**Dr. Paul Dudis**

Hello, everyone. Hello, everyone and welcome. I'm Paul Dudis, the Interim Chair of the Department of Interpretation and Translation. Happy you are all here to join us this morning. I'm thrilled to have you join us for the first lecture in our 2019-2020 Colloquium Lecture Series. We're pleased to have you join us for the remainder of the series as well.

This Colloquium Lecture Series is sponsored by the Department of Interpretation and Translation and CAITR, The Center for the Advancement of Interpreting and Translation Research.

All of the lectures are videoed and archived on our departmental research website. If you go to the department website and click on research, you can view all of our past lectures. I'd like to thank the interpreters this morning. Karen Kane-Levy and Stephanie Palmer. Thank you to our interpreters. I'd like to invite you to join us for lunch on the second floor of the cafeteria at the conclusion of this lecture, where you can meet today's speaker, Dr. Jihong Wang. Now I would like to introduce Dr. Brenda Nicodemus, the director of CAITR.

**Dr. Brenda Nicodemus**
Hello, everyone. My role today is to tell you a little bit more about the upcoming lectures in this series. As a form of some marketing and advertising before we get going with today's actual lecture.

November 22nd we'll be having we'll be having Dr. Gina Oliva come. You might know her from her popular book entitled alone in the mainstream. A very powerful narrative about her experience in education as she navigated that with interpreters. The next lecture in the series will be on March 6. Focusing on trilingual interpreters. That will be David Quinto-Pozos. And he will be talking about simultaneous interpreting of pronouns and how that whole process is handled. After that, towards the end of spring, the end of the semester, we'll be having a lecture by Chris Tester, who's a Deaf interpreter. He will be talking about his doctoral research, which looks at interpreting in the courtroom. Very excited for that.

I just want to give you a brief summary of today's structure. Dr. Wang will give present for 40-45 minutes on her chosen topic of research. At the conclusion of her talk, Dr. Lori Whynot will come up to the stage and have a dialogue with a few questions she has posed to Dr. Wang. After that, we'll open it up to the audience for questions. So please, if there's anything you want to ask Dr. Wang, jot it down, and come up at the end during

our Q&A session.

As Paul just said, we will be having lunch together on the second floor of the cafeteria at the conclusion of this talk, at noon. I also want to point out today that there is an important event happening on campus that you may or may not know about. Some of the members of this audience may need to leave a bit early to go to that event. And that's fine. We thank you for coming for the time you have been able to.

For those of you who are interested in earning CEUs, we used to have a paper where you would sign up for CEUs while you were at the lecture. What we're doing now is waiting until the conclusion of the talk, and then we'll display a web link as part of the slide program. And you can copy down the address. It's really short. And you can log on and enter in your information to earn CEUs for this talk. I'm going to turn it over now to Dr. Lily Wang, who will tell you a bit about her research. But by way of introduction, I will tell you a few things about her.

Dr. Wang is from China originally and has since moved to Australia and is now here at Gallaudet as a visiting scholar. She works with me on a project related to self-monitoring of interpreting. It's been a really fun experience. And I think I've said enough. Maybe I'll let you tell everyone else more about yourself. But I'm very honored to introduce the first lecture in our series, Dr. Lily Wang.

**Dr. Lily Wang**

Good morning, everyone. First of all, thank you to Paul and Brenda for your wonderful introductions. It is so good to be here. I feel so honored to come to Gallaudet this semester as a visiting scholar. I feel so privileged to give this talk today. And I really appreciate your presence, to listen to my talk and to extend the ideas, really.

First of all, I want to introduce my topic today. So, I will talk about: "What goes around comes around: How interpreting practice informs research and vice versa." How interpreting research can advance interpreting practice and inform interpreter education. My key message is that interpreting practice is very important, because it gives the ideas, the research questions, for doing research. But more importantly, interpreting research has its value. Interpreting research can help us to establish the best practice for interpreting, and also interpreting research can improve how we teach students.

So, I'll talk a little bit about myself. As Brenda mentioned, I grew up in China, and like many of you here, I have a master's degree in translation and interpreting. But my language there was Mandarin and English. It's so good to see so many students here! Because I feel like I'm so similar to all of you, really.

So, when I was a postgraduate student in Xiamen University, I learned simultaneous interpreting skills working from Chinese into English and vice-versa. And here is the professor who inspired me to do research on spoken language interpreting and sign

language interpreting. She herself is a very experienced conference interpreter, working between Mandarin and English. She took me on as a research assistant in her research project. So, she trained me how to do research. But also, she introduced the concept of sign language interpreting to me. And it was so fascinating to know that there were sign language interpreters there who were doing quite similar work to spoken language interpreters. Because of her inspiration, I started to think more about my deaf granduncle in my big family. So, he is a deaf man in China. So, I started to wonder about the similarities and differences between spoken language interpreting and sign language interpreting. To my eyes, sign language interpreters are wonderful, because as spoken language interpreters, if we do simultaneous interpreting work, we have to sit in a soundproof booth.

As you can see here in this photo, I was working as a conference interpreter, providing simultaneous interpreting service for a business conference in China. It's a sound-proof booth.

So, sign language interpreters, because there is no acoustics, interference between two spoken languages. So, sign language interpreters are often working simultaneously without any special equipment. That's marvelous to me.

When I think about simultaneous interpreting work I think it's really difficult. Because simultaneous interpreting means we're doing multiple things at the same time. We need to undergo training.

So, I decided to do more research on interpreting. And really, my research changed my life. Research took me on exciting adventures. And I will show how that happened.

After I graduated from Xiamen university in China, I moved to Sydney to do a PhD degree. So, at Macquarie university in Sydney, in Australia, I met Lori Whynot. At the time we were both PhD students. We were good friends. And when I was reading the literature, I didn't know which topic I wanted to focus on. So, I was reading a lot. And I found that a lot of researchers have investigated spoken language interpreters, working memory capacity and simultaneous interpreting performance.

And that was a really new topic at that time. And then one day, I realized that at that time, nobody had done research exploring sign language interpreter's working memory capacity and their simultaneous interpreting performance. So, I found this significant gap.

And so, I thought, oh, actually, I found my goal. I was so excited. So, I really wanted to be the first person to do research on this topic. Maybe a crazy idea of wanting to be the first person to work on a very innovative topic.

So, I worked on this research project with two supervisors. Dr. Jemina Napier was my primary supervisor, and she is an experienced sign language interpreter, interpreter

educator and interpreting researcher.

And also, I worked with my secondary supervisor, Dr. Helen Slater, she is a spoken language interpreter, educator and researcher. So, it was really a hard experience, as many of you know. Being a PhD is really challenging. And I have to learn Australian Sign Language also called Auslan, and I was reading and writing in English, which is my second language.

However, I forged on. I worked really hard and I got really good support. So I was able to complete my PhD studies, and after graduation, I managed to publish six journal articles out of my PhD thesis. So I strongly encourage you to do more research, to finish your research projects and to embark on an adventure.

Because of my research, I got this job at the University of Queensland in Brisbane, Australia. So that indicated that I moved from Sydney to Brisbane. So I work as a lecturer. I teach Mandarin English interpreting skills to postgraduate students. Last semester, I was teaching three courses. The first one is Mandarin English simultaneous interpreting course.

So this is our classroom. We have the booth. Sound-proof booth at the back of the classroom. And normally we have about 30 students in the class. So I think that students at Gallaudet University in the Department of Interpretation and Translation are really lucky, because you have a small cohort, and you can get individual feedback from your lectures. I think that's a wonderful learning opportunity. So please, make the best out of your learning experience here.

I teach translation and interpreting practicum course. That's a very practical course. The aim is to prepare students to acquire the relevant professional skills and also interpersonal skills, so that when they graduate, they're ready to work as a professional interpreter.

And another course that I teach is translation interpreting theory course. Apart from my teaching – sorry I jumped a slide, thank you for your patience.

Apart from my teaching, I also do research. My research interests are quite wide. I love to do research on spoken language interpreting and sign language interpreting. Apart from my teaching and my research, I also do some translation interpreting work in my spare time.

(Picture of family shown on the slide)
Here is my family. Aren't they cute? I do miss them. [Laughter]

So my son Leo, my husband, Frankie, and my daughter, Emily.

So here are the questions I am going to address in my talk today. The first question is

"Why do we do research?." Why do we work so hard to finish up research projects? The second question is "Who does interpreting research?" Then I will briefly talk about "How do we actually do research?" And the main part of my talk is addressing the final questions. "How does research inform practice?"

So the goal of my talk today is to convince you that research is beneficial to interpreting practice.

Before I begin, I want to ask you a question. What is the first word that comes to your mind when I say the word "research"? I want to hear your response. So if you want to answer this question, please raise your hand and sign. And the interpreter will copy your signs. Come on! I want to hear your answers.

**Audience member**
Curiosity.

**Dr. Lily Wang**
Curiosity! I got a positive response. I'm so lucky today. [Laughter] Any other responses?

**Audience member**
Slow.

**Dr. Lily Wang**
Really, really slow. That's why we spend at least four years to do a PhD study. Really slow.

**Audience member**
Coffee.

**Dr. Lily Wang**
Coffee! Yes!

So before I went to Australia.  So when I was in China, I didn't drink any coffee. But when I moved to Australia, I started with decaf coffee and now I'm addicted to coffee and tea. So true. So true.

Because I teach the translation interpreting theory course, I have heard so many negative responses from students regarding research. Students often feel that research is difficult, is boring, and very slow. And also, they found that research is irrelevant to their interpreting practice.

However, when they finish the course. Because they do mini research projects in the course. So at the end, they did enjoy the process of doing research, and they finally understood that interpreting research is important to help them to become more self-conscious, to become more strategic when making their decisions during interpreting

work. So it's a kind of learning process.

In my talk, I want to convince you that research means innovation, means creating new knowledge, and also making changes in our profession.

So the first question is why do we do research? Because the tide is changing. For some of you who have been teaching for many years, you may remember that interpreter education used to be based on the teacher's experience as an interpreter.  Interpreting training wasn't research-based. Because at that time, there wasn't much research available. However, today, interpreter education is changing. Interpreter education today is reliant on research, is informed by research.

Another reason to do research is university education is changing overall. So I attended the president's welcome back address some weeks ago. It was really an inspiring speech. So for the first time, she announced that Gallaudet is now an R2 university. Which means that Gallaudet is an emergent research institution. As academics, we know that high quality research output is essential for enhancing the regulation and status of universities. I think all of us here are really proud of being students, being faculty members, and being a visiting scholar on this campus, in this signing community. I just feel that we can do some more to improve the ranking and the status of this university. This unique university in the world.

And in President Cordano's presentation she mentioned priorities for Gallaudet University. And the first priority is extraordinary learning and academic excellence across the life span. And the second priority is knowledge creation and discovery. So basically, research is really important for Gallaudet's growth.

Maybe the most fundamental reason why we do research is to solve everyday problems in life. In other work. As you know I'm really new to Gallaudet, and one day I faced this problem at my work. So I was really thirsty and wanted to drink some water. But the water bottle was empty. However, I did some research. I compared the empty with the new bottle and identified the difference.  The plastic lid on the top.  I peeled it off and put the new bottle on the water machine, and I was able to drink water. So I used my research skills to see this daily problem.

So that means research is useful. As interpreters and translators, why do we do research? Why?
Because as interpreters and translators, we encounter various problems on a daily basis in our work. So I want to give you a few questions here. How do Deaf interpreters and hearing interpreters work together effectively? It's a $1 million question. Maybe you can think about it and do some research on it.  Why not?

Another question is what are challenges in VRS or remote interpreting service? And also, you'll see Ms. Pam Collins here.

As an interpreter, she's faced one question. How to effectively schedule interpreters. So that interpreters can travel less. Can be the most appropriate interpreter for specific clients. So this is a very practical question. She was so passionate about this research question, that she made it the focus of her doctoral dissertation.

So here are the reasons why people generally do interpreting research: To enhance interpreter education; to improve interpreting services, to refine interpreting procedures and materials; to test existing theories; and to address gaps in the literature.

My second question is who does interpreting research? Of course, you! The students do wonderful research. I was really impressed by the research output of the students at Gallaudet University.

I think research is fun, right? By looking at these photos, research is really interesting. And I see Cami giving a presentation about her research work and a lot of other students here are doing wonderful research. Really, really interesting. And also cutting-edge research. I'm so impressed! To be honest.

And here, I want to acknowledge Dr. Dani Hunt for her work. She is the coordinator of the doctoral program at the Department of Interpretation and Translation at Gallaudet University. We know that the doing research is such a hard experience, and I think our role as coordinators really means a lot to the students.

Truth be told, the core group that does interpreting research, interpreter educators, who are working in the academic setting.

And almost all these interpreter educators are very experienced practitioners themselves. And this is very inspiring.

So here I've just chosen a few interpreter educators to show you. And me, personally, has read their work. And their work is so interesting and so well written. So I encourage you to read more, to read more. And of course, your faculty at the Department of Interpretation and Translation are also actively engaged in research and have published a lot. So to me, they're my role models really.

Here, I also want to emphasize the importance of some practitioners as participants in research projects. As researchers, we know that without data, we can't do research. We need practitioners participating in our research projects. We need them to track us to maintain the confidentiality of their interpreting performance. And practitioners are in a wonderful position to test other research findings, to have a chance to apply other research findings to their everyday work.

So I think the partnership between researchers, interpreter educators, and practitioner is very essential for the growth of our profession.

And the third question in my talk is how do we do research? In a nutshell, these are some basic steps for doing any research projects. Identify research questions, read literature, determine research methods, then collect data, analyze data. And the difficult part can be writing up the findings. But the exciting part is to present the findings at conferences and convey all the research findings to the practitioners and also to other scholars. So it's a very rewarding experience.

So those of you who are currently enrolled in Dr. Emily Shaw's research course are becoming very familiar with process of doing research. And PhD students are also very familiar with this procedure.

When doing research, we often begin by deciding which paradigm we want to follow. In this photo, you see Dr. Franz Pöchhacker. He is a very experienced conference interpreter working between German and English. So he has proposed five different paradigms of interpreting studies. Interpreting theory approach, which means that interpreting is basically meaning-based processing. And the second approach is target text-oriented approach. So basically, that's comparing the source text with the target text to identify translation norms. And cognitive and neurolinguistics approaches how interpreter's brains function during interpreting work. Lastly, the dialogic approach is used before analyzing community interpreting work. You might be thinking about which approach that you want to use. For me, I have used cognitive processing paradigms for my research. But I'm trying to diversify my research work. So the key information here is unity and diversity. That's the emphasis of Dr. Franz Pöchhacker. So that means although we have different research topics, and research interests, at the end of the day, we need to unite together to respect each other's views and also to share knowledge and also to make changes in our field.

Let me change the slide.

So here is the final and main point of my talk today. How does research inform interpreting practice?

So, for the next ten slides, I'm going to introduce some classic interpreting studies. And these studies have shaped our interpreting practice and interpreter education. So you will probably recognize most of these seminal interpreting studies. Because you probably have read them during your courses at Gallaudet.

But my job today is to frame these classic interpreting studies in terms of how they have impacted interpreting practice and education. I want to show you the link between interpreting research, interpreting practice, and interpreter education.

The first study is the creation of a social linguistic model of sign language interpreting process. This model was developed by Dr. Dennis Cokely, who sadly passed away last year. But he has left us with a great legacy. He was an experienced ASL English interpreter. For his research, he investigated authentic English to ASL, simultaneous

interpretation data at a real-life conference. And he developed a taxonomy of different types of errors in interpreting performance. He identified errors such as omissions, additions, substitutions, source language intrusions, and anomalies.

So this taxonomy has been widely used by both spoken language interpreter educators and sign language interpreter educators to analyze students' interpreting performance and give useful feedback to students.

And also, this taxonomy has been adopted by various national accreditation systems in various countries to identify issues, to see strengths and weaknesses in candidate performance.

Another useful finding for Dr. Cokely's research is about time lag. He found that shorter time lag results in more interpretation errors. So the implications for interpreting students and interpreting practitioners is we need to have a long enough time lag to be able to fully understand the source language speech, and also to have enough time to process the information so that we can produce the messages in idiomatic, target language. So working with a time lag is an essential skill in the training of simultaneous interpreting. I think that's relevant to all of us.

The second study that I have included here is Dr. Jemina Napier's work. So she analyzed sign language interpreter's linguistic cognitive strategies. She focused on English to Australian Sign Language interpretation at a university setting. The most important finding of her research is that some omissions in interpreter's performance are errors. However, there are other omissions that are conscious, strategic omissions, which means that interpreters are deliberately omitting certain redundant or irrelevant or less-important information so as to produce effective interpretation.

So her research findings have totally changed our views about omissions. And as interpreters, we draw on these findings to enhance our conscious awareness of the various decisions that we make when we do interpreting. And you can actually analyze the omission potential in the source language text. Maybe some information is not very necessary. And also, you can expand this research by also looking at additions. Maybe some additions -- some additions are useful decisions. Such as adding logical links between the ideas to improve the coherence of target language speech.
A lot of research has been done in community interpreting. Dr. Cynthia Roy has found that interpreters manage turn-taking when overlapping talk occurs.
Dr. Cecilia Wadensjö has found that interpreting actually have two parts. The first part is translating. Meaning that interpreters convey source language information in the target language. So during the meaning transfer. But the second role of the interpreter is to coordinate the three-party communication in the community settings.

Dr. Melanie Metzger has found that interpreters actually influence interactive discourse. And Dr. Claudia Angelelli has analyzed community interpreters' roles in different settings, such as medical, legal, and other settings.

So what they found is that interpreters are active participates in community interpreting. And these findings have given us evidence to show that as interpreters working in the community setting, we are not crystal balls. We are actually active participates in the three-party communication. And the national certification exam in Australia has adopted these findings. So now the certification exam evaluates candidates' accuracy of interpreting performance. In addition, candidates' ability to manage the three-party interactions is also an important part of the evaluation process.

Another interesting topic for research is Deaf professionals. I see that there are some Deaf professionals in this room. And there are a lot of Deaf professionals on the campus of Gallaudet University. There has been research investigating the criteria that Deaf professionals use to select interpreters. And research has also explored the strategies used by Deaf professionals to work effectively with interpreters. And there is a heated debate about designated interpreters versus preferred interpreters, and we need more research to enrich our discussion on these topics.

Another interesting topic is directionality. When interpreting for Deaf professionals. So when Deaf professionals speak a presentation, they use sign language, and interpreters work from sign language into a spoken language. So it's working from a second language into a native language. And there has been research done by both Brenda and myself on the directionality in sign language interpreting.

So these studies make us thing about interpreters' representation of Deaf professionals in professional settings. And also, Dr. Paul Harrison has investigated Deaf professionals' views regarding interpreter service provisions. So he found that Deaf professionals know the best -- know the most -- about interpreting service provisions.

And Dr. Jules Dickinson has done work on sign language interpreting in professional workplaces. So by following their steps, we can conduct further research from these interesting topics.

And under explored areas is international sign interpreting at conferences. So what is international sign?  Is it a sign salad or something else? So Dr. Lori Whynot has published a book on this topic about international sign. And it's very, very high quality work. And it's so necessary to conduct research on such underexplored topics. We just need more research to help us understand other work a bit more. As you can see here, Mr. Collin Allen was presenting at a conference, using international sign. And the interpreters were working from international sign into spoken English. And very little work has been done to examine the interpreting quality in this language direction. Perhaps you would like to pick up this topic and do some research on it? Why not? You can be the first ones to work on this topic.

Deaf interpreters is also another interesting topic for research. The Deaf interpreters are also multilingual. So for me, I think Deaf interpreters are wonderful, because certain

signs are the same in different sign languages, but the main is different concepts. For example, in Australian Sign Language, there is number 8. The digit 8. However, in ASL, it is 3. So how do Deaf interpreters manage that kind of difficulties in their work? I mean, it's fascinating.

So Dr. Robert Adam has edited a book on Deaf interpreters at work. And Dr. Steven Collins has also made a contribution to this edited book. So Dr. Robert Adams' research has shown that there are gaps that Deaf interpreters face in various aspects, such as training, recognition, and employment opportunities. So how do we bridge the gap? How do we find answers? I think we need more research to answer those questions.

Maybe we can collaborate in order to find answers. Another topic for discussion is perhaps more Deaf interpreters can be integrated into interpreter education programs? I'm not an expert on this, but it's an interesting topic to discuss and to do research on.

So, so far, I have focused on sign language interpreting studies. There are also a lot of spoken language interpreting studies that have informed sign language interpreters. So here is Dr. Daniel Gile. He has developed a model for spoken language interpreting in the simultaneous mode. And his main finding is that even for professional interpreters, if you analyze the performance of very experienced conference-level, spoken language interpreters, you will still see a lot of errors in their interpretations. So he was interested in why that happens. So as an interpreter educator, they developed this model to show his students to explain why interpreting is such a difficult process.

And this model has been widely used in many countries by interpreter educators.

So you might be wondering what I am doing here in this semester at Gallaudet University. So I am actually doing detailed analysis of my PhD data. I collected a lot of data for my PhD research. So I'm focusing on professional interpreters' Auslan to English, simultaneous interpreting data. And it was interpreting for a deaf professional who had international signs in his signing. So I adapted Dr. Daniel Gile's models to explain the process of simultaneous interpreting from a signed language into a spoken language. And sign comprehension, working memory, target speech productions, and coordinating all the multiple tasks during the simultaneous interpreting task.
So I analyzed the interpreting performance of these interpreters, of 20 professional interpreters. And then I found that there are problems in interpreting performance.
But I'm not looking at it in a negative way. I'm trying to figure out why those issues occurred. So I'm taking a step back to analyze the interpreting process. So I used the tool to do analysis of interpreter's time lag and also to make a link between the product and the process. So sometimes interpreters make errors because they struggle to understand the Deaf signer's signs, like international signs, or sign variations. And interestingly, some interpreters use interpreting strategies to deal with certain difficulties and manage to do accurate interpretations.

So, how do we teach translation interpreting theory? You have seen research is really important. But how can we convey the theories to the students in an engaging way? I want to give you one real-world example to show how research and education are linked. Again. Dr. Franz Pöchhacker is also teaching a theory and a method, an interpreting course. He made it a mock conference so that some students can practice simultaneous interpreting in the classroom and other students can take turns to be conference presenters. I think that's a wonderful example of showing us how we can improve our teaching practices. And encourage students to do more research.

In conclusion, I present you this model, which shows that it is a virtuous cycle. So Interpreting practice inspires us to do interpreting research. And interpreting research can then enhance interpreting practice. And also research findings can be used in our teaching. So I think all these three aspects inform each other.
Thank you, all, for your attention. Thank you so much.

**Dr. Brenda Nicodemus**

Thank you, Lily for a really beautiful summary and very inspiring talk about research. Thanks for showing our students who are also excited about doing research as well.
So right now I'm going to invite Dr. Lori Whynot to the stage to ask you a few questions, start a little bit of dialogue about your presentation, and then we'll open it up for a few questions from the audience.

**Dr. Lori Whynot**

 Hi, Lily.  I'm just going to put my notes here if that's OK?

**Dr. Lily Wang**

Yep.  Sure.

**Dr. Lori Whynot**

Great. Thank you so much. I think before we start, and before you opened, you said I really wanted to convince all of you how research is important and beneficial. And I think you did an excellent job of convincing us of that.

I think there are really two different perspectives. One, as an educator and a practitioner, and also a researcher. And the other is from a practitioner view. Many people, the students that we're training out there.

So first as an educator and researcher, I think about how we can get our information results out there to the masses. And different ways, I don't know if you have thoughts or ideas about that. Because I think it's a challenge for us to teach and do research and to practice interpreting at the same time. You mentioned before that you still find time to be

a practicing interpreter on top of the research and teaching. And Brenda mentioned the slow process that is research.

As educators, we're juggling our time. So I'm wondering what your thoughts are about how can we juggle all of that responsibility and at the same time, make sure that the research that we're doing is getting out there. So that's my first question for you.

**Dr. Lily Wang**

I think that's a very interesting question, and it's a problem that all of us face. How to manage our time. But I think there are several solutions. Maybe there is no solution. And perhaps collaboration can help us enjoy this process more. Because I struggle with that too. And sometimes I feel like I don't spend enough time with my kids, like on Saturdays, I often go to the office to do research. And I just feel that if we can work with each other and maybe we can feel less lonely. That's the main reason that I would love to come to Gallaudet again. To feel I'm more embraced by other researchers with similar research interests. So, I see collaboration as a possible solution.

Maybe we can learn some time management skills. I'm not sure. This is a difficult question. Maybe we can talk more to find a solution.

**Dr. Lori Whynot**

Yeah. So I wonder, based on your experience in China. You know, that you have a master's, obviously, and we know that many other countries maybe require a master's level degree to interpret. Here in the United States, we just in 2012, the registry of interpreters for the deaf, passed as part of certification, an advanced degree. You have to have at least a bachelors. Other countries maybe don't have that requirement for a bachelors. For example, in Australia, they have training programs and maybe similar to an associate's level degree. It's a shorter term of a program. Maybe a two year degree instead of a four-year degree. They have a standard curriculum, but here in the U.S. we don't have a standard curriculum across interpreter training programs.

So I'm wondering how can we continue, to again, pursue a curriculum that's more standard across all the institutions here, and how can we continue to insert research into our teaching? I think about that a lot. So do you have any thoughts about that?

**Dr. Lily Wang**

I think as interpreting students, I think if I enter into interpreting training program, I think I would improve my skills in a better way, in various aspects. Because the training in the interpreter education program is so real structured. And also, it's organized in a way that considers the learning process. So starting from simple tasks and then gradually moving on to complex situations. And also as interpreter educators, we try to reflect on the real-world experience in our teaching. To try to use authentic materials. To use role plays.

To show students how the real-world interpreting works. I think formal interpreting education is very necessary. I think my master's degree in translation and interpreting really helps me a lot to justify my decisions when I interpret for clients, and also to give me a foundation to move up and to further interpreting work and to further research. So I do see the value of postgraduate level interpreting training.

**Dr. Lori Whynot**

Thank you so much. I have another question, but I think in the interest of time, we're going to open it up to audience questions. I'm sure several people have questions they want to ask. We want to give you that opportunity. And it would be helpful if you could come up on stage to ask your question, so it is captured on video. And even if you're speaking, if you want to come up on stage, and you'll get handed a microphone. Yeah, so anyone who has a question, please come up to the side of the stage, form a line, and you can ask your question on the stage.

**Audience Member – John**

Yes. So when you have this discourse of ethnic identity, one thing that I notice in interpreter training programs is there's an assumption that there's a homogeneity in the Deaf community, which is they're all white. And all the language that we look at oftentimes all the language models we look at, are white, deaf people. And that's how we kind of extrapolate things, that this is what's out there in the community. But I know from my own experience as an interpreter, working in the black Deaf community, there are times when black Deaf people make their identities salient to the discourse. And when your talk about omissions, oftentimes when black deaf people express themselves, making their identity salient to that discourse, I realize that those are complete omissions. Because oftentimes they're not even recognized that was a cultural reference. And so I guess there's -- I'm not sure if there's a lot of research in that area of the idea of ethnicity and salience to discourse.

That is one of the areas where I find particularly related to sign language education, it seems to be not paid attention to. The idea of ethnic identity and salience, because it seems we still talk about sign language in very homogenic way. I was wondering if you could comment to that. I know in China there's a lot of different groups. And so in particular, I think I just saw something about the Muslim community there. I was just wondering, situations like that, if there is an identity piece to that. Are interpreters trained to actually address and focus on those, in their training. Long question. Sorry about that.

**Dr. Lily Wang**

Thank you for raising this issue to me. Because I feel like I learned something new today. But also I feel that we have so much in common. A lot of Australian people, they would consider that Chinese people look the same and talk in the same way. But it's not

true. We know it's not true. In terms of interpreter education, I think we can invite more professional interpreters to our teaching. Such as asking professionals like you to come to our classes to share your experiences and just to share real-life examples to students so that students at least are aware of such phenomena. And also, another idea might be to organize symposiums or conferences so that students can have the opportunity to mingle with other professional interpreters so that it's another good learning opportunity as well. And also for interpreter educators, I think we really need to have more conversations with the professional interpreters working out there in different areas. And to share ideas and to have conversations. And also to do research together. Maybe by doing all those things and other things, we can make a difference. Thank you so much for sharing.

**Audience Member – Pamela Collins**

Thank you so very much. I enjoyed your presentation. I'm always fascinated by research. Not just research, but all of our paths to getting to research. So you talked earlier about our experience and practice coming from actual teachers, right? And that's what we brought into the classroom. And now we've grown to a place where, you know, we bring in new ideas from research. What's always fascinating to me is not the topics that are there, but the topics that aren't in the research. And so for me, I like to lean into audiences that I see missing those gaps that John spoke about. We need more individuals looking at the topics that are not there. So I'm interested in how we bring those conversations, we know that research and academia can be a little sluggish. And important. We want it to be sluggish. We don't want to rush through research. So I'm not saying that at all. But at the same time, there's so many other perspectives, experiences, points of view that we need to bring into this discussion. I think it's referred to as gray matter am I saying that correctly? Is it gray matter I don't know.

Anyway, it's non-academic, yet people who are having everyday experience. So what I'm finding, that's always not representative in the research that we hold up. That's important. But the voices that are missing and those everyday experiences. And bringing -- maybe getting back to more action research? I think we have to bring it back to that in the classroom and in our everyday discussions. So that we have a more holistic view of all the contributions that we need. So keep doing what you're doing. I loved it. Thank you so much for the spotlight that you brought to the research that's in the field. I also think it's important, and I think we need to do more of it. So thank you. Not really a question but.

**Dr. Lily Wang**

Thank you so much, ma'am. I think by doing research I have learned a lot from my colleagues, from other professional interpreters. And I have realized that to actually increase the impact of research, it's important that we keep talking with other colleagues and also take their views and also to have work together to design new research projects so that we can actually have this opportunity to find answers together.

**Audience Member – Pamela Collins**

I did come with one really fast question. You may not have the answer. Something for us all to think about, and that is how do we convince this microwave society that we are in now this new generation of quick, fast, now, now, now. That this leg of it is very important as well, the research, the sluggish part that I also get very drained by it to, but it's very important. You want something that is very thorough but it's the, You should have that without any thought, without any proof, without any facts to back it up, just we should be doing this because I feel like we should have it. I think we're starting to experience more of that it seems as of late. So what do we do about that?

**Dr. Lily Wang**

That's a very interesting and practical question. There's a very practical problem. I think we can bring more students. Because they are so young and they are so energetic and they have so many brilliant ideas. I think we can work more with the students. To make them feel aware of such interesting issues as well. And I do believe that high quality research requires a lot of input, a lot of time. And also, we need time to think, to make our ideas clear. So the time is important as well. We need more resources I think yeah.

**Audience Member – Tierra Carter**

Hello, Thank you so much for this research topic and your discussion today. My question is I'm a new interpreter. How do I approach research? You know, I'm thinking about my research topic in the MAI program. I have to do it. How do I approach a topic?

**Dr. Lily Wang**

How do I approach my topic?

**Audience Member – Tierra Carter**

Yeah, me. I'm asking for me as an individual, as a newer interpreter, and someone who is new to research, I'm thinking about a topic to investigate. I have all of these choices. How do I know which topic to choose now, because I study so many different topics and issues, and I'm almost overwhelmed with the amount of them? And so how does an interpreter approach choosing a research topic?

**Dr. Lily Wang**

I really love you question. Because I have that experience too. I think there are several potential solutions. I think finding an appropriate supervisor is really important. Supervisor's guidance to decide on research questions and to decide on research methodologies. We can have a chat. I would love to help you to narrow down the topics.

To refine your research design. I think that kind of help is really important in academia. So a lot of scholars and colleagues have helped me, and I also love to help others as well. I think also reading, reading is such a learning experience. And also, maybe listen to your own heart to see like which part or which questions you are most enthusiastic about.  We know that our time is so precious. So, which topic you really want to spend your time on. Yeah. And also think about the value of the research. Like how the research influences other people's interpreting work. Like if it's a really relevant question, I think that would be really interesting. Because that will give you the motivation to go through the lows of a research journey. I think that's the important factor as well.

**Audience Member  – Tierra Carter**

My second question then, and it's short. I'm wondering about a work-life balance. How do you do research with all that entails, and now you're saying do a bunch of reading and there's so many – so much reading this semester with my coursework alone, I feel like how am I going to achieve some kind of a work-life balance and then add research into the equation? What am I supposed to do?

**Dr. Lily Wang**

I think a clear focus and also, be selective. Because I have that problem too. I tend to read a whole article. I think a better way, a more rational way is to focus on the abstract and also the methodology part, and also the conclusion part to make those decisions. I think the more I read, I feel like the less I know, to be honest.

**Audience Member  – Tierra Carter**

Thank you so much.  And we'll chat later, for sure.

**Audience Member – BAI Student**

First of all, thank you so much for your presentation. As a student in the bachelors program here, it's really important to be seeing researchers and to be hearing all of this material. So first of all, I want to thank you.

The question that I have is actually more of just for asking you to share a little bit more about your experiences. Particularly in Australia, what was your experience like, and how much was the Deaf community there involved in your research? Can you talk a little bit about that?

**Dr. Lily Wang**

That's a really good question, to be honest. Because when I was in -- when I started my PhD studies, I didn't know any Auslan. So I was learning Auslan from my supervisor

Jemina Napier and also Ms. Stella Goswell who is teaching the Auslan and English interpreting courses so I was learning from the sign language interpreters around me and also I found a Deaf church. So I was able to go there and make friends on the weekends. And they were really nice. I think one thing that really strikes me is the friendliness of -- I mean the friendships in the Deaf community. I feel like as a person, I just feel that they are so kind. So easy to make friends with. I think that's really an attraction of the Deaf community. Also, I visited the Deaf Society in Sydney. So that's the Deaf society of the New South Wales the state where Sydney is located. So I was able to go there. And I found out it's really accessible. Like that you can go there and meet different people. And there are community classes available, which are free. So that was the first step that I started to learn Auslan. And also, I continued to do other courses, such as certificate 2, certificate 3, certificate 4, in Auslan. And also, I found that deaf signers are so kind and curious. They want to participate in research for this. So in my PhD study, I developed an Auslan working memory span test. Which was quite new. It was an innovation that no one has devised such a task in sign language. So I thought I'm going to use this test on professional sign language interpreters. But also, there are other deaf people there. So why not ask those deaf signers to do that test as well. And deaf people in various cities of Australia. They participated in that experience. And I think that's really helpful to me. And helped me to understand more about how deaf people use their memory systems.

So I mean -- I also need deaf signers help as research assistants because of my limited proficiency in sign language. So hiring deaf signers as research assistants to understand more of the signed language source text. And more importantly, deaf signers can help us create similar materials. So for example, the Auslan working memory span task, was actually signed by a deaf signer. So I see there are strong connections between my supervisor Jemina Napier, and her deaf friends and also the wider Deaf community. And also deaf signers are integrated into interpreting sign language interpreting training. So I think sign language interpreters brought in deaf signers to organize role play for students. So that students have an exposure to all kinds of signing styles. So I think that's really helpful as well. I think that's solidarity. I mean solidarity between the interpreter educators and also the Deaf community.

**Audience Member – BAI Student**

Fascinating. Thank you so much.

**Audience Member – Annie Marks**

Hi, thank you so much for your presentation. I think it's the first time I've ever cried a little bit in a colloquium presentation.

And I'll just say that it's because I was inspired a little bit -- well, a lot -- by your presentation. I know we were talking a couple days ago in the research center, and I was telling you that I was struggling with writing after taking an intentional break for a

long time.

So anyway. I really enjoyed your presentation and also how you made connections with so many people who were in the room. And their research. I thought that was really nice.

For my question. I think I also told you a little bit about my dissertation work, and I'd like to talk to you more about that later. But I'm very interested in this idea of infusing research into interpreting education. And that was kind of the impetus for my study originally. And now my research questions have been reshaped over time. But that's something that I still hope will emerge in my data later, through interviews.

So one of my big questions, and you don't have to think of a complex answer to this right now on the spot, but maybe just engage a little bit of discussion, is what do you think the challenges are for interpreter educators to incorporate research into their teaching? What challenges exist or what barriers exist to making that happen effectively?

**Dr. Lily Wang**

That's a very thoughtful question. It makes me -- that's a very thought-provoking question.

I think the research projects differ, because they are often on different topics. So based on my own experience, I've done research on telephone interpreting, and also telephone interpreting is a part of the interpreters work. Even nowadays, the national certifications in Australia has incorporated this new kind of interpreting skill, which is telephone interpreting. So I think if we do research on new phenomena in our field, I think that will be quite useful in making a link between research and teaching. So for example, the telephone interpreting research project really helped me to explain to students all of the difficulties, all of the challenges in doing telephone interpreting work. And also, I did a national survey of telephone interpreters all over Australia. So interpreters form about 65 language pairs. They participate in the survey. So they shared a lot of knowledge about their coping strategies when working as a telephone interpreter. So I think by doing that service study, by gathering their coping strategies, I think that helps students to learn the telephone interpreting skills. To make them aware that in the future telephone interpreting work, they might encounter these different kinds of subject matters. And also, there are ways there to help them deal with those difficulties.

**Audience Member 5 – Annie Marks, Doctoral Candidate**

Thank you. I look forward to talking to you more.

**Dr. Lily Wang**

Thank you.

**Dr. Brenda Nicodemus**

We are so sorry that our time is up with you. But we wanted to thank you. And this is just a small gift of our appreciation.

**Dr. Lily Wang**

I'll put those on the table.

**Dr. Brenda Nicodemus**

Do you mind going to the next slide, Lily? I just wanted to remind you if you want CEUs, here is the link. And you need to fill out an evaluation. And then we will send that to RID. Again, thank you so much Lily. Thank you for inspiring us and intriguing us with your talk and your research. We greatly appreciated that you were here at Gallaudet University. To help us and to support us and spend time with us. Again, thank you so much for all of your work. We are greatly appreciative.

So, I hope a few of you will be able to join us at the cafeteria on the second floor. Just to continue our conversation. Just a very relaxing time is the goal of being in the cafeteria. We will see you at the next colloquium series event, and we'll be talking about educational interpreting there. Again, thank you, everyone, for joining us today.

**Dr. Lily Wang**

Thank you, interpreters.