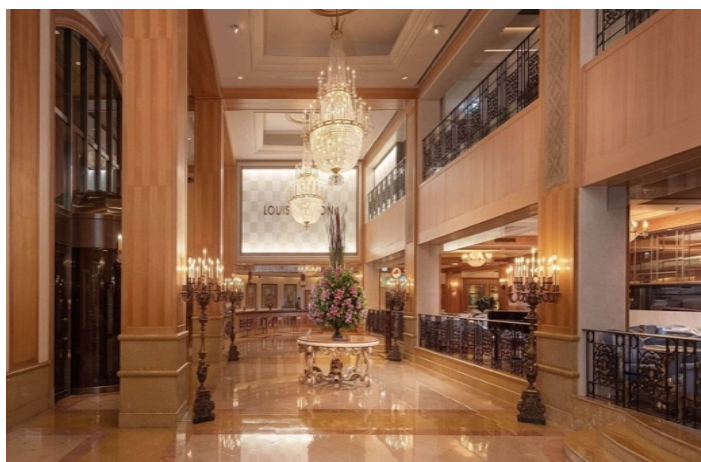
Oral sessions

- You will have 15 minutes to present your paper, including 3 minutes Q&A (Each oral presentation includes 12 minutes for the presentation and 3 minutes for Q&A). The session moderator will monitor the time and give you a signal twice: five (5) minutes before it ends, and three (3) minutes before it ends. A “Time is up” sign will be shown to you when the 15-minute time allotment is over.
- Save your file on a USB drive. Before your presentation, upload and preview your slides in the designated computer/laptop in the session venue.

Poster sessions

- Use your complete name and institutional affiliation in your poster. Include all co-authors, if any.
- Your poster should have a vertical (or portrait) orientation with a size of around 90 cm (width) x 120 cm (height), printed on paper (not tarpaulin).
- Please make your poster well-organized and less text-heavy. Maximize the use of visual elements.
- Please set up your poster before the session. Find your poster number on the poster board to put up your poster.
- Take down your poster at the end of the session.
- Please note that the poster uploaded will be public, citable, shareable, licensed to the presenter, and available online during the conference period. This may change the information you choose to include in your poster.

CONFERENCE VENUE



Grand HiLai Hotel Kaohsiung

Address: No. 266, Cheng-Kung 1st Road, Qianjin District, Kaohsiung City

Website: www.grand-hilai.com

Traffic Info.

➔ From Taoyuan International Airport (TPE)

Take Taoyuan Metro bound for Huanbei (A21)

➔ Get off at **Taoyuan HSR Station (A18)** — about ~19 minutes time

➔ Transfer to **Taiwan High Speed Rail(THSR) southbound** at Taoyuan Station

➔ Get off at THSR **Zuoying Station**— typical fastest trip about ~1 hr 29 min

➔ Transfer to **Kaohsiung Metro Red Line** at **Zuoying/THSR (R16)** bound for Siaogang / Kaohsiung International Airport

➔ Get off at **Central Park Station (R9)**

➔ **Exit 2** and walk ~15 minutes to Grand HiLai Hotel Kaohsiung

➔ From Kaohsiung International Airport (KHH)

Take Kaohsiung Metro Red Line from bound for *Gangshan Station (RK1)*

➔ Get off at **Central Park Station (R9)**

➔ **Exit 2** and walk ~15 minutes to Grand HiLai Hotel Kaohsiung



From Formosa Boulevard

Board Kaohsiung Metro Red Line from Formosa Boulevard (R10/O5)

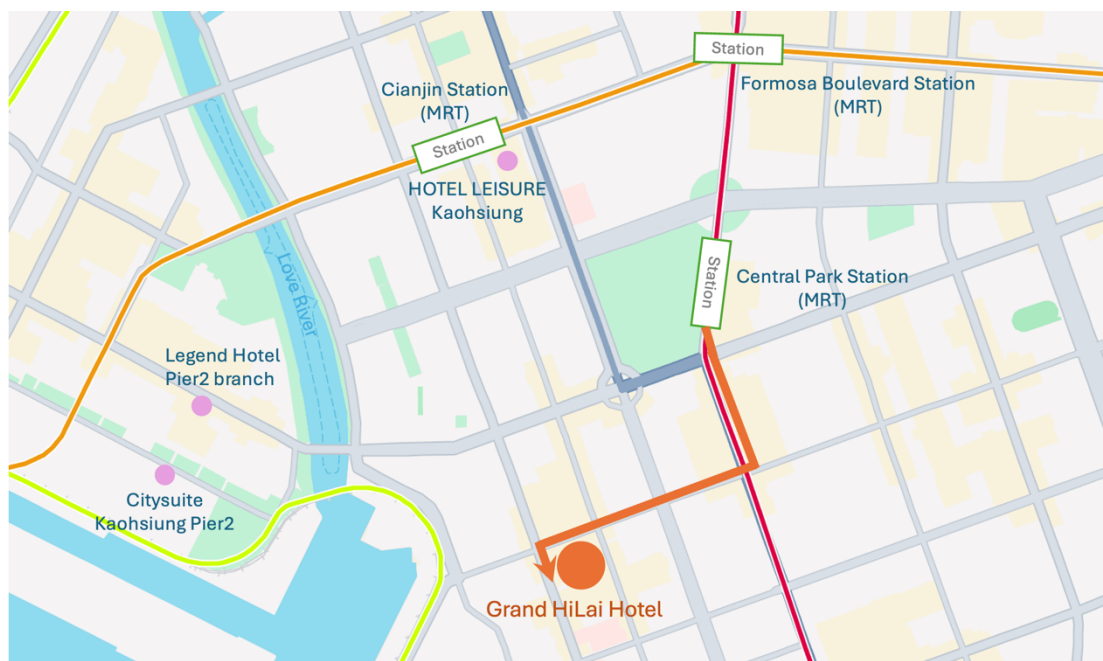
toward Siaogang / Kaohsiung International Airport

➔ Get off at **Central Park Station (R9)**

➔ **Exit 2** and walk ~15 minutes to Grand HiLai Hotel Kaohsiung

KIND REMINDERS

Map



Recommended Accommodation

- **Hotel Leisure Kaohsiung**
Address: No. 167, Wenwu 2nd Rd., Qianjin District, Kaohsiung City
Website: <https://rwd.ezhotel.cloud/hotelleisure-group/2>
- **Legend Hotel Pier2 Branch**
Address: No. 67, Wufu 4th Rd., Yancheng District, Kaohsiung City
Website: <https://p2.legendhotel.com.tw/>
- **City Suites – Kaohsiung Pier2**
Address: No. 83, Gongyuan 2nd Rd., Yancheng District, Kaohsiung City
Website: <https://www.citysuites.com.tw/en/CitySuites+Kaohsiung+Pier2>
- **Kindness Hotel - Kaohsiung Guang Rong Pier**
Address: 169, Qingnian 2nd Rd., Lingya District, Kaohsiung City
Website: <https://www.kindness-hotel.com.tw/hotels/kaohsiung/guang-rong-pier>

05 CONFERENCE TIMETABLE OVERVIEW

Day 1 (March 5th, 2026)

Time (GMT+08:00)	Event
8:30-9:30	Registration
9:30-10:30	Opening ceremony
10:30-11:30	Keynote Speech 1
11:30-12:30	Lunch time
12:30-13:30	Poster Session 1
13:30-14:30	Oral Session 1
14:35-15:35	Oral Session 2
15:40-16:40	Oral Session 3
16:40-18:30	Free Time
18:30-21:30	Gala Dinner

Day 2 (March 6th, 2026)

Time (GMT+08:00)	Event
8:30-9:30	Poster Session 2
9:30-10:30	Oral Session 4
10:35-11:35	Oral Session 5
11:40-12:40	Oral Session 6/ Symposium
12:40-13:40	Lunch time
13:40-14:40	Symposium
14:40-15:00	Tea Time
15:00-16:00	Keynote Speech 2
16:00-16:30	Closing ceremony

06 CONFERENCE PROGRAM

Day 1 – March 5th, 2026					
8:30-9:30 Registration	Reception				
9:30-10:30 Opening ceremony	Student award & Early-/Mid-career award (Room A)				
10:30-11:30 Keynote Speech 1	Keynote Speech 1 Speaker: Dr. Laura Marianne Steacy (Room A)				
11:30-12:30 Lunch time	General lunch (Room A)		Career award roundtable lunch (Room C)		
12:30-13:30 Poster Session 1	Poster presentation (Room B-2)				
13:30-14:30 Oral Session 1	A97	A49	A77	A17	A28
	A22	A85	A79	A45	A52
	A72	A89	A76	A61	A57
	A10				A106
	(Room B-1)	(Room C)	(Room D)	(Room E)	(Room F)
14:35-15:35 Oral Session 2	A25	A32	A103	A66	A11
	A36	A33	A16	A69	A14
	A37	A34	A58	A80	A55
	A81	A83	A70		A86
	(Room B-1)	(Room C)	(Room D)	(Room E)	(Room F)
15:40-16:40 Oral Session 3	A03	A44	A26	A06	A13
	A05	A92	A63	A07	A15
	A48	A98	A74	A43	A23
				A105	A90
	(Room B-1)	(Room C)	(Room D)	(Room E)	(Room F)
16:40-18:30 Free Time	Free Time		Board meeting (Room D)		
18:30-21:30 Gala Dinner	Chateau de Chine Kaohsiung				

※ Shuttle Bus Information (Prior reservation required)

For Harbor Cruise **16:50** | Grand Hi-Lai Hotel → KW2

For Gala Dinner Only **17:50** | Grand Hi-Lai Hotel → Chateau de Chine Kaohsiung

Day 2 – March 6th, 2026					
8:30-9:30 Poster Session 2	Poster presentation (Room B-2)				
9:30-10:30 Oral Session 4	A50 A53 A78 (Room B-1)	A102 A27 A68 A94 (Room C)	A42 A46 A51 A96 (Room D)	A24 A54 A67 (Room E)	A01 A39 A91 A93 (Room F)
10:35-11:35 Oral Session 5	A08 A101 A29 A59 (Room B-1)	A12 A41 A60 A84 (Room C)	A104 A19 A31 A62 (Room D)	A95 A30 A35 A87 (Room E)	A04 A56 A71 A73 (Room F)
11:40-12:40 Oral Session 6 Symposium		C01 (Room C)	C07 (Room D)	A47 A100 A99 (Room E)	C03 (Room F)
12:40-13:40 Lunch time	General lunch (Room B-1+ Room E+ Room F)				
13:40-14:40 Symposium	C04 (Room CD)		C06 (Room E)		C02 (Room F)
14:40-15:00 Tea time	Break				
15:00-16:00 Keynote Speech 2	Keynote Speech 2 Speaker: Dr. Chia-Ying Lee (Room CD)				
16:00-16:30 Closing ceremony	(Room CD)				

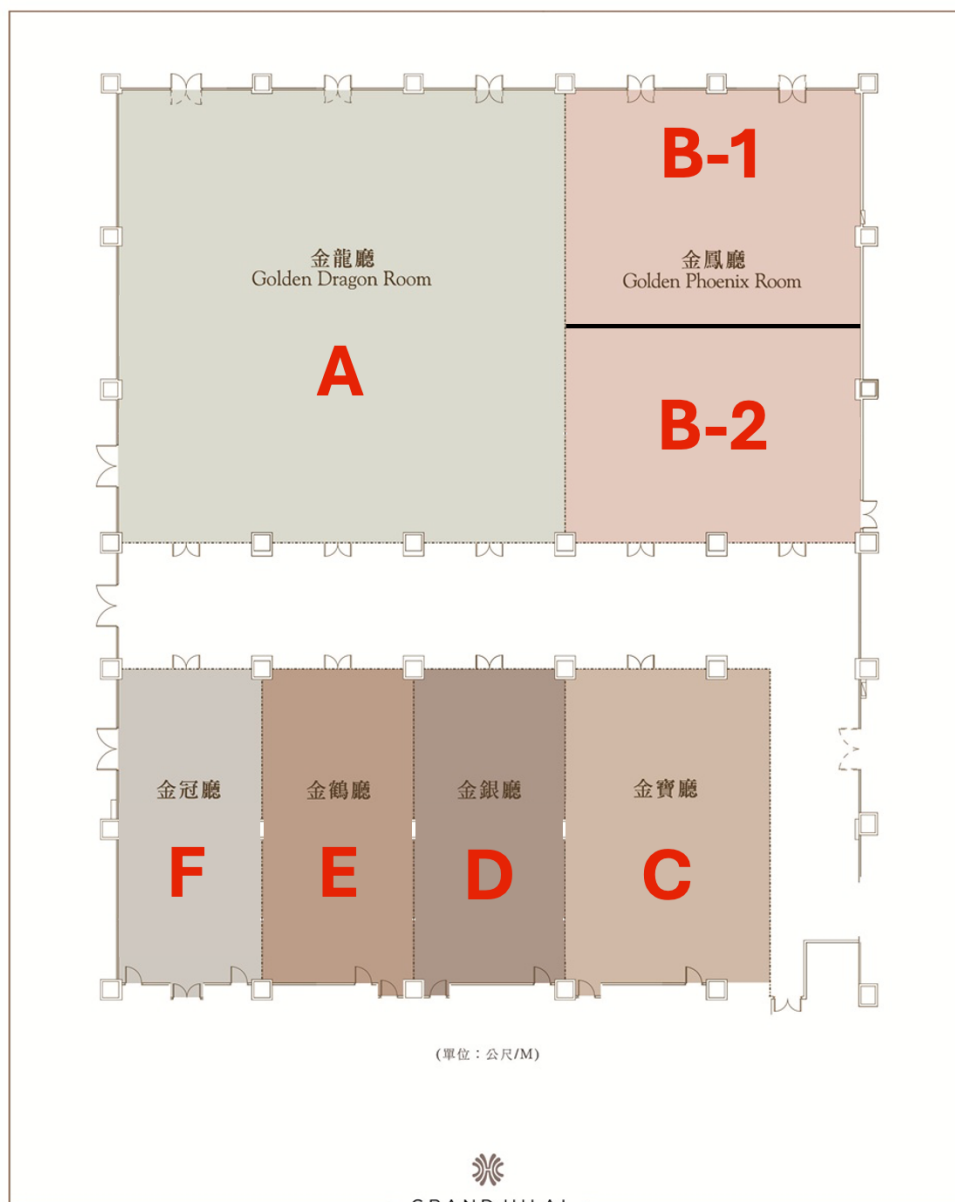
※Shuttle Bus for TALD Annual Conference Participants (Prior reservation required)

March 7 (Sat.)

08:20 | Grand Hi-Lai Hotel → National Kaohsiung Normal University (NKNU)

FLOOR PLAN

九樓宴會廳平面圖 9F



高雄市前金區成功一路266號
No. 266, Cheng-Kung 1st Road, Kaohsiung, Taiwan
TEL: +886-7-213-5799 FAX: +886-7-215-3032
更新日期：2025/11/10

07 KEYNOTE SPEAKERS



Dr. Laura Marianne Steacy



Dr. Laura Steacy is an Associate Professor of Special Education in the Department of Educational Psychology at the University of Connecticut, affiliated faculty at the Florida Center for Reading Research, and an affiliated scientist at Haskins Laboratories. She earned a Ph.D. in Special Education from Vanderbilt University and an M.Ed. in Cognitive Studies from Queen's University, Canada. Prior to her doctoral studies, she was a classroom teacher with experience teaching kindergarten through sixth grade. Her research interests include early reading development, predictors of reading achievement, and interventions for students who have or are at-risk for reading disabilities, including dyslexia.

What Helps Children Learn to Read Words: Exploring Reader and Word Factors

Spelling systems vary in terms of their regularity. Some writing systems are “quasi-regular” meaning there are some predictable patterns between letters and sounds, but also many exceptions that don’t follow the usual rules. Because of this, learning to read in these languages can be particularly challenging for children. They need to use a variety of strategies to read different words. Some words, like *was*, *though*, *iron*, and *yacht*, are especially challenging. In this talk, Dr. Laura Steacy will share research that explores how the characteristics of words interact with children’s reading and language skills, helping us better understand how children learn to read.





Dr. Chia-Ying Lee



Chia-Ying Lee received the B.S. degree in psychology from Kaohsiung Medical College, Kaohsiung, Taiwan, in 1993, and the M.S. and Ph.D. degrees in psychology from National Chung Cheng University, Taiwan, in 1995 and 2000, respectively. From 2001 to 2002, she was a Postdoctoral Associate with the Beckman Institute for Advanced Science and Technology, University of Illinois at Urbana–Champaign, Champaign, IL, USA.

Dr. Chia-Ying Lee is a Research Fellow with the Institute of Linguistics, Academia Sinica, Taipei, Taiwan. Her research interests include the cognitive and neural underpinnings of reading acquisition, speech perception in early childhood and its relation to typical and atypical literacy development, and reading comprehension in aphasic and aging brains. Dr. Lee's contributions have been recognized by several awards, including being named a Fellow of the Association for Psychological Science in America in 2017, receiving the Outstanding Research Award from the Ministry of Science and Technology in Taiwan in 2015 and 2020, and receiving the Research Award for Junior Research Investigators from Academia Sinica in 2007.

From Brain to Classroom: Neural and Educational Perspectives on Statistical Learning in Chinese Reading

Research on Chinese reading development offers valuable insights into how statistical learning supports literacy across different writing systems. This talk integrates findings from cognitive neuroscience and educational research to demonstrate how readers extract regularities among orthography, phonology, and semantics as they learn to read Chinese. fMRI evidence shows that Chinese reading activates brain regions similar to those used for alphabetic languages, indicating a shared neurocognitive foundation. ERP studies reveal that feedforward consistency (orthography-to-phonology) influences naming performance, with processing patterns observed in N170, P200, and N400 components. Conversely, feedback consistency (phonology-to-orthography) and homophone density—reflected by N400 and LPC—suggest that literacy fundamentally changes spoken-language processing by engaging orthographic knowledge. Based on these insights, we developed Harvest Season, an app that utilizes statistical learning to help children recognize phonetic radicals. An intervention study found that the app significantly improved phonetic radical recognition, reading accuracy, and fluency in children with low literacy skills. Collectively, these studies highlight a translational approach that shows how neural and cognitive research can inform literacy teaching methods, providing a model for bridging foundational research with classroom reading practices.



08 CONFERENCE TIMETABLE

Day 1 Thursday March 5th, 2026	
Keynote Speech 1 (10:30-11:30, Room A)	
Moderator: Professor CHUNG, Kevin Kien Hoa	
Presentation Title	Speaker
What Helps Children Learn to Read Words: Exploring Reader and Word Factors	STEACY, Laura Marianne

Day 1 Thursday March 5th, 2026		
Poster Session 1 (12:30-13:30, Room B-2)		
Number	Presentation Title	Author
B01	The Effects of a Narrative Intervention on Narrative Production in Students with Reading Comprehension Difficulties	CHUANG, Hsuan-Lin CHUNG, Wei-Lun
B02	The Effectiveness of AI Technologies on L2 Speaking Development – A Three-Level Meta-Analysis	GAO, Kenan SHI, Xiaotong WU, Chenggang ZHANG, Juan
B03	Intervention Components, Participant Diversity, and Methodological Quality of Reading Intervention for Deaf and Hard-of-Hearing Children: A Systematic Review	DENG, Qinli
B04	Whose View Matters? Differential Impact of Reading Motivation on Chinese Learners' Acquisition of English Literacy Skills	CHEAH, Zebedee Rui En CHAN, Kevin CHUNG, Kevin Kien Hoa
B05	How Does Children's Foreign Language Anxiety Relate to Reading Comprehension? Testing the Mediating Role of Reading Motivation and Reading Accuracy	DENG, Xiaodan MO, Jianhong MCBRIDE, Catherine MAURER, Urs INOUE, Tomohiro
B06	Speech Errors and Disfluencies in Mandarin-Speaking Children with Dyslexia: A Comparative Study	YANG, Shu-Lan JHENG, Ru-Jhen CHENG, Yu-Pei

Number	Presentation Title	Author
B07	From Home Literacy Environment to Children's Reading Comprehension: Bringing Together the Home Literacy Model and the Simple View of Reading	ZHANG, Su-Zhen MENG, Yu INOUE, Tomohiro GEORGIU, George K.
B08	Grammar Teaching Perceptions among Samar Barangay Officials: An Analysis of Variations	SULTAN, Elma SALCEDO, Arianne Rose T. PACOMA, Jessa C. BACLAY, Joan J.
B09	Stop Splitting Hairs: The Problems with Dichotomizing Continuous Data in Language Research	HEMELSTRAND, Shawn INOUE, Tomohiro
B10	Impact of Different Writing Activities in Improving the Writing Skills among Filipino High School Students	BOLINAO, Ana Eva DECENA, King Gabriel KU, Queenie Ann THORNTON, Sequeira Jennifer Delle PADRIQUEZ, Dixter
B12	Predicting the Developmental Trajectories of Chinese Literacy Skills: Evidence from a Three-Year Longitudinal Study in Hong Kong	ZHANG, Anna Jia-Jun INOUE, Tomohiro
B13	The Cognitive-Linguistic Profile and Subtyping of Young English-Chinese Bilingual Readers with Chinese Developmental Dyslexia	NI, Catherine Chunhong
B14	Investigating the Relationships of Motivation, Self-Regulated Read-to-Write Strategies, and Writing Performance in Reading-to-Writing Tasks	BAI, Barry
B15	Effects and Moderators of Dialogic Reading on Children's Reading Literacy: A Three-Level Meta-Analysis on Studies from 2000 to 2025	TANG, Mi
B16	Exploring Acceptance and Engagement with AI for EFL Reading Practice among Chinese Primary School Students: A Motivational Technology Acceptance and Engagement Model Perspective	TANG, Mi

Number	Presentation Title	Author
B17	The Relationship between Morphological Awareness And reading Comprehension among Chinese Children: Testing Cross-Grade Paths	LI, Chenjing
B18	Effects of an Individualized Narrative Intervention on Narrative Production in Students with Learning Disabilities	NONG, Li-Hong CHUNG, Wei-Lun
B19	Characteristics of Speech-Evoked Auditory Brainstem Response in 120 Preschool Children	CHEN, Bilan
B20	Distinct Profiles of Domain-General and Number-Specific Magnitude Processing in Children with Reading and/or Mathematics Difficulties	AN, Ning TONG, Shelley Xiuli
B21	Examining Cross-Language Transfer of Phonological Awareness and Literacy Development in Chinese-English Bilingual Children Through Phoneme Intervention	LIANG, Jinghan TONG, Xiuhong
B22	The Importance of Parental Expectation and Parent-Child Communication in Interpersonal Skills Development for Children with and without Special Educational Needs	LIU, So Chi AN, Ning WAI, Justine Wing June TONG, Shelley Xiuli
B24	Developing and Validating the MorphoFun Task: A Computerized Measure of Morphological Analysis	CHEN, Yucan INOUE, Tomohiro MAURER, Urs MCBRIDE, Catherine
B25	Cross-language Transfer across Linguistic Modalities: An Investigation with Chinese-English Bilingual Children	JEE, Ka Lou Caroline MO, Jianhong INOUE, Tomohiro MCBRIDE, Cammie MAURER, Urs
B26	The Effectiveness of Vocabulary Strategy Instruction for an Elementary Student with Hearing Impairment and Learning Difficulties	HAN, Wei-Fan HUNG, Li-Yu WANG, Hsuan-Hui
B27	The Impact of Questioning Level and Timing on Picture Book Reading Comprehension in Young Children	ZHANG, Wenjie ZHANG, Yuanyuan SHI, Qiwei DAI, Xinyao FAN, Wei

Number	Presentation Title	Author
B29	Due Tomorrow, Do Tomorrow: Procrastination Attitude of Grade 12 Students	ELUMBARING, Madelyn
B30	Resilience in the Classroom: Experiences of Special Education Teachers	NOQUERA, Cinderella C.
B31	Exploring Teachers' Classroom Management Approaches and Pupils' Behavioral Experiences in Elementary Education	DALID, Bai Hasna
B32	Spelling Error Patterns in Chinese Elementary Schoolers: The Distinct Roles of Delayed Copying and Language Background	HUANG, Xuanton CUI, Xin YAN, Yefan WANG, Yibo YE, Yanyan
B33	Early Dialectal Exposure Benefits Children's Later Bilingual Development in Dialectal and Mandarin Chinese	QIU, Zhimin LI, Annie Yixun
B34	Early Dialectal Exposure Positively Shapes Dialect-Mandarin Children's Bilingual Phonological Awareness	QIU, Zhimin LI, Annie Yixun
B35	Early Literacy Activities with Picture Books for Chinese Preschoolers: Practices, Challenges, and Necessary Teacher Support	LI, Annie Yixun ZHANG, Xingli ZHANG, Ya
B36	"The Picture Books I Like": A Study Based on Children's Perspective	LI, Annie Yixun ZHANG, Xingli ZHANG, Ya
B37	The Application of the Preschool Auditory Processing Scale in Assessing Auditory-Cognitive Interactions in Children with Developmental Language Disorder	DONG, Ting LIU, Panting SUN, Yuying YU, Xinyue ZHOU, Jia LI, Tingyu CHEN, Yiqing QIAN, Jun CHI, Xia HONG, Qin

Number	Presentation Title	Author
B38	Development and Psychometric Analysis of the Assessment Scale for Chinese Written Expression Disorders	WANG, Ziyue YAO, Mengmeng WANG, Cai HONG, Qin CHI, Xia
B40	Divergent and Convergent Neural Patterns in Chinese Dyslexia across Visual and Auditory Word Processing: A Meta-Analysis	CHEN, Yuxi RICHLAN, Fabio MAURER, Urs
B42	Meta-Analyses of Auditory-Based Training Effects on School-Aged Children with Reading Difficulties	LIU, Chia-Yu CHEN, Cheng-Huan WANG, Hsiao-Lan Sharon WANG, Yu-Hsien Natalie
B43	Emerging Technologies in Early Literacy Education: A Systematic Review	LI, Annie Yixun MYAT KYAW, Hay Mar
B44	The Relationship between L1 Metalinguistic Knowledge and L2 English Reading in Bilingual Children — A Systematic Review and Meta-analysis	ZHANG, Libo LI, Annie Yixun BIEDERMANN, Britta WANG, Jun JONES, Tiffany WANG, Hua-Chen
B45	The Role of Morphological Information in L2 English Orthographic Learning: Evidence from Chinese L1 Children	ZHANG, Libo WANG, Hua-Chen LI, Annie Yixun
B46	Word Reading Abilities Predict Biliterate Self-Teaching in Chinese and English	WAN, Million Yiying LI, Annie Yixun
B47	Reading Motivation Links to Chinese-English Bilingual Orthographic Learning via Self-Teaching	WAN, Yiying Million LI, Annie Yixun
B48	Neural Basis of Syntactic Processing in English Learners: P600 Amplitude and Oscillatory Power as Predictive Biomarkers	ZHENG, Qianqian TONG, Xiuhong

Number	Presentation Title	Author
B49	The Independence of Emerging Orthographic Lexicons: Cross-Linguistic	NIU, Yuyan

	Priming in Bangla–English– Chinese Trilinguals	
B50	A Study on the Effects of an AI-Supported LEAP (Lyric-Based Emotional Awareness Program) on Self-Awareness, Learning Motivation, and Text Comprehension among Students with Dyslexia	LIAO, Yi-Wei CHEN, I-Hsuan
B51	Examining the Active View of Reading in Chinese-English Bilingual Reading Comprehension	YANG, Yihong MCBRIDE, Catherine MAURER, Urs INOUE, Tomohiro
B52	Executive Function and Reading in School-Aged Children with ADHD: A Systematic Literature Review	YANG, Chih Han
B53	The Chinese Adults Dyslexia Checklist (C-ADC): Development and Validation	LI, Yingying HE, Yuxiao LONG, Can ZHAO, Jingjing
B54	L1 Meta-Linguistic Predictors of L1 and L2 Word Reading in Korean Students with and without Dyslexia	KIM, Sodam PAE, Soyeong
B55	The Effects of Age of Acquisition and Lexical Properties on Reading Aloud of Kanji Words in Chinese-Japanese Bilinguals	WANG, Xiaoyan
B90	Preparing Pre-service Teachers for Reading Instruction: an Analysis of a Micro-credit Program in Reading Instruction	FANG, Chin-Ya
B91	A Technology-Based Learning Platform for Chinese Characters: An Analysis of Self-Directed Learning on the “Learning Islands” Website	FANG, Chin-Ya CHEN, Shin-Feng

<p style="text-align: center;">Day 1 Thursday March 5th, 2026 Oral Session 1 (13:30-14:30, Room B-1)</p> <p>Topic: Teacher Knowledge/Development-1 Moderator: Professor TZENG, Shih-Jay</p>		
Number	Presentation Title	Author
A97	Designing Science of Reading Teaching in Taiwan's Textbook-Based Classrooms: Findings from a Four-Year Design-Based Research Project	CHEN, Minglei
A22	Teacher Knowledge and Support Systems for Learners with Dysgraphia	MATHENJWA, Sphamandla Fortune
A72	Multilevel Support to Teachers for Continuous Professional Development: Classroom-Based Research	SANJEL, Dinesh
A10	Teachers Knowledge on Basic Language form: Basis for Capability Enhancement	RAHIM, Meriam

<p style="text-align: center;">Day 1 Thursday March 5th, 2026 Oral Session 1 (13:30-14:30, Room C)</p> <p>Topic: Comprehension Moderator: Dr. WANG, Li-Chih</p>		
Number	Presentation Title	Author
A49	Predicting Language and Reading Outcomes in Children with Speech Sound Disorders from Kindergarten to Second Grade	LIU, Huei-Mei HSU, Chen-Ning HSU, Chia-Yun
A85	Evaluating the Effectiveness of the Pilot Simplified Thai Guideline for Reading Accessibility	MONKIATKUL, Navapon CHANCHAOCHAI, Nattanun
A89	Effects of Science Text Structure Instruction on Text Structure Awareness and Text Recall in Hong Kong ESL Students	YEUNG, Siu-sze Susanna LAW, Sheung-Ting Tammy GONG, Hao Graham

<p style="text-align: center;">Day 1 Thursday March 5th, 2026 Oral Session 1 (13:30-14:30, Room D)</p> <p>Topic: Reading Difficulties Across Languages Moderator: Dr. PADILLA, Portia P.</p>		
Number	Presentation Title	Author
A79	An Investigation on Cognitive-Linguistic Skills of English-Chinese Bilingual Learners with and without Dyslexia in Singapore	SHEN, P. Priscillia
A76	Beat Synchronization as a Predictor of Reading Difficulties in Mandarin-Speaking Children	CHIANG, Chun-Han LIN, Yu-Ting CHANG, Yu-Hsuan LI, You-Ni CHEN, Tsai-Yen

<p style="text-align: center;">Day 1 Thursday March 5th, 2026 Oral Session 1 (13:30-14:30, Room E)</p> <p>Topic: Vocabulary Moderator: Professor LAWRENCE, Joshua</p>		
Number	Presentation Title	Author
A17	Comprehension Across Modalities: Contributions of Morphological, Vocabulary, and Syntactic Knowledge to Listening and Reading Comprehension for EFL Learners	PEI, Zhenxia ZHANG, Haomin
A61	Assessing Expressive Vocabulary Skills for Early Language Development among Grade 1 Learners in Public Elementary Schools	GOMEZ, Rizalina G. ABUCAYON, Ruben L. GRAGEDA, Ciedelle N. LUCERO, Lowell G. RUALES, Shelanee Theresa P. SEMILLA, J-Roel B. TALLE, Onnah Pierre P. CAPAROSO, Vita S. VAN PETEGEM, Wim

<p align="center">Day 1 Thursday March 5th, 2026</p> <p align="center">Oral Session 1 (13:30-14:30, Room F)</p> <p>Topic: Early Literacy-1</p> <p>Moderator: Dr. XU, Zhengye Amelia</p>		
Number	Presentation Title	Author
A28	Promotive or Conflictive: The Impact of Chinese and English Home Literacy Activities on English Language and Literacy Skills Across Three Stages of Learning	LIU, Catrina ZHAO, Wei LIU, Duo LU, Jiayou
A52	The Role of Parental Involvement in Enhancing Literacy Development among Early Grade Learners	JARABELO, Ian
A57	Promoting Creative Thinking in Young Children through a Picture Book Shared Reading Curriculum: A Cluster-Randomized Controlled Trial	JIANG, Yinan ZOU, Ziyi FENG, Jian SUN, Yuran YU, Ziwei CHEN, Qizhi CEHN, Si
A106	High-Frequency Word Recognition Development Using Oral Corrective Feedback During Oral Reading	TADA, Wendy Eileen NARUMI, Tomoyuki
<p align="center">Day 1 Thursday March 5th, 2026</p> <p align="center">Oral Session 2 (14:35-15:35, Room B-1)</p> <p>Topic: Teacher Knowledge/Development-2</p> <p>Moderator: Dr. CHEN, Yu-Chun</p>		
Number	Presentation Title	Author
A25	AI Literacy and Academic Integrity in EAP Reading and Writing Instruction	SUDO, Catherine
A36	Sustaining Early Chinese Literacy Practices: A Case Study on the Role of Teacher Brokerage in a School-University Partnership	CHU, Ka Wai
A37	Effective Teaching Practices in Managing Multigrade Learning Environments	NOQUERA, Cinderella C.
A81	Fostering Chinese Literacy in Diverse Classrooms: A School-University Partnership Utilizing Differentiated Instruction	MAK, Miranda Chi Kuan CHENG, Pui-wan CHU, Ka Wai LEUNG, Yu Fung
<p align="center">Day 1 Thursday March 5th, 2026</p>		

Oral Session 2 (14:35-15:35, Room C)		
Topic: Neuroscience-1		
Moderator: Dr. WANG, Yu-Hsien		
Number	Presentation Title	Author
A32	Neural Processing of Speech in Noise Recognition in Preschool Children with Different Auditory Processing Abilities: A fNIRS Study	LIU, Panting WANG, Wenmin ZHOU, Jia LIN, Huanxi ZHANG, Lei YAO, Mengmeng CHI, Xia QIAN, Jun HONG, Qin
A33	Exploring the Relationship between Auditory Processing Characteristics and Cognition in Preschool Children with Developmental Language Disorder Based on fNIRS	WANG, Wenmin LIU, Panting ZHOU, Jia QIAN, Jun CHI, Xia HONG, Qin
A34	Feature Selection with LASSO Regression Reveals Left Broca's Area Dysfunction in Chinese-Speaking Children with Dyslexia Using fNIRS	YAO, Mengmeng HONG, Qin CHI, Xia
A83	Cross-Linguistic Activation Likelihood Estimation Analysis of fMRI and PET Studies of Reading: Similarities and Differences in English and Chinese Word Processing	CHENG, Chia-Fang HUMPHREYS, Gina LAMBON RALPH, Matthew A. CHANG, Ya-Ning

Day 1 Thursday March 5th, 2026 Oral Session 2 (14:35-15:35, Room D) Topic: Reading Instruction and Assessment Moderator: Dr. XU, Zhengye Amelia		
Number	Presentation Title	Author
A103	Developing the LEARN Assessment Battery for Filipino Grade School Students	FRONDOZO, Cherry Eron CHOI, Anne Tan OCAMPO, Dina Joana POLISENSKA, Kamila HENRY, Lucy HERMAN, Ros DULAY, Katrina May
A16	Struggling Collegiate Readers' Self-Perceptions of Reading Ability and Comprehension after Metacognitive Strategy Instruction: A Qualitative Inquiry	LUBRIO, Sheena Mae P. OCAMPO, Dina Joana
A58	Digital Reading Habits and Print-Based Assessments: Bridging the Gap for Accurate Evaluation	WONG, Ruth
A70	Peace Walk: An Exploration of Peace Education-Related Strategies in an English as a Foreign Language Class	MAGASPAR, Chedilyn

Day 1 Thursday March 5th, 2026 Oral Session 2 (14:35-15:35, Room E) Topic: Phonological Awareness Moderator: Dr. CHIANG, Chun-Han		
Number	Presentation Title	Author
A66	Profiles of Phonological Difficulties in Cantonese Adult Readers	ZHAO, Jingjing GUO, Yizhen DING, Ning HU, Yajie
A69	Developing and Validating Phonological Awareness Tests among Early Reading Learners in Bahasa Indonesia	KISRIYANI, A. EVANS, D. TOGONOLINI, J.
A80	Evaluating Automated Speech Recognition in Child Language and Literacy Tasks	NGAN, Vince Siu Hin NG, Melody Chi Ying INOUE, Tomohiro. MCBRIDE, Catherine MAURER, Urs

Day 1 Thursday March 5th, 2026 Oral Session 2 (14:35-15:35, Room F) Topic: Early Literacy-2 Moderator: Dr. CHUNG, Wei-Lun		
Number	Presentation Title	Author
A11	Executive Functions, Preliteracy and Literacy Skills among Taiwanese Children	YANG, Hui-Chun CHUNG, Wei-Lun
A14	Phonological, Morphological, and Spelling Direction Awareness as Predictors of Word Reading and Dictation: A Short-Term Longitudinal Study in Young Children	NO, Boram
A55	The Roles of Orthographic Awareness in Chinese Reading: A Scoping Review	WANG, Ziru
A86	Bridging Preschool Development and Reading in Taiwan: Phonological Awareness and Rapid Automatized Naming as Learning-Related Precursors	TSAI, Hsien-Yu CHEN, Yong-Han HUANG, Mei-Jui

Day 1 Thursday March 5th, 2026 Oral Session 3 (15:40-16:40, Room B-1) Topic: Technology-Assisted Literacy Learning Moderator: Dr. CHUNG, Wei-Lun		
Number	Presentation Title	Author
A03	Using Generative Artificial Intelligence to Support Secondary Students' Cognitive Processes in First-Language Writing	LAU, Kit Ling
A05	Narrative Assessment in Mandarin-Speaking Children Using LLM and RAG: A Tool for Language and Literacy Research	CHEUNG, Hintat CHEN, Ching-Tai CHANG, Chien-Ju
A48	Application of Generative AI by Special Education Teachers in Secondary School in Supporting Student Literacy Development	CHANG, Yun-Chen CHENG, Chen-Chen

Day 1 Thursday March 5th, 2026 Oral Session 3 (15:40-16:40, Room C)		
Topic: Neuroscience-2 Moderator: Dr. CHEN, Yu-Chun		
Number	Presentation Title	Author
A44	Methodological Advancements in Co-Registration of EEG and Eye-Tracking Allow to Connect Historically Disparate Research Fields in Reading	MAURER, Urs
A98	Developmental ERP Evidence for Morphological Processing of Mandarin Verb-Complement Compounds	HSU, Chun-Hsien

Day 1 Thursday March 5th, 2026 Oral Session 3 (15:40-16:40, Room D)		
Topic: Intervention Moderator: Dr. XU, Zhengye Amelia		
Number	Presentation Title	Speaker
A26	Itinerant Speech Language Pathologists' Experiences Working with School Teachers of Students with Learning Disabilities	CHENG, Chen-Chen HSU, Hsin-Jen
A63	Project RISE: Advancing Early Literacy through Innovation, Capacity Building, and Multi-Stakeholder Partnerships	ABUCAYON, Ruben L. CAPAROSO, Vita S. GRAGEDA, Ciedelle N. GOMEZ, Rizalina G. LUCERO, Lowell G. RUALES, Shelanee Theresa P. SEMILLA, J-Roel B. TALLE, Onnah Pierre P. VAN PETEGEM, Wim
A74	Multisensory Early Literacy Intervention on Alphabet Knowledge and Handwriting for Children with Pandemic-Induced Learning Loss: A Blended Learning Approach	EDMUND, E. F. LEE, J. A. C.

<p align="center">Day 1 Thursday March 5th, 2026</p> <p align="center">Oral Session 3 (15:40-16:40, Room E)</p> <p>Topic: Writing/Composition</p> <p>Moderator: Dr. INOUE, Tomohiro</p>		
Number	Presentation Title	Author
A06	A Stroke-Level Large-Scale Database of Chinese Character Handwriting and the OpenHandWrite_Toolbox for Handwriting Research	XU, Zebo YU, Shaoyun TORRANCE, Mark NOTTBUSCH, Guido ZHAO, Nan CAI, Zhenguang
A07	A 30-Item Test for Assessing Chinese Character Amnesia in Child Handwriters	XU, Zebo QIU, Zhuang LANGSFORD, Steven CAI, Zhenguang
A43	A Meta-Analytic Examination of the Simple View of Writing in Chinese: Correlations Among Transcription, Ideation, and Writing Performance	LIN, Jr-An CHEN, Lu CHEN, Yanbing SHEN, Haoran KUO, Li-Jen

<p align="center">Day 1 Thursday March 5th, 2026</p> <p align="center">Oral Session 3 (15:40-16:40, Room F)</p> <p>Topic: Adult Literacy</p> <p>Moderator: Dr. WANG, Yu-Hsien</p>		
Number	Presentation Title	Author
A13	Adapting Self-Regulated Strategy Instruction to Teach Argumentative Writing to Adult Students	PURANIK, Cynthia GREENBERG, Daphne Charles A. MILLER, Christine LEE, Alan Martin
A15	Reading Public Signs on a Taiwanese University Campus: A Case Study of Physical and Virtual Linguistic Landscapes	TAKAGAKI, Toshiyuki HSU, Jeng-yih Tim
A23	Self-Assessment—Enhancing Graduate Students' Writer Autonomy and Awareness of Writing Problems: A Case in Taiwan	CHANG, Carrie Yea-huey
A90	Spelling Fluency of Hiragana Words in Japanese-Speaking Adults with Developmental Dyslexia	AKASHI, Noriko SAMBAL, Ami UNO, Akira
<p align="center">Day 2 Friday March 6th, 2026</p>		

Poster Session 2 (8:30-9:30, Room B-2)		
Number	Presentation Title	Author
B56	An Online Megastudy of Chinese Lexical Decision	CHENG, Leqi WANG, Jie CHANG, Ya-Ning TSANG, Yiu-Kei CHEUNG, Him CHEN, Hsuan-Chih
B57	Contribution of Cognitive-Linguistic Skills in Chinese Word Reading After Accounting for Single-Character Recognition	ARIZA, Jai Dellosa SHIN, Hyohyun CHAN, Lucas NG, Chi Ying NGAN, Vince INOUE, Tomohiro MAURER, Urs MCBRIDE, Catherine
B58	The Shift in the Overrepresentation of Indigenous Students in the Identification of Learning Disabilities in Taitung, Taiwan	CHEN, Shuli TZENG, Shih-Jay WU, Sia-Yu KO, Ya-Chi
B59	The Effect of Orthography–Phonology Consistency on Neural Activity during Chinese Character and Japanese Kanji Reading: An fMRI Study	SHAN, Bingfeng SEKI, Ayumi
B60	Testing the Locus of Translation Priming Effect: Shared Concept or Form Association?	LINON, Yoan NAKAYAMA, Mariko
B61	Fixation-Related N400s and Eye Movements as Markers of Reading Comprehension Challenges in Adults with ADHD	CHAO, Pei-Chun CHUNG, Jou-An TSAI, Jie-Li LEE, Chia-Ying
B62	Effect of Working Memory Load on Natural Reading in Adults with Attention Deficit/Hyperactivity Disorder- insights from the Simultaneous Recording of Eye Movements and Fixation-Related Potentials	CHUNG, Jou-An CHAO, Pei-Chun LEE, Chia-Ying TSAI, Jie-Li
B63	Problem Behaviors, Social Skills, and Academic Competence in SEN and Typically Developing Children	LIU, Catrina LU, Jiayou
Number	Presentation Title	Author

B64	Impaired Local Perception for Visual Word Forms in Developmental Dyslexia	HUNG, Shao-Chin TSAI, Ming-Hsueh CHEN, Chien-Chung WANG, Hsiao-Lan Sharon
B66	Unpacking the Executive Functions of Reading and Math in Hong Kong Children—Findings Based on a Validated Parent-Report Tool	MO, Jianhong NGAN, Vince SiuHin NG, Melody Chi Ying MAK, Nek Ying Tung INOUE, Tomohiro MCBRIDE, Catherine MAURER, Urs
B67	Chinese Radical Strategy Applied to Intervention in Post-stroke Chinese Writing Difficulties: A Case Report	CHEN, TingYu
B68	The Role of Economic Pressure and Home Literacy Activities in English Competence Across Primary Grades	LU, Jiayou
B69	Attention Network Efficiency and Reading Ability: An EEG Study in Chinese Children	ZHAO, Siyi MCBRIDE, Catherine MAURER, Urs
B70	The Temporal Association between Psychological Distress and Teacher-Student Relationships among Taiwanese Adolescents with Learning Disabilities: A Cross-lagged Panel Model	LIN, Ling
B71	Effects of an Assistive Technology-Based Home Literacy Intervention on the Reading and Vocabulary Skills of Students with Physical Disabilities	RYU, Sung-Yong KIM, Eun-Jung PARK, Soon-Gil
B72	The Effects of Mental Health and Physical Activity on Expressive and Receptive Vocabulary in Chinese Children	XU, Zhengye Amelia WANG, Li-Chih LIU, Duo SUN, Fenghua
B73	Narrative Competence and Vocabulary Skills in Independent Reading by Children Aged 5–6	GENG, Songjun LIANG, Xiwen ZOU, Ziyi

Number	Presentation Title	Author
B74	Linking Teacher Knowledge and Fidelity to Literacy Gains: A Pilot Study of Chinese Character Learning for Students with Reading Difficulties and SEN	WANG, Hsuan-Hui
B75	Individual Differences in Chinese Vocabulary Knowledge among Hong Kong Preschoolers: A Mediation Model of Cognitive, Linguistic, and Environmental Influences	WONG, Tsin Ming MO, Jianhong INOUE, Tomohiro MCBRIDE, Catherine MAURER, Urs
B76	Parental Use of Interactive Reading Strategies Supports the Narrative Skills of Preschool Children with Hearing Impairment	ZHANG, Ya LI, Annie Yixun
B77	Mediating Effects of Phonological and Morphological Skills Underlying Genetic and Environmental Influences on Chinese Children's Reading Ability	DING, Ning YANG, Qing ZHAO, Jingjing.
B78	Thriving, Balanced, and Struggling: Profiles of Reading Dispositions in Chinese Young EFL Learners	MA, Mengying YEUNG, Siu-sze Susanna
B79	The Relationship between Chinese Sentence-Structure Understanding and Reading Comprehension in Elementary School Students	CHEN, Chia-Hsiang LIEN, Chi-Shun KU, Yu-Min
B80	Social Imagination in Kindergarteners: Gender-Based Differences during Wordless Picture Book Reading	CHEN, Qizhi PENG, Gaoyi WANG, Qianyi JIANG, Yanan CHEN, Si
B81	Learning Readiness for Online Learning in College Students with Learning Disabilities	CHANG, Yi-Cheng CHEN, Yuchun
B82	Effects of Parent-Child Shared Reading Intervention on Receptive Vocabulary Comprehension/Expression and Event-Related Potentials in 12–36-Month-Old Children with Language Delay	CHEN, Yan-Jing CHANG, Ya-Ting WENG, Shih-Ming

Number	Presentation Title	Author
B83	The Responses of Mandarin Tones and Chinese Character Radicals on Event-Related Potentials (ERP) of Children with Learning Disabilities in Taiwan	WENG, Shih-ming HSU, Ting-Jung LIN, Chia-Hsuan
B84	Predicting Second Language Reading Ability from Eye Fixation Patterns During Subtitled Video Viewing	LI, Xiaokun QI, Yuxuan
B85	A self-learning Tool to Teach Students with Diverse Needs in Reading and Writing the Narrative Writing	HO, Fuk Chuen
B86	Using Data-Based Individualization in Remedial to Enhance Reading Comprehension for Elementary School Students	CHEN, Yi-Shin KUNG, Shu-Hsuan
B87	Factors Influencing Sub-Word Reading Processes in Japanese Kanji among Japanese Primary School Children	CHRISTPHER, Jade SAMBAL, Ami
B88	Characteristics of Kanji Word-Reading Processing in Japanese Children with Spelling Difficulties	ZHENG, Jiaxin SAMBAL, Ami CHRISTPHER, Jade
B89	Tracking Narrative Development from Kindergarten to Grade 2 to Improve Early Detection of Language-Based Learning Difficulties	CHEN, Ting-Chun PENG, Po-Jung
B92	Reading Attitudes, Interests, and Text Format Preferences of Tutees in a Tutorial Center: A Brief Interest-Based Approach	LUBRIO, Sheena Mae STA. IGLESIA, Janice DIENDO, Eva May
B93	Developing Electronic Narrative Gamebooks to Support Struggling Adolescent Reader's Reading Comprehension in English.	PABICO, Ric Eldrid PADILLA, Portia P.
B94	Pre-Service Preschool Teachers' Knowledge on Early Reading Instruction: A Comparison between Undergraduate and Junior College Programs in Chinese Mainland	ZOU, Jiayi ZHANG, Xingli LI, Annie Yixun

Number	Presentation Title	Author
B95	The Non-Nativelike Neurocognitive Signatures of Hierarchical Syntax Processing: ERP Evidence from Second Language Learners of Mandarin Chinese	WANG, Lin
B96	Are There Phonological Similarity Effects for Logographic Bilinguals in the Auditory Domain? An Examination with Chinese-Japanese Bilinguals	XU, Yumeng NAKAYAMA, Mariko
B97	Home and Child Predictors of Early Written Expression : A Cross-cultural Study of Korean and Chinese Children	LI, Kang NAYA, Choi
B98	Navigating the Dual Roles of Educators and Mentors in Open and Distance E-Learning: A Collaborative Autoethnographic Account from Language and Literacy Education Faculty-in-Charge	TAYZON, Celeste BASADRE, Pier Angeli
B99	Scaffolding Chinese Senior High School Students to Improve Argumentative Essays Drawing on Toulmin’s Argumentation Model	ZHOU, Jin
B100	Understanding Adaptability in Writing: The Interplay of Growth Mindset, Grit, and Strategy Use Across Socio-Cultural Contexts	ZHANG, Jiahuan
B101	Differences in Brain Activation between Chinese and English Readers: A Meta-Analysis Comparing Lexical Decision Task and Word Naming Task	LIN, Jung-Yi CHENG, Chia-Fang CHANG, Ya-Ning
B102	The Relationship between Emergent Writing and Oral Narrative Performance of Preschool Children with Typical Development	TAM, Cheok U. CHIUI, I-Ting
B103	The Role of Auxiliary Systems in Chinese and English Reading Development	SHEN, Yaying

Number	Presentation Title	Author
B104	Posterior Periodic Alpha Power as a Neural Marker for Early Biliteracy Skills: The Mediating Role of Rapid Automatized Naming in Bilingual Children	LAM, Tak Kwan HUO, Shuting LUI, Kelvin Fai Hong MCBRIDE, Catherine MAURER, Urs
B105	The Successful Implementation of TuklasBasa Pang-Grupo (“Discover Reading” for Group Instruction): A Structured Remediation Program for Filipino Reading and Writing	OCAMPO, Dina Joana LUCASAN, Kathrina Lorraine
B106	Beyond Phonological Deficit: Executive Function and Processing Speed as the Neurocognitive "Bridge" in DD-ADHD Comorbidity	LIN, Chienho CHO, HsiaoYuan
B107	The role of Reading-While-Listening in L2 Reading: An Eye-Tracking Study of L2 Learners	CHEN, Ting-Ai JIAN, Yu-Cin
B108	From Theory to Imagination: How Filipino Pre-Service Teachers Perceive Reading Development and Instruction	CIDRO, Mark Gleen O.
B109	When Does Phonology Aid Lexical Access in Chinese Word Recognition?: An Examination by Masked Pseudohomophone Priming in a Naming Task	PENG, Yuxuan NAKAYAMA, Mariko
B110	Literary Windows, Gendered Frames: Representation Patterns in Philippine Textbooks for Junior High School	DE VERA, Leilani
B111	Understanding the Relationship among Students’ Perceived Teacher Autonomy Support, Parental Involvement, and Online Reading Performance: A Situated Expectancy-Value Theory Perspective	LIU, Yaping ZHU, Xinhua CHEONG, Choo Mui
B112	Predictors of Listening Comprehension in Standard Arabic: The Primacy of the Spoken Language	SAIEGH-HADDAD, Elinor SCHIFF, Rachel

Day 2 Friday March 6th, 2026 Oral Session 4 (9:30-10:30, Room B-1) Topic: Bi/Multilingualism-1 Moderator: Dr. XU, Zhengye Amelia		
Number	Presentation Title	Speaker
A50	Within- and Cross-Language Pathways from Home Language Use and Motivation to Oral and Reading Skills in English–Chinese Bilingual Children	SUN, Baoqi O'BRIEN, Beth Ann
A78	Predictors of L1, L2, and L3 Reading Comprehension among Filipino Multilingual Students	PADILLA, Portia P.

Day 2 Friday March 6th, 2026 Oral Session 4 (9:30-10:30, Room C) Topic: Linguistics Moderator: Dr. MAURER, Urs		
Number	Presentation Title	Speaker
A102	Chinese Readers Process Word Class of Parafoveal Words during Sentence Reading	PAN, Jinger QI, Zijun XI, Yue
A27	Children's Chengyu Knowledge as a Pathway to Vocabulary Growth: Evidence from a Novel Idiom Assessment	LAWRENCE, Joshua HAGEN, Åst. YANG, Junyi
A68	Mapping the Dimensions of Chinese Text Complexity: A Factor Analysis of Linguistic Features in Elementary School Textbooks	LIU, Miaomiao LI, Hong
A94	Beyond Standardized Tests: Narrative Progress Monitoring Assessment as a Window into Hidden Language Vulnerabilities	LIANG, Shih-Yuan

Day 2 Friday March 6th, 2026 Oral Session 4 (9:30-10:30, Room D) Topic: Learning/Reading Difficulties		
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Moderator: Dr. WANG, Yu-Hsien		
Number	Presentation Title	Speaker
A42	Eye-Movement Patterns of Students with Different Types of Reading Disabilities: Global and Local Analyses of Silent Reading	CHEN, Ching Hsuan HUNG, Li Yu JIAN, Yu Cin
A46	Eye-Movement and Linguistic–Cognitive Characteristics of Reading Fluency in Chinese Children with Dyslexia	WANG, Cai. YAO, Mengmeng CHI, Xia
A51	An Examination of Reading Ability Across Different Asian Scripts by Biliterate Children Using Lexical Decision	HABIB, Malikka TAN, Winnie YUSRI, Nurshahidah O’BRIEN, Beth MCCLOSKEY, Michael RAPP, Brenda
A96	The Correlation between Behavior and Electrophysiology in Learning Disabilities in Taiwan as Mandarin Serving as First Language: Insights from N200 and P300 Components in Visual and Auditory Tasks	CHENG, Hsin-Yu LU, Pei-Yi TUNG, Chu CHEN, Yan-Jing WENG, Shih-ming

Day 2 Friday March 6th, 2026		
Oral Session 4 (9:30-10:30, Room E)		
Topic: Attitude/Motivation		
Moderator: Dr. DENG, Qinli		
Number	Presentation Title	Speaker
A24	Linking Home Literacy Environment and Instructional Quality to Motivation, Well-Being and Reading Performance: A Self-Determination Theory Perspective	ZHANG, Xiaomeng CHEONG, Choo Mui MU, Run ZHU, Xinhua LIU, Yaping NG, Hung Wai Rex
A54	Motivational Strategies for Young Learners in Online EFL Instruction	BUDUAN, Ma.Michaela
A67	Home Learning and Literacy Practices and Academic Performance of Filipino Students During the COVID-19 Pandemic	SICAT, Aurora Zenaida Lourdes C.

<p align="center">Day 2 Friday March 6th, 2026 Oral Session 4 (9:30-10:30, Room F)</p> <p>Topic: Home Literacy Moderator: Dr. CHIANG, Chun-Han</p>		
Number	Presentation Title	Speaker
A01	The Literacy Landscape at Home: Profiles and Child Outcomes in Chinese Preschoolers	YANG, Junyi BRATILE, Siri Steffensen ZHANG, Wenjie
A39	The Impact of Home Literacy Environment vs. Tutoring in Shaping Student Engagement, Well-Being, and Reading Performance in Hong Kong	GU, Yining MUI, Cheong Choo LIU, Yaping GUO, Qing
A91	Parents' Digital Literacy and ESL Children's Emergent Literacy Development: The Mediating Role of the Digital Home Literacy Environment	GUO, Jiaqi YEUNG, Tsz Wai Stacey TSE, Tim Charles YEUNG, Siu-sze Susanna
A93	Associations between Home Literacy Environment, Reading Interest, Independent Reading, and Reading Skills Among Primary School Children: A Two-Site Study in China	GEORGIU, George SU, Mengmeng ZHANG, Su-Zhen SHU, Hua INOUE, Tomohiro
<p align="center">Day 2 Friday March 6th, 2026 Oral Session 5 (10:35-11:35, Room B-1)</p> <p>Topic: Bi/Multilingualism-2 Moderator: Dr. PADILLA, Portia P.</p>		
Number	Presentation Title	Speaker
A08	What Drives Cross-Linguistic Relations in Reading and Spelling? Evidence from Korean-English Bilingual Children	KIM, Young-Suk MOON, Youngsun LEE, Joongwon
A101	How is School-Aged Achievement Predicted by Reading to Children in English vs. "Mother Tongue" (Mandarin or Malay) for Bilingual Children in Singapore?	TARDIF, Twila LIU, Mengru ZHANG, Kehui
A29	How Does Dialectal Exposure Affect 3–6-Year-Old Dialect-Mandarin Bilingual Children's Bilingual Development?: An Experimental Study	QIU, Zhimin LI, Annie Yixun
A59	Biliteracy Learning Trajectories at Preschool and Primary School in Singapore: An Examination of Latent Learner Profiles	BALAJI, A. GOH, H. O'Brien, B.A. Chen, S-H. A.
<p align="center">Day 2 Friday March 6th, 2026</p>		

Oral Session 5 (10:35-11:35, Room C)		
Topic: Word Reading/Recognition		
Moderator: Professor HSUAN, Chung-Hui		
Number	Presentation Title	Speaker
A12	Concurrent and Longitudinal Connections among Word Reading, Cognitive, and Psychosocial Factors: A Network Modeling Analysis	LIU, Duo WEI, Ziqian
A41	Syllabic Configuration and Its Robust Impact on Lexical Processing in Korean: Evidence from a Meta-Analysis	PAE, Hye K. SUN, Hanzhong
A60	Assessing Early Phonological and Decoding Skills Among Grade 1 Learners in Public Elementary Schools	GRAGEDA, Ciedelle N. ABUCAYON, Ruben L. GOMEZ, Rizalina G. LUCERO, Lowell G RUALES, Shelanee Theresa P. SEMILLA, J-Roel B. TALLE, Onnah Pierre P. CAPAROSO, Vita S. VAN PETEGEM, Wim
A84	Predictors of English Literacy among Bilingual and Multilingual Children in Malaysia	M.KAMAL, Ezleena POWELL, Daisy PYE, Rachel

<p style="text-align: center;">Day 2 Friday March 6th, 2026</p> <p style="text-align: center;">Oral Session 5 (10:35-11:35, Room D)</p> <p>Topic: Literacy in Students with SEN</p> <p>Moderator: Dr. CHUNG, Wei-Lun</p>		
Number	Presentation Title	Speaker
A104	Multi-Sensory and Structured Literacy Approaches in Developing Reading and Writing Skills for Children with Autism Spectrum Disorder in Primary Education: Evidence from Vietnamese Practice	DO, Thi Thao NGUYEN, Thi Cam Huong BUI, The Hop PHAM, Thi Ben NGUYEN, Xuan Hai
A19	Teacher Agency and the Struggle for Linguistic Inclusion: A Case Study Comparison of the Experiences of a Deaf Teacher and a Pangasinan Teacher in Using Marginalized Languages in Multilingual Classrooms in the Philippines	FRANCISCO, Marian Patricia Bea ORLANDA, Jackson G. PAR, Rowella T.
A31	Exploring the Distinctive Relationship between Gross Motor Proficiency and Reading Abilities in Children with Intellectual Disabilities	SHAO, Tongtong LU, Feng LU, Yawen LIU, Dingzhou ZHANG, Haomin
A62	Understanding Deaf Literacy through a Theoretical Review of the Simple View of Reading (SVR)_Research_Reading Intervention	DELA TORRE, Theresa Christine

Day 2 Friday March 6th, 2026 Oral Session 5 (10:35-11:35, Room E)		
Topic: Assessment Moderator: Dr. DENG, Qinli		
Number	Presentation Title	Speaker
A95	Automated Scoring of Open-Ended Responses in Computer-Adaptive English Reading Tests: Comparing Generative AI Accuracy	KOMURO, Ryuya HAMADA, Akira HOSHINO, Yuko USHIRO, Yuji
A30	Beyond the Text: A Multimodal Framework for Evaluating Picture Book Readability	ZHANG, Xingli LI, Yixun
A35	Teacher-Facilitated Electronic Storybooks and Early Reading Skills: Evidence from Yogyakarta, Indonesia	NILAM, Pamularsih
A87	Predicting Reading Ability with Static and Dynamic Assessments: A study of Kindergarten to Grade 1 Children in Southeast Asia	BALAJI, Avanti GOH, Hannah O'BRIEN, Beth A CHEN, Annabel Shen-Hsing

Day 2 Friday March 6th, 2026 Oral Session 5 (10:35-11:35, Room F)		
Topic: Intervention/Practices Moderator: Dr. INOUE, Tomohiro		
Number	Presentation Title	Speaker
A56	Exploring Practical Solutions for Literacy Support among Hong Kong Preschoolers with Reading Difficulties	CHENG, Pui-wan TSE, Terry Po Man HO, Gloria Wing Sze LEUNG, Clara Yu Fung
A71	Combining Differentiation and Genre-Based Pedagogies to Develop Disciplinary Writing in a Classroom of Multi-Disciplinary L2 Writers	IORATIM-UBA, Godwin
A73	Explorations with the LIE Table	VITUG, Niccolo Angelo R.

Day 2 Friday March 6th, 2026 Oral Session 6 (11:40-12:40, Room E) Topic: Reading Processing Moderator: Dr. WANG, Li-Chih		
Number	Presentation Title	Author
A47	Processing English Words as a Foreign Language: Insights from Taiwanese Students	LEE, Jun Ren
A100	Visual processing of Vietnamese Compounds and Phrases	LEUNG, Tommi PHAM, Hien CHANCHAOCHAI, Nattanun
A99	The Automaticity of Orthographic-Phonological Mapping in Thai Reading: An Experiment on Segmental and Tonal Congruency	CHANCHAOCHAI, Nattanun LEUNG, Tommi

Day 2 Friday March 6th, 2026 Symposium (11:40-12:40, Room C) Topic: Cross-Linguistic Paths to Literacy: Neuroimaging Perspectives Moderator: Dr. CHIANG, Chun-Han		
Number	Presentation	Speaker
C01	Talk 1 will focus on preschool Chinese-English bilinguals' neural networks for language and how these networks predict children's emerging literacy a year later.	SUN, Xin
	Talk 2 will focus on elementary children's neural specializations for phonological and morpho-semantic processing in Chinese-English, Spanish-English bilingual and English monolingual children.	CHEN, Lori KOVELMAN, Ioulia
	Talk 3 will present longitudinal results from elementary Chinese monolingual children and discuss the neural developmental shifts of Chinese phonological and morphological processing.	LI, Yueh-Lin. CHEN, Hsin-Chin FAN, Li-Ying CHEN, Shiou-Yuan CHOU, Tai-Li
	Talk 4 will present identical twin data to disentangle the independent roles of between- and within-family reading skills on the neural specialization of print in Chinese-speaking, English-L2 children.	HUO, Shuting NING, Xiaoran MAURER, Urs

<p style="text-align: center;">Day 2 Friday March 6th, 2026</p> <p style="text-align: center;">Symposium (11:40-12:40, Room D)</p> <p>Topic: The Power of Cross-National Research Exploring Orthographic Impacts and Cross-National Differences</p> <p>Moderator: Professor TZENG, Shih-Jay</p>		
Number	Presentation	Speaker
C07	<p>When reading instruction effectively matches orthographic demands, literacy flourishes, enabling strong Orthographic Advantage. When instruction is poorly matched to orthography, literacy struggles are severe, with severe Orthographic Disadvantage. The International-Academy-for-Research-in-Learning-Disabilities (IARLD) is promoting a Call-to-Research on orthographic impacts, and orthographically-matched instruction. Collaborative research will strengthen understanding of literacy development across nations, plus support lagging nations to achieve strong improvement. The speakers will discuss key aspects of this situation. This symposium will foster useful reflection and discussion.</p>	GALLETLY, Susan
		HSUAN, Chung-Hui CHANG, Yu-Shan
		SNIDARICH, Stephanie
	<p>Talk 2 will present learning outcomes of novel Chinese words in children aged 4–5, shedding light on the formation of the mental lexicon. It is well established that words are decoded through holistic, partial-phonological, and orthographic strategies during reading acquisition in both English (Jackson & Coltheart, 2001) and Chinese (Hsuan, 2025). Along this developmental trajectory, beginning readers’ vocabulary knowledge plays a pivotal role in linking phonological and orthographic representations via semantic connections</p>	

	<p>(Perfetti, 2007). Through this process, phonological decoding and lexical access routes reciprocally support the development of the mental lexicon. In Taiwan, preschoolers begin acquiring phonological decoding skills through the Zhuyin system as early as ages 4–5, typically within rich language-support environments. This context raises two key questions: (1) how do the dual routes yield optimal phonology–orthography mappings when supported by vocabulary knowledge, and (2) is the Zhuyin decoding system more efficient than the lexical route for phonology–orthography acquisition? To address these questions, we designed a learning task simulating young children’s acquisition of novel characters. Children first read a series of picture books that provide vocabulary knowledge through narrative context. They then learned unfamiliar embedded characters, supported by semantic information from the story vocabulary, under one of two conditions: phonological decoding using Zhuyin or direct lexical access. Forty preschoolers aged 4–5 were recruited. A mixed 2 (age) × 2 (learning route) design was employed, with data analyzed using repeated-measures ANOVA to examine effects on reading performance. The findings will inform the selection of age-appropriate and optimal instructional routes to support early reading development.</p>	
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<p align="center">Day 2 Friday March 6th, 2026</p> <p align="center">Symposium (11:40-12:40, Room F)</p> <p>Topic: Mechanisms of Novel Word Learning Through Reading in Bilingual Learners: Self-Teaching and Beyond</p> <p>Moderator: Dr. CHANG, Wan-Feng</p>		
Number	Presentation	Speaker
C03	Talk 1 examined language-specific pathways to orthographic learning in Chinese-English biliterate children. Results indicate that in Chinese (L1), orthographic learning is enhanced by phonological recoding, whereas in English (L2), it relies more heavily on access to existing oral vocabulary.	LI, Annie Yixun
	Talk 2 compared self-teaching in monolingual and bilingual children under explicit versus incidental presentation. While no significant differences were found in orthographic or semantic learning between groups or conditions, incidental learning provided a slight advantage for phonological acquisition.	WANG, Hua-Chen
	Talk 3 used a mouse-tracking paradigm with Chinese L2 learners of English to assess how spacing intervals and glossing language affect incidental vocabulary learning. Findings reveal that learners' perceived difficulty moderates the interaction between spacing and glossing, influencing both engagement and vocabulary retention.	CHEN, Sitong Abigale KE, Sihui Echo

<p style="text-align: center;">Day 2 Friday March 6th, 2026</p> <p style="text-align: center;">Symposium (13:40-14:40, Room CD)</p> <p>Topic: Exploring the Neuroscience of Naturalistic Language and Reading Comprehension: Insights from EEG, fNIRS, and MRI</p> <p>Moderator: Dr. CHEN, Yu-Chun</p>		
Number	Presentation	Speaker
C04	Talk 1 uses functional near-infrared spectroscopy (fNIRS) with bilingual children during a sentence judgement task to track developmental changes in the time course of comprehension.	LEACHMAN, Molly KOVELMAN, Ioulia
	Talk 2 employs fNIRS during a story listening task in bilingual Mandarin-English children to examine neural responses of word surprisal.	CHEN, Nuo LEACHMAN, Molly KOVELMAN, Ioulia
	Talk 3 integrates magnetic resonance imaging (MRI) with LLM-derived lexical and contextual embeddings to model how adults and children process scientific texts, revealing developmental shifts.	GU, Chanyuan HUANG, Kexin LI, Ping
	Talk 4 combines EEG and eye-tracking during a naturalistic reading task to test LLM-derived measures of word surprisal, frequency, and orthographic prediction error in Mandarin-speaking adults.	CHAN, Lucas Y. H. DIMIGEN, Olaf GAGL, Benjamin MAURER, Urs

Day 2 Friday March 6th, 2026 Symposium (13:40-14:40, Room E) Topic: Empowering Early Literacy with Technology in Multilingual Asia: Environments, Stakeholders, and AI-Powered Scaffolds Moderator: Dr. MAURER, Urs		
Number	Presentation	Speaker
C06	Talk 1 synthesizes more than five decades of research on the “literacy environment” for children worldwide. This work integrates traditional and digital inputs into a framework that clarifies what counts as a modern literacy environment, how it works, and how richness can be cultivated.	WAN, Million Yiyang LI, Annie Yixun
	Talk 2 survey data from Hong Kong parents, teachers, and school leaders (N = 150) on current use of emerging technologies in early literacy, perceived benefits, and barriers (e.g., professional learning, infrastructure, and screen-time concerns), generating actionable recommendations.	MYAT KYAW, Hay Mar LI, Annie Yixun
	Talk 3 a pilot study with Grade 2–4 students speaking English as an Additional Language or Dialect in Sydney (N = 10), testing a GenAI (large language model)–powered tool for explicit academic vocabulary instruction embedded in curriculum topics. Higher gains for trained words and improved content comprehension were expected.	WANG, Hua-Chen, VAN BERGEN, Penny BALLSUN- STANTON, Brian COLENBRANDER, Danielle
	Talk 4 an experimental study with university learners (N = 74) that compares Chinese subtitles, English captions, dual subtitles, and audio only while viewing an instructional video. Dual subtitles best supported vocabulary learning, whereas higher-proficiency learners comprehended content better without subtitles—yielding design implications for bilingual scaffolding and cognitive load in child-facing media.	TSAI, Pei-Shu CHIU, Chi-Hsiang

<p align="center">Day 2 Friday March 6th, 2026</p> <p align="center">Symposium (13:40-14:40, Room F)</p> <p>Topic: Morphological Skills in Chinese Reading Development: Perspectives from Linguistically Diverse Samples</p> <p>Moderator: Dr. CHANG, Wan-Feng</p>		
Number	Presentation	Speaker
C02	Talk 1 will focus on native child speakers of Chinese and test the independent roles of morphological awareness and morphological analysis in reading comprehension.	INOUE, Tomohiro CHEN, Yucan NG, Chi Ying MAURER, Urs
	Talk 2 will focus on Chinese-English simultaneous bilingual children and examine how awareness of different types of morphological units (i.e., compounds versus affixes) contributes to literacy skills differently in comparison to English monolingual children.	SUN, Xin
	Talk 3 will focus on adults learning Chinese as a second language and introduce a newly developed computerized dynamic assessment tool for morphological awareness, along with a discussion on relevant assessment tools for different Chinese learner populations.	KE, Sihui XU, Xintong

<p align="center">Day 2 Friday March 6th, 2026</p> <p align="center">Keynote Speech 2 (15:00-16:00, Room CD)</p> <p align="center">Moderator: Professor HUNG, Li-Yu</p>	
Presentation Title	Speaker
From Brain to Classroom: Neural and Educational Perspectives on Statistical Learning in Chinese Reading	Dr. LEE, Chia-Ying