

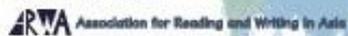
The 21<sup>st</sup> Annual Conference for Taiwan Academy for Learning Disabilities

# TALD 2026 ANNUAL CONFERENCE

TAIWAN ACADEMY FOR LEARNING DISABILITIES

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## MESSAGE FROM THE PRESIDENT, TALD

Welcome to the TALD Annual Conference 2026!

As President of the Taiwan Academy for Learning Disabilities, I am absolutely thrilled to welcome you to join our 21st Annual Conference at the beautiful campus of National Kaohsiung Normal University. This year is particularly special for us as we gather in conjunction with the Association for Reading and Writing in Asia (ARWA).

A very warm welcome to our visiting scholars from Japan and Australia, as well as our own dedicated researchers and frontline teachers from right here in Taiwan. Having this opportunity to bring different perspectives together, sharing both cross-regional research and practical classroom experiences, is exactly what makes our community so strong.

We have a fantastic program lined up for you. Our morning features two exceptional keynote speakers: Dr. Akira Uno will share his vital research on the cognitive disorders underlying developmental dyslexia and developmental language disorders, and Dr. Susan Galletly will guide us through the impacts of orthographies and cognitive load on literacy. Later in the afternoon, please join us for an important symposium where we will unpack the fourth edition's definition of the intersection between learning disabilities and language disorders.

I hope you find today's sessions inspiring and take the chance to catch up with old friends, make new connections, and spark new ideas.

Enjoy the conference!

Dr. Angus Li-Chih WANG

President, Taiwan Academy for Learning Disabilities

A handwritten signature in black ink, reading 'Li-Chih Wang'. The signature is written in a cursive, flowing style.



## CONFERENCE ORGANIZING COMMITTEE

### Organization

Taiwan Academy for Learning Disabilities

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#### 2023-2026 Board member

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President	Dr. Li-Chih Angus WANG <i>The Education University of Hong Kong</i>
Executive Board	Prof. Li-Yu HUNG <i>National Taiwan Normal University</i>
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	Dr. Yu-Chun CHEN <i>Fu Jen Catholic University</i>

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*National Tsing Hua University*

Dr. I-Hwey WU

*University of Taipei*

Note. Alphabetical order by surname

CONTACT

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## CONFERENCE VENUE



## National Kaohsiung Normal University

【Heping Campus】: No.116, Heping 1st Rd., Lingya District, Kaohsiung City  
802561, Taiwan (R.O.C.)

### ✧ Shuttle Bus for TALD Annual Conference Participants

March 7 (Sat.)

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

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## CONFERENCE PROGRAM

08:30 - 08:50	Registration
08:50 - 09:00	Opening Ceremony
09:00 - 10:30	<p>Keynote Speech 1</p> <p>Speaker: Prof. Akira UNO</p> <p>Moderator: Dr. Wun-Tsong CHAOU</p> <p>Cognitive disorders underlying Developmental Dyslexia and Developmental Language Disorders in Japanese speaking children</p>
10:30 - 10:40	Break Time
10:40 - 12:10	<p>Keynote Speech 2</p> <p>Speaker: Dr. Susan GALLETLY</p> <p>Moderator: Prof. Shi-Jie TSENG</p> <p>Orthographies, Cognitive Load, and Literacy Difficulties: Ways Forward Towards Optimising Literacy and Learning</p>
12:10 - 13:30	Lunch Time
13:40 - 15:40	<p>Symposium</p> <p>Moderator: Prof. Li-Yu HUNG</p> <p>Speaker : Prof. Huei-Mei LIU, Dr. I-Ting CHIU, Ms. Hsiu-Ching CHAN</p> <p>The Fourth Edition's Definition of the Intersection Between Learning Disabilities and Language Disorders</p>
15:40 - 16:00	Closing Ceremony

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KEYNOTE SPEAKERS



**Dr. Akira UNO**

Dr. Akira Uno is a speech and language therapist and medical scientist specializing in higher brain dysfunction, including aphasia and developmental dyslexia. He is President of the NPO LD/Dyslexia Centre and formerly served as Professor of Human Sciences at the University of Tsukuba.

He earned his Ph.D. in Brain Physiology from Teikyo University School of Medicine and is a nationally certified Speech-Language-Audiology Therapist. His research focuses on the cognitive and neurobiological foundations of literacy development and reading disorders, with particular emphasis on developmental dyslexia in Japanese and cross-linguistic perspectives on reading and spelling difficulties.

## Cognitive disorders underlying Developmental Dyslexia and Developmental Language Disorders in Japanese speaking children

I investigated whether cognitive and language abilities underlying developmental dyslexia—specifically phonological awareness (PA), visual cognition (VC), rapid automatization (AUT), and vocabulary size (VOC)—could predict reading and writing proficiency in Japanese. The participants included 1,896 typically developing (TD) Japanese-speaking children and 110 children with developmental dyslexia (DD). We assessed PA using non-word repetition and reverse-order repetition tasks, VC using the Rey-Osterrieth Complex Figure Test, AUT using the Rapid Automated Naming (RAN) test, and VOC using the Standardized Test of Abstract Words.

The results showed that for kana reading in TD children, PA played a crucial role in the lower grades, whereas the importance of AUT increased in later grades. In contrast, for kanji, VOC predicted reading attainment across all grades. Children with DD were categorized into seven groups: single-deficit groups (16.4% with a PA deficit alone, 10% with a VC deficit alone, and 8.2% with an AUT deficit alone) and mixed-deficit groups.

Furthermore, we administered the same tests to 15 children with developmental language disorder (DLD) who exhibited significantly low vocabulary scores. Despite poor comprehension, they demonstrated proficient repetition and reading performance, suggesting a common semantic disorder. Finally, I will discuss these findings in comparison with reports from alphabetic-language countries.



## **Dr. Susan GALLETLY**

Dr. Susan Galletly is an Australian researcher, teacher, and speech-language pathologist at Central Queensland University. She advocates cross-linguistic and cross-national research to understand language and literacy development and support early literacy in nations behind international benchmarks.

She leads international research projects and is the lead author of “*English readers experience exceptionally impeded learning: A call to research on orthographic impacts on literacy and learning development*” (Galletly, Share & Knight, 2024). Her work combines over 30 years of experience with at-risk learners, families, and teachers to identify barriers to literacy and develop practical, high-impact strategies for improving child development and educational outcomes.

Dr. Galletly has published extensively, including the first two books of her *Aussie Reading Woes* trilogy: *Bunyips in the Classroom* (2022) and *The Research Tours* (2023).

## Orthographies, Cognitive Load, and Literacy Difficulties:

### Ways Forward Towards Optimising Literacy and Learning

Supporting children to achieve effective literacy, language and learning difficulties is a priority across nations.

Multiple interacting factors influence literacy development in positive versus negative ways. These impacting factors include orthography factors, organisational factors, teaching-learning complexity factors, perspective factors, and child factors.

The impacts and interplay of factors differ greatly across nations, e.g., there are major differences present in effectiveness and efficiency of early-literacy instruction, older versus younger starting age when learning to read, and flow-on effects of these factors.

Many of these important factors and their interactions have not been sufficiently explored.

Strategic knowledge building is much needed, and will be much stronger if built both within and across nations.

This presentation explores impacting factors, and cross-national similarities and differences, using pertinent frameworks. Exploring these areas creates powerful opportunities for learning towards improvement. The session's emphasis on taking theory into practice will make it highly relevant for both teachers and academics.

For at-risk and struggling learners, impacting factors, and thus needs for research, are particularly important.

Usefully, a Call to Research has been issued for this area: *English-Readers Experience Exceptionally Impeded Learning: A Call to Research on Orthographic Impacts on Literacy and Learning* ([iarld.com](http://iarld.com)).

While all nations seek to improve literacy development for vulnerable children with complex needs, many nations that use regular orthographies have largely optimised learning to read and write for over 90% of children. In contrast, other nations still struggle, e.g., Anglophone nations and many developing nations.

## The 21<sup>st</sup> Annual Conference for Taiwan Academy for Learning Disabilities

Taiwan, Korea, Japan and China are strong role model nations for lagging nations, having strategically reformed early-literacy instruction last century, with great success, by moving to orthographically-matched *2-Stage Early Literacy* instruction that matched well to the orthographic and cognitive-load demands of their main highly-complex morphologographic orthographies, by adding in fully-regular beginners' orthographies, e.g., Taiwan's Zhuyin, for quickly and easily building strong Stage I literacy, plus use as a transitioning tool.

In working together across nations, and visiting other nations, exploring similarities and differences, we will move closer to optimising literacy, communication and learning at home and in all nations.

There seems strong value in encouraging a season of collaborative cross-national researching within and across nations, utilising Masters, Doctoral, and other studies, building knowledge together on key factors underlying improving Early Literacy development and child development across nations.

Full version:

[https://docs.google.com/document/d/1rDXf2UkvyjYbqqJARZOqQ\\_1e0GcPUr4z/edit?usp=sharing&ouid=108281848506614360598&rtpof=true&sd=true](https://docs.google.com/document/d/1rDXf2UkvyjYbqqJARZOqQ_1e0GcPUr4z/edit?usp=sharing&ouid=108281848506614360598&rtpof=true&sd=true)





## **The Intersection of Learning Disabilities and Language Disorders —**

### **Perspectives on the 4th Edition Definition**

This forum is moderated by **Prof. Li-Yu Hung**, the lead author of Taiwan's 4th Edition Definition of Learning Disabilities. We have invited **Prof. Huei-Mei Liu**, lead author of the Language Disorders definition, alongside **Dr. I-Ting Chiu** and **Ms. Hsiu-Ching Chan**, a consultant teacher for junior high school identification in Taipei City.

Together, they will explore the relationship between learning disabilities and language disorders from various perspectives, including definitions, research and clinical practice, as well as identification and educational guidance. The discussion will cover past experiences and address anticipated challenges and potential directions following the implementation of the new definitions.

A Q&A session will follow the presentations. We look forward to engaging in a dialogue with all attendees.

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#### **Moderator and Speaker:**

- **Li-Yu Hung** (Professor, Department of Special Education, National Taiwan Normal University)

#### **Speakers:**

- **Huei-Mei Liu** (Professor, Department of Special Education, and Dean of the College of Education, National Taiwan Normal University)
- **I-Ting Chiu** (Assistant Professor, Department of Speech-Language Pathology and Audiology, National Taipei University of Nursing and Health Sciences)
- **Hsiu-Ching Chan** (Special Education Teacher, Taipei Municipal Wanhua Junior High School; Junior High School Identification Consultant Teacher)

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