Special Section in Memoriam: Ye "Angel" Wang

Peter V. Paul, Jean F. Andrews, Maria C. Hartman, Sonia B. Arora, Jodi L. Falk, Marian Patricia Bea Francisco, Amanda Howerton-Fox, Jennifer Montgomery, Onudeah D. Nicolarakis, Elizabeth A. Rosenzweig, Ronda Rufsvold, Lingyun Shi, Julia Silvestri, Elaine R. Smolen, Michelle A. Veyvoda, Beverly J. Trezek, Connie Mayer

American Annals of the Deaf, Volume 166, Number 1, Spring 2021, pp. 74-84 (Article)

Published by Gallaudet University Press

DOI: <https://doi.org/10.1353/aad.2021.0012>

➔ *For additional information about this article*

<https://muse.jhu.edu/article/794032>

SPECIAL SECTION IN MEMORIAM: YE “ANGEL” WANG

Paul, P.V. et al. (2021). Special section in memoriam: Ye “Angel” Wang. *American Annals of the Deaf*, 166(1), 74–85.

In Memoriam: Ye Wang

PETER V. PAUL

OUR RESEARCH AND professional community lost a kind, remarkable scholar with the passing of Dr. Ye Wang on Friday, February 12, 2021 (Levine, 2021). To be truthful, a part of me died on that day as well. “Kind” and “remarkable” can be impressive descriptors, especially when a personal and professional story can be told to exemplify each term.

I knew Ye for about 20 years, from her enrollment as a graduate student at Ohio State University in 2000 to her truly remarkable meteoric rise to full professorship at Teachers College, Columbia University. Inspection of Ye’s curriculum vitae might take your breath away, considering the quantity of her scholarly output once she obtained her PhD in 2005—there are books, book chapters, journal articles, funded grants, and a number of conference presentations. If you take the opportunity to read a few of the published pieces, you’ll be mesmerized by the quality—in fact, in a positive sense, this is the scholarly rendition of “shock and awe.” Given the

collaborative nature of her publications and presentations, it is clear that Ye was a considerate “team player.” She understood that the resolution of deep, complex problems requires the collaboration and stimulation of colleagues. Ye also incorporated this principle into her classroom discourse and instruction.

Ye obtained a respected level of research expertise in both quantitative and qualitative methodology, as evident in her publications, and in the fact that she taught courses and sessions on research methodology during her university career. In short, not only did Ye have the ability to conduct and lead research investigations, but she was also capable of translating findings and conveying her passion and understanding to other scholars and her students. It should come as no surprise that in 2013, Ye was selected to serve as Senior Associate Editor of the *American Annals of the Deaf*.

I have a few personal stories to tell about my relationship with Ye. Like my other international doctoral students, Ye decided

to adopt an “Americanized” nomenclature to, apparently, make it easier for others to remember her name. The selection was “Angel.” After interacting with Ye for a few years at OSU, I finally told her that she was definitely an angel of the highest order. There was no doubt that Ye possessed an incredible level of kindness, reminding me of a maxim attributed to Lao Tzu: “Kindness in words creates confidence. Kindness in thinking creates profoundness. Kindness in giving creates love” (“Lao Tzu Quotes,” n.d.). Nevertheless, I decided to continue to call Ye by her real name. Besides, I could always make her laugh when I got her attention by yelling out, “Hear Ye! Hear Ye! I want to talk to you!”

Yes, Ye was definitely an angel—a gentle, brilliant soul that belied a tenacious inner world determined to contribute to the improvement of the lives of individuals who are d/Deaf and hard of hearing—no doubt motivated by the fact that her parents were Deaf. Because I had a bilateral profound hearing loss, I wondered if this was one major reason why Ye “respected” me. Her response was most likely a reflection of her culture and was buttressed by our wonderful relationship. Ye informed me that teachers are considered “second parents” in her culture—and that she considered me her “Second Father.” It’s still difficult to write this without shedding a few tears in my home office.

While Ye was at OSU, she gave birth to her first child, Amy. It was unbelievable, but I was ecstatic for Ye. Of course, I wanted to play with Amy, who was placed in a stroller whenever Ye worked at the university. Even more incredible was the fact that Amy was in that stroller for most of the day while Ye was studying and working in her office. I was petrified—but Ye assured me that all was fine, and then a few years later informed me that both of her children (Amy and Stone) were turning out to be gifted and talented!

Over the years, Ye and I had several deep conversations, typically at the few conferences we attended. Ye knew that I was passionate about discussing those profound philosophical questions: “What is the meaning of life? Why is there something rather than nothing?” I told Ye that there are two broad perspectives about how the universe came into being: A supernatural entity created it, or the universe begat itself. I asked Ye about her view. I still smile whenever I recall her response: “Don’t Ask, Don’t Tell.”

In January 2014, I had the wonderful honor of composing a letter of support for Ye, who was nominated for and eventually received a New Leader Alumni Award from the College of Education & Human Ecology at Ohio State. The last paragraph of that letter rings an eternal truth:

In sum, since her graduation from The Ohio State University, Dr. Wang’s accomplishments in research, teaching, and service have been substantial with considerable impact. Dr. Wang has been highly visible at the national level and, at present, she is Senior Associate Editor for the *American Annals of the Deaf*. In a relatively short period of time, Dr. Wang has made significant contributions to our understanding of the profiles of struggling readers in the areas of deafness and bilingualism and has been an inspiration for students and scholars.

—PETER V. PAUL

REFERENCES

- Lao Tzu quotes. (n.d.). BrainyQuotes. https://www.brainyquote.com/quotes/lao_tzu_118352
- Levine, J. (2021, February 23). A champion for possibility: Ye (Angel) Wang created new pathways to literacy for deaf and hard-of-hearing children. Teachers College, Columbia University. <https://www.tc.columbia.edu/articles/2021/february/a-champion-for-possibility-ye-angel-wang/>

Tribute to Ye Wang

JEAN F. ANDREWS

ANGEL WANG WAS an international reading scholar conducting studies in the United States, the Philippines, Korea, and mainland China. She had a gentle leadership style. After running a reading clinic and training teachers in the Midwest, she returned to New York to prepare doctoral-level researchers.

As a Coda, Angel had knowledge of and respect for the Chinese Deaf community that impacted her work. I particularly admired how she led an international Deaf-hearing collaborative team of researchers who wrote a recent chapter on the development of Chinese literacy skills for deaf students.

—JEAN F. ANDREWS
Lamar University

A Dear Colleague, Friend, and Mentor: Tributes to Dr. Ye (Angel) Wang From Her Teachers College Community

MARIA C. HARTMAN, SONIA B. ARORA, JODI L. FALK, MARIAN PATRICIA BEA FRANCISCO, AMANDA HOWERTON-FOX, JENNIFER MONTGOMERY, ONUDEAH D. NICOLARAKIS, ELIZABETH A. ROSENZWEIG, RONDA RUFVOLD, LINGYUN SHI, JULIA SILVESTRI, ELAINE R. SMOLEN, AND MICHELLE A. VEYVODA

DR. YE (ANGEL) WANG was an extraordinary human being: kind, quietly confident, and wise beyond measure. As the Director of our Deaf and Hard of Hearing program at Teachers College, Columbia University, she led cutting-edge research while expertly guiding dozens of doctoral and master's students to their degrees. The following tributes from colleagues and former students illustrate the indelible mark Dr. Wang left on all who were fortunate enough to work with her. Her gentle spirit and boundless intelligence will be greatly missed.

I first met Angel in 2004 when I was a student on the search committee that brought her to Teachers College as Assistant Professor in our Program in the Education of the Deaf and Hard of Hearing (DHH). I'll

never forget how she arrived at TC in the early afternoon for her first round of interviews and meetings. Unfortunately, due to an airline error her luggage did not arrive with her. On her second day, still with no luggage, an errant cab driver picked her up at her hotel and mistakenly took her downtown instead of uptown, causing her to arrive very late for her meeting with our then-college president, Susan Fuhrman. While both of these events—no clean clothes and a missed appointment with the president—would have unnerved most of us, Angel took it in stride. As a lifelong New Yorker, ever anxious and perpetually on edge, I was incredibly impressed.

Angel stayed with us for 3 wonderful years, before moving on to become Director of the Deaf and Hard of Hearing

Program at Missouri State University, where she remained until returning to us at Teachers College in 2014 to assume the leadership of the DHH program after Dr. Robert Kretschmer's retirement. I was again on the search committee and sadly still a student. This time Angel's plane was delayed due to a snowstorm, and then there was a fire drill in Thorndike Hall in the middle of her job talk. Again, Angel never broke a sweat. How could there be a person like this? I thought.

Angel always exuded a magical sense of calm. She came from across the world, all by herself as a young woman, to a new country, a new language, and a new life. She got a PhD, married, had two wonderful children, Amy and Stone, whom she adored, and built a life here through sheer grit. Her courage and resolve were fierce, but she was also ever so graceful. And though she was brilliant and talented in so many ways, she had the smallest ego of anyone I have ever known. This second time she came to TC, she said to me, "You're still a student! No, no, you are going to finish!" And within a year, I did.

Angel was good at getting things done, and even better at making sure that her students got things done. And the things she made us get done always made us look better. One of her most exceptional traits was a quiet inner confidence that was derived from letting others shine. To give you some examples, she would walk into my office and say something like, "Maria, I think it's time for you to write a chapter," or "I think it's time for you to apply for a grant," or "I think you should go to this conference and represent our program." And then I would write the chapter, apply for the grant, and go to the meeting. Her leadership style always involved letting other people take center stage.

Angel modeled what she expected from her students in word and action. She taught

quietly, she wrote with precise attention to detail, and she invited us to do it all with her. Instead of promoting herself, she focused on cultivating excellence in others. She would step back, giving us the freedom to do the work our way, and she trusted us to not let ourselves down. In stepping back, she empowered us and gave us our voice. In the midst of grueling doctoral travails, we couldn't realize it, but she was growing both our confidence and our competence. In stepping back and letting us step forward, she created more leaders around her. Isn't that what teachers do?

Angel was a conduit of illumination. She didn't need the spotlight; instead, she let others shine. She didn't look for acclaim but made sure we all got it. For her, the end results of our collective gains were so much more important than her own personal glory.

—MARIA C. HARTMAN (PHD, 2015;
LECTURER & PRACTICUM COORDINATOR)

Dr. Wang oversaw countless research studies and authored numerous books, chapters, and peer-reviewed articles. But to me, that list of publications tells a deeper story. Very few of her chapters and articles bear her name alone. Instead, they reveal Dr. Wang's true legacy through the people she touched during her too-short career. She collaborated on studies and writing projects with colleagues around the globe; her list of coauthors spans disciplines, from reading development to neuroscience. For nearly every publication, among that list of impressive coauthors is at least one less well-known name: that of one of her students. Dr. Wang truly championed all of us who were fortunate enough to have her as our mentor. She generously shared opportunities to write chapters, design studies, and review manuscripts that she could easily have taken credit for herself. She was happy and proud to be part of the "et al."

if it meant giving her students experience and exposure. Dr. Wang used asterisks on her CV to indicate projects with student authors. If I did the same to highlight all the publications that came as a direct result of her sharing her own opportunities with me, nearly everything would be starred. I am so grateful that she believed in me before I believed in myself.

—ELAINE R. SMOLEN (PHD, 2020)

Dr. Wang swooped into my life like nothing less than an angel—she gave me a job, swiftly guided my aspirations into a dissertation focused on reading achievement in deaf people, assisted me in publishing and presenting my research, and inspired our award-winning Deaf Music Project at Teachers College. And so much more. You know that feeling when someone believes in you, and it turns your whole life around? That was it. My story is one of many among the lives she has impacted in such gentle and fierce ways. It is such a grave loss for our program, our field, and especially for her family and young children. Despite the incredible loss we are grieving, I know that all of us are experiencing overwhelming gratitude for having known her and been inspired and uplifted by her kindness, her devotion to the rights and scholastic experiences of deaf people, and her expectation that we serve the world as the best humans we can possibly be. Thank you, Dr. Wang, for being part of this world.

—JULIA SILVESTRI (PHD., 2016)

Not all heroes wear capes; some are just armed with a brilliant mind and a compassionate heart. I first encountered “Ye Wang” as a name in an article I read when I was looking for ways to teach reading to my Deaf college students 10 years ago. Thus, Dr. Wang was already one of my

“heroes” even before she became my adviser. What stood out for me was the fact that she “saw” her students. She encouraged me to pursue a research area I love even though it was outside her comfort zone. Just a week before she passed away, I wrote in my journal that the best compliment I ever received was from her. She said that I was the most hardworking and sweetest student she had ever worked with. For a professor who had mentored so many brilliant minds, that was very high praise. But what I took from that compliment was the “hardworking” part. She saw my struggles and understood that for me to submit a simple paper I had to read twice as much as my classmates because I needed to understand the background of the reading. I can never fathom how she could believe so much in her students to accomplish things bigger than us. Her unwavering belief enabled us to accomplish things we once only dreamed of. They say you should never meet your heroes because you will just end up disappointed, but that was never the case with Dr. Wang.

—MARIAN PATRICIA BEA FRANCISCO
(PHD, 2020)

People don’t realize that the relationship between an adviser and their advisee can be an intimate one. However, Dr. Wang and I didn’t start off that way. I remember beginning my first day of class with her as my professor and having a chip on my shoulder then. We had nothing in common, or so I assumed. Needless to say, I was proven wrong. It was then that I learned to truly embrace the idea that there was no one right way to teach Deaf and Hard of Hearing students and that research should be more about uncovering the many ways for them to be literate instead. To Dr. Wang, the more literate adults we

had in the world, the better—regardless of the method used.

As time went by, our meetings went from having many adults in her small office to one-on-one meetings with just us. We had found a method to communicate in our own way and had many wonderful philosophical and theoretical discussions that sometimes lasted an hour or so. Frequently, our conversations would be filled with laughter, as I think we were each other's best audience—she understood my humor as I did hers. It wasn't until she came into the Fishbowl, the glass-walled conference room where many of our classes met, a few days after my proposal hearing, and shared that she had talked to Dr. Paul (her former adviser), telling him that the approval of my dissertation proposal made her feel like a proud parent, that I knew our relationship was special.

Just recently, I've been given compliments on how much I've accomplished in the short time I've been in academia. All I can say is that the apple doesn't fall far from the tree—much of the credit goes to Dr. Wang. Every time I'm offered a teaching, scholarship, or service opportunity, I always ask myself, "What would Dr. Wang do/say?" You are missed, and you've left a huge void in everyone's hearts, Dr. Wang.

—ONUDEAH "ONI" NICOLARAKIS
(PhD, 2020)

On the way of exploring special education and learning how to become an educator and a researcher, Dr. Wang guided me to approach the answer with her kind trust and caring support. One unexpected gift in this journey was that she wrote a book of being a legendary adviser and mentor in my heart. Among the more than 10,000 e-mails I had with her since I met her, she always sent me a reply, even a thumb-up, when I said "Thank you, professor," or

"You too" when I said "Thank you." Those countless replies always warmed my heart and told me how humble and kind she was to her students. When I struggled about my work and future, I saw her reply to my paper revisions with detailed suggestions and feedback, always with encouragement.

I remember a moment when Dr. Wang and I went to the TC Café to buy tea. After I paid for her order, she handed me \$5, smiled, and said, "You still need money for school, and let me buy this to support your library time this afternoon." Those small and simple moments composed powerful chapters of the book in my heart. I will carry on this book of legacy through time, to meet my students in the future and to become a better person to this world.

—LINGYUN (ELUNE) SHI (PhD, 2020)

Every memory I have of Dr. Wang brings a smile to my face. She was the guiding light I needed at a very specific point in my doctoral studies. Her advice was always fruitful—never easy, but *always* fruitful. She gave of herself often to support her students' endeavors, and I am grateful to have been a recipient of that selflessness.

One particular advising session in her office comes to my mind. We were sitting at her round table, she was effortlessly reciting noteworthy aspects of recently read articles, I was feverishly typing everything she was saying, and in walks her son, Stone. I thought to myself, "All this *and* a mother!" A few short years later, I walked across the stage with my baby in my arms. Dr. Wang's lead-by-example passionate nature left an immeasurable impact on my life. I am forever grateful for her steadfast belief in me.

—RONDA RUFVOLD (PhD, 2018)

I first met Dr. Wang nearly 20 years ago when she was giving a job talk for a visiting faculty line at Teachers College. I was early in my doctoral program then, and I remember being struck by her poise and intensity, traits not often matched so gracefully. She spoke with warmth and admiration of her father, of his intelligence and grit, as she revealed the same qualities in herself. Later that afternoon I saw her with a child on each arm, and I recall my wonderment that such a thing was possible: that a young woman could be a scholar and a mother, too. That image of Dr. Wang and her children, hand in hand in a corridor in Horace Mann Hall, has stayed with me as a vision of what's possible even as I raise my own children and try to maintain the balance.

Years later, I had the opportunity to work with Dr. Wang on a manuscript and to learn from her, once again, of possibilities. Her poise, intensity, and warmth remained, and she drew from them all as she orchestrated a lengthy revise-and-resubmit process across several authors. *This is how it's done*, I thought, and tucked away the vision for some later time when I would need to call upon it, the way I'd called upon her mother scholarship as a model. My interactions with Dr. Wang were brief, but poignant, and I will be forever grateful.

—AMANDA HOWERTON-FOX (PhD, 2013)

When I think of Dr. Wang, a myriad of images and memories come to mind. I see her providing free professional development for my school as a thank-you gift. I hear her say “now” when I asked when I should return to finish my doctorate after a 3-year hiatus, as we sat on the infamous couches in front of the elevators of Thorndike Hall's fifth floor. I picture her son sitting quietly doing his homework at a side table in her office every time I stopped in with a question. I see her e-mails with comments about revisions, more revisions, and even more revisions

needed as I plugged away on each chapter of my dissertation. I hear her soft but steady voice as she named people I might want to ask to sit on my dissertation committee. I see e-mail replies within minutes.

Dr. Wang was a dream adviser for any doctoral candidate. While she challenged us to design and write studies that met any gold standard for peer review, her presence was calming. We all exited the Deaf Ed doctoral program at Teachers College under her tutelage prepared for a smooth defense and with publications on our CVs. Dr. Wang's former students now teach in higher education around the country, continue to publish, and lead schools and programs for the Deaf. This is part of the legacy Dr. Wang left to our beloved field.

—JODI L. FALK (PhD, 2017)

Over the years that I knew Dr. Wang, her relationship with me evolved from an encouraging professor to a relentless adviser to a steadfast confidant. She helped me grow as an educator, a researcher, and, last but not least, as a human being. Dr. Wang valued ambition and recognized our strengths; this set her apart as a mentor and an adviser. She accomplished so much in her young life; her passion and dedication to the field were beautifully illustrated and serve as an inspiration to us all. My memories of her are filled with her words of encouragement and her smile. While this is a tremendous loss to our field and community, the legacy and lessons she left will live on in her students and her kids. I am incredibly blessed by her guidance and inspiration.

—SONIA ARORA (PhD, 2018)

I first met Dr. Angel Wang in the spring of 2005, as a student representative on her interview committee. Our research interests overlapped. We were both passionate about underutilized visual systems to teach reading. I research a system called Cued Speech,

and Dr. Wang specialized in Visual Phonics. The systems are similar in that handshapes represent the phonemes of spoken languages. For 16 years we taught our similar approaches, year after year, to students interested in sign language and culture or listening and spoken-language strategies, but she never wavered in continuing both courses, out of her belief in a comprehensive and inclusive approach to education, for all students, not just some students.

Over the 16 years I knew Angel, she became a nationally recognized and highly published expert on phonology and deafness. She published numerous articles and supported dozens of doctoral students. Her publications helped bring phonics instruction to residential schools for the deaf. She modified our program requirements to enable more students to enroll, ultimately bringing more educators into the field. I am shocked and without many words at a life cut so short, with so much left to offer. The volume of thought and publications she contributed in such a short time, and at such a young age, is unparalleled. I am overwhelmed by her loss and by the lessons we will have to learn without her guidance.

—JENNIFER MONTGOMERY (PHD, 2013)

I did not have the opportunity to learn from Angel in a traditional sense, as she began her professorship at Teachers College after I had completed my PhD. I knew of her—I often heard faculty and peers reference the name “Angel” in the rooms and hallways of the college—but only met her several years after I had graduated and needed assistance preparing my dissertation for publication. At the time I was early in my tenure-track position at a nearby college and knew that a big step toward achieving tenure included publishing the mammoth qualitative study I had done as a doctoral student. I needed guidance in so many areas: selecting a journal, writing a

cover letter, formatting the paper, organizing the data, trimming 200 pages to a publishable 45. Angel did not know me, but I knew her. Every close friend I had from my doctoral studies advised me to reach out to her for help, and I did. Seemingly without hesitation, she agreed enthusiastically to mentor me through the process.

When I met with Angel in person for the first time, I expected to feel intimidated. Instead, I felt calm. She made me aware of the tremendous amount of work I had ahead of me, but she also made me feel that it was achievable. I knew she would be by my side throughout the process. And for the next 2 years, she was. She answered every e-mail, improved upon every draft with her feedback, and stayed with me until the very end, when the paper was finally accepted for publication in the *Journal of Deaf Studies and Deaf Education*. I am in disbelief that she is no longer here to mentor the next generation of deaf education scholars. But her memory, and the impact she made on her students and mentees, will be a blessing on the deaf education field and will certainly guide those of us who knew her to carry out her legacy.

—MICHELLE A. VEYVODA (PHD, 2013)

Dr. Wang was the doctoral adviser students dream of: patient and supportive, giving independence and guidance in equal measure. Despite her many accomplishments, she remained immune to egoism and allergic to self-promotion. Like the best of teachers, she was far more concerned about her students’ accomplishments than her own, and she had boundless faith in our ability to accomplish great things. Her memory is a blessing to all who knew her, and her legacy will live on in the teaching, research, and service of her many students. As a researcher, teacher, mentor, and mother, she set the bar high. May we rise to it.

—ELIZABETH A. ROSENZWEIG (PHD, 2020)

A Shared Passion for Literacy: A Tribute to Ye (Angel) Wang

BEVERLY J. TREZEK AND CONNIE MAYER

WE FIRST CAME to know Ye (Angel) Wang through our shared passion for the literacy development of deaf children, and over time we became friends as we worked on numerous collaborative projects. In working together, we learned to value Angel's talents as a researcher and a writer—her keen attention to detail, strong work ethic, and unwavering commitment to the field of deafness and deaf education. We always looked forward to getting together with our colleague and friend at the annual conferences of the American Educational Research Association or the Association of College Educators–Deaf and Hard of Hearing and having lively and interesting conversations over dinner or a cup of tea.

Our mutual support of the qualitative similarity hypothesis in literacy and deafness (Paul et al., 2013), which rests on the assertion that deaf learners must follow a developmental learning trajectory similar to that of their hearing peers, formed the foundation for our collaborative work. In particular, this work focused largely on the role of phonology in reading for deaf learners, a topic that has been fiercely debated in the field for decades.

After meeting Angel, when she was a doctoral student at Ohio State University, we conducted some of the first studies of the use of the multisensory tool *See-the-Sound Visual Phonics* (International Communication Learning Institute, 1996) to support implementation of phonologically based reading instruction with deaf learners (Trezek & Wang, 2006; Trezek et al., 2007). At the time, this work

represented an innovative approach to teaching reading to deaf students, challenged previous assumptions about the nature of skill development and instruction, and signified an area of pioneering research in deaf education. These early investigations provided further foundation for our later collective research on this topic (e.g., Smith & Wang, 2010; Trezek & Hancock, 2013; Wang et al., 2013), and led to several coauthored publications offering the theoretical and evidence-based arguments for our views (Trezek et al., 2010, 2011), most notably, the 2008 publication of “The Role of Phonology and Phonologically Related Skills in Reading Instruction for Students Who Are Deaf or Hard of Hearing” (Wang et al., 2008).

This publication immediately sparked significant dialogue in the field, as evidenced by the response to the original article (Allen et al., 2009) and subsequent rejoinder (Paul et al., 2009). As relatively new members and junior scholars presenting this work for the Research on the Education of Deaf Persons Special Interest Group at the annual American Educational Research Association conference, we felt our nerves running high in anticipation of the response this topic would receive. Anyone who knew Angel would not be surprised that her calm, matter-of-fact responses to at times difficult and challenging questions immediately put everyone at ease. She had an uncanny way of acknowledging various viewpoints while simultaneously maintaining a focus on the research evidence.

Angel's strong desire to align literacy instructional practices with an evidence base is reflected throughout her research and publications, as well as in our more recent collaborations. These include a chapter applying the Council for Exceptional Children's standards for evaluating evidence-based practices to the body of intervention research in reading and deafness (Trezek & Wang, 2017) and another providing a comprehensive review of the research examining phonologically based interventions in spoken-language and sign bilingual settings (Trezek et al., 2021). In these scholarly endeavors, we relied on Angel's meticulous attention to detail and her skill in synthesizing research findings across multiple sources of data.

When asked to do a presentation on teaching reading and writing in Hong Kong, we turned to Angel to help us understand how the relationship between spoken and written language worked in a language with a logographic script. She patiently explained to us the role that phonological skills play in learning to read and write Chinese, although she could not resist a chuckle when we tried to imitate her pronunciation of words in Mandarin. Tonal languages are not easy! Beyond helping us with this presentation, the insights we gained by examining these connections between talk and text in Chinese illuminated our understanding of these relationships in English.

Simply put, we will miss Angel. We will miss being able to collaborate on research projects, present together at conferences, and coauthor manuscripts. But her voice will not be absent. It will continue to resonate in our future work and in the work of so many others who had the privilege of knowing and collaborating with her. In this way, Angel's research and scholarship will

leave a lasting impact on the field of deaf education.

BEVERLY TREZEK
Associate Professor and Tashia F.
Morgridge Chair in Reading
Department of Rehabilitation Psychology
and Special Education
University of Wisconsin–Madison

CONNIE MAYER
Professor
Faculty of Education
York University
Toronto, Canada

AUTHORS' NOTE

Correspondence concerning this article should be addressed to Beverly Trezek (bjtrezek@wisc.edu).

REFERENCES

- Allen, T., Clark, M. D., del Giudice, A., Koo, D., Liberman, A., Mayberry, R., & Miller, P. (2009). Phonology and reading: A response to Wang, Trezek, Luckner, and Paul. *American Annals of the Deaf*, 154(4), 338–345. <https://doi.org/10.1353/aad.0.0109>
- International Communication Learning Institute. (1996). *See-the-Sound Visual Phonics*. <http://seethesound.org/>
- Paul, P. V., Wang, Y., Trezek, B. J., & Luckner, J. L. (2009). Phonology is necessary, but not sufficient: A rejoinder. *American Annals of the Deaf*, 154(4), 346–356. <https://doi.org/10.1353/aad.0.0110>
- Paul, P. V., Wang, Y., & Williams, C. (2013). *Deaf students and the qualitative similarity hypothesis: Understanding language and literacy development*. Gallaudet University Press.
- Smith, A., & Wang, Y. (2010). The impact of Visual Phonics on the phonological awareness and speech production of a student who is deaf: A case study. *American Annals of the Deaf*, 155(2), 124–130. <https://doi.org/10.1353/aad.2010.0000>
- Trezek, B. J., & Hancock, G. R. (2013). Implementing instruction in the alphabetic principle within a sign bilingual setting. *Journal of Deaf Studies and Deaf Education*, 18(3), 391–408. <https://doi.org/10.1093/deafed/ent016>

- Trezek, B. J., Mayer, C., & Wang, Y. (2021). Phonologically based interventions in spoken language and sign bilingual settings. In S. R. Easterbrooks & H. M. Dostal (Eds.), *The Oxford handbook of deaf studies in literacy* (pp. 281–296). Oxford University Press.
- Trezek, B. J., & Wang, Y. (2006). Implications of utilizing a phonics-based reading curriculum with children who are deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education*, 10(2), 202–213. <https://doi.org/10.1093/deafed/enj031>
- Trezek, B. J., & Wang, Y. (2017). Evaluating evidence-based practices in reading interventions for deaf students. In S. W. Cawthon & C. L. Garberoglio (Eds.), *Research in deaf education: Contexts, challenges, and considerations* (pp. 277–308). Oxford University Press.
- Trezek, B. J., Wang, Y., & Paul, P. V. (2010). *Reading and deafness: Theory, research, and practice*. Cengage Learning.
- Trezek, B. J., Wang, Y., & Paul, P. V. (2011). Processes and components of reading. In M. Marschark & P. Spencer (Eds.), *The Oxford handbook of deaf studies, language, and education* (2nd ed., pp. 99–114). Oxford University Press.
- Trezek, B. J., Wang, Y., Woods, D. G., Gampp, T. L., & Paul, P. (2007). Using Visual Phonics to supplement beginning reading instruction for students who are deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education*, 12(3), 373–384. <https://doi.org/10.1093/deafed/enm014>
- Wang, Y., Spychala, H., Harris, R., & Oetting, T. (2013). The effectiveness of a phonics-based early intervention for deaf and hard of hearing preschool children and its possible impact on reading skills in elementary school: A case study. *American Annals of the Deaf*, 158(2), 107–120. <https://doi.org/10.1353/aad.2013.0021>
- Wang, Y., Trezek, B. J., Luckner, J. L., & Paul, P. V. (2008). The role of phonology and phonologically related skills in reading instruction for students who are deaf or hard of hearing. *American Annals of the Deaf*, 153(4), 396–407. <https://doi.org/10.1353/aad.0.0061>