COMMUNITY INTERPRETING RESEARCH WITHOUT DIRECT EMPIRICAL ACCESS: A METHODOLOGICAL PROPOSAL

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Abstract

This contribution offers a methodological proposal for empirical research on Community Interpreting without direct access to the object of study, i.e. the interpreter-mediated encounters. The design of the proposal draws on the experience gained by the conduction of a diachronic non-professional Community Interpreting research project on the communicative situation of the migrant workers from Galicia (Spain) in Hanover (Germany) in the 1960s and 1970s and their need for Community Interpreting. The model aims, however, to be applicable for studies on Interpreting with no direct empirical access to the object itself of any kind. The proposed model is divided into four main methodological stages, 1) background research, 2) corpus creation, 3) corpus analysis and 4) presentation of the results. Each of the stages is divided different methodological steps. In addition to the thorough description of the methodological stages and steps of the model, the paper also offers information on the software and the theoretical frameworks specifically used in the referred research project.

Keywords: Community Interpreting Methodology, Qualitative Research, Corpus Creation, Corpus Analysis, Interview, Oral History, Qualitative Content Analysis

Resumen

Esta contribución ofrece una propuesta metodológica para investigación empírica en Interpretación en los Servicios Públicos sin acceso directo al objeto de estudio, es decir, a los encuentros mediados por intérpretes. El diseño de la propuesta se basa en las experiencias recogidas mediante la realización de un proyecto de investigación en Interpretación en los Servicios Públicos de carácter diacrónico y no profesional sobre la situación comunicativa de los/as migrantes laborales de origen gallego que llegaron a Hanover (Alemania) en la década de 1960 y 1970, prestando especial atención a las necesidades de interpretación de la comunidad. El modelo aspira, sin embargo, a ser aplicable a cualquier tipo de estudios en Interpretación sin acceso empírico al objeto de estudio. El modelo propuesto se divide en cuatro fases metodológicas, 1) investigación preliminar, 2) creación del corpus, 3) análisis del corpus y 4) presentación de los resultados. Cada fase está dividida, a su vez, en diferentes pasos metodológicos. Además de proporcionar una descripción detallada de las fases y pasos metodológicos del modelo, esta contribución también aporta información sobre el *software* y el marco teórico utilizado específicamente durante el proyecto de investigación que ilustra el modelo.

Palabras clave: Metodología en Interpretación en los Servicios Públicos, investigación cualitativa, creación del corpus, análisis del corpus, entrevista, Historia Oral, Análisis Cualitativo del Contenido.

1. INTRODUCTION

One of the main challenges when doing research on Interpreting is finding an adequate methodology for the object of study. This holds true for any type of interpreting, but is even more pressing for less privileged areas of research such as Community Interpreting or any kind of diachronic studies on Interpreting. One of the recurring problems of research on Interpreting is the difficulty of obtaining data and gaining access to real interpreter-mediated encounters. This often necessarily leading to the use of alternative methodologies in order to obtain reliable information as the only way to explore some areas of research.

This contribution aims to present a methodological proposal for empirical research on Community Interpreting with no direct empirical access to the object of study, i.e. the interpreter-mediated encounters. The proposed model will be illustrated by a diachronic project on the communicative situation of the migrant workers from Galicia (Spain) in Hanover (Germany) in the 1960s and 1970s and their need for Community Interpreting.

The paper will first contextualise the methodological proposal by presenting the research question to be analysed within the Community Interpreting research project, which will then be situated within the Community Interpreting research paradigm. This will lead into the actual methodology of the project. In the proposed model, four main methodological stages will be distinguished, namely the background research, the corpus creation, the corpus analysis and the presentation of the results. The specific methodological steps followed in every stage will then be presented, also offering information about the software used and the theoretical and methodological frameworks adopted within the research project.

2. CONTEXTUALISATION OF THE METHODOLOGICAL PROPOSAL: PRESENTATION OF THE PROJECT

On March the 29th 1960 the Federal Republic of Germany (FRG) signed its bilateral recruitment agreement with the Spanish Government, marking the official start of what is considered the 1st Spanish migration wave in Germany. Between 1955 and 1982 it is estimated that around 800 000 Spaniards emigrated to the FRG (Sanz Díaz 168-169). The official statistics show that the migrants from the region of Galicia were the second largest group within the Spanish contingent, accounting for 20,03% of the total Spanish migration in the FRG (Leib y Mertins 199).

Upon their arrival in the FRG, the Galician migrants were categorised as Spanish citizens and therefore speakers of Spanish. The vast majority of them was however monolingual Galician speaker with only limited active competences in Spanish and none in German. This collective was therefore immersed in a trilingual environment (Galician, Spanish and German) and confronted with two different languages (Spanish and German).

The objective of the research project was to describe the practices that regulated the provision of Community Interpreting within the Galician community

from the 1960s on. This should be based on a thorough description of the linguistic situation of this migrant group taking the city of Hanover as a paradigmatic example for the situation of Galician migrants living in an urban environment in the FRG.

This project can be situated in two traditionally neglected areas of research which have recently been gaining a growing academic interest, the History of Interpreting (Fernández Sánchez, "History and Historiography") and Non-professional Community Interpreting (Martínez-Gómez) within the paradigm research of Community Interpreting. Despite the revival of both areas of research, the history of community interpreting practices in the 20th century has only counted with testimonial studies (see Otero Moreno, "La interpretación social en Alemania desde 1950 hasta hoy"; Otero Moreno, "Migración Y Mediación Intercultural En Alemania"; Baigorri Jalón and Otero Moreno; Takesako).

A factor which has traditionally hindered the conduction of diachronic research in any area of Interpreting is the exiguous number of accounts that can be found about interpreter-mediated encounters of any sort. Apart from the obvious fugacious nature of the spoken word, the latter is also related to the lack of social recognition that interpreting as an activity has historically received (Pöchhacker 159). In this respect, Baigorri Jalón ("La Lengua Como Arma" 90) pleads for the adoption of alternative research methods in order to be able to "track" the presence of interpreters through history. These alternative methods may involve the use of declassified and administrative documents, chronicles, photographs, memoirs, audio files, archives, press or, provided that the object of study lies in the recent past, the conduction of interviews. In this respect, various authors suggest the use of modern historiographical methods, such as Oral History, as framework to carry out those interviews (Baigorri Jalón, "La Lengua Como Arma" 103; Baigorri Jalón, "Perspectives on the History of Interpretation" 103; Fernández Sánchez, "Sobre Un Eslabón Clave" 95; Kumiko; McDonough Dolmaya).

3. METHODOLOGICAL DESIGN OF THE PROJECT
AND THEORETICAL FRAMEWORK

In the next sections I intend to linearly show what the conduction of a Community Interpreting research project can look like when there is no direct empirical access to the object of study. This will be exemplified by the aforementioned research project on the provision of Community Interpreting within the Galician community in Hanover from the 1960's on. In order to do so the different methodological stages will be described taking into account the steps undertaken in each stage along with the software used and the theoretical framework that supported them.

The methodological design of the project can be divided in four main stages: background research, corpus creation, corpus analysis and presentation of the results. These four stages represent the main phases every empirical study of this kind (i.e. studies on Interpreting with no direct empirical access to the object itself, in this case the interpreter-mediated encounters) should necessarily follow. The specificities of each stage, though, may vary according to the particular object of study.

As for the theoretical and methodological frameworks, it is important to state that the whole project presented here rests in two main pillars. The three first stages of the project —background research, corpus creation and in a lesser extent corpus analysis— where carried out taking into consideration the theoretical underpinnings and methodological recommendations of the Oral History. Additionally, the methodological framework of the Qualitative Content Analysis (in German *qualitative Kontentanalyse*, also translated in English as Qualitative Text Analysis) was extensively used mainly during the corpus analysis but also for the data processing within the corpus creation and the presentation of the results. Even though the specific use of these two main frameworks will be shown in the description of every stage, I would like to draw some introductory lines about both of them first.

Dating back to the 1960's and 1970's, Oral History can be considered a relatively new and alternative historiographical approach, which aspires to write history "from the bottom-up" (Ritchie 23) by gathering recounts of the past from traditionally neglected members of society through recorded, biographical interviews. From a theoretical point of view, Oral History scholars have extensively addressed how memory and the process of recalling work, since memory is considered the be core of this historiographical approach (Abrams 78; Ritchie 19). From a more practical-oriented perspective, different studies on Oral History provide practical strategies for the (preparation of the) conduction of interviews. Even if the adoption of this methodology has still only been testimonial within Interpreting research (see for example Arias Torres and Feria García; Baigorri Jalón, "La Voz de Los Intérpretes: Ecos del Pasado"; Takesako and Nakamura; Takesako; Torikai, *Voices of the Invisible Presence*; Torikai, "Conference Interpreters and Their Perception of Culture"), it already counts with scholars who advocate for its use when carrying out diachronic studies on translation or interpreting (Baigorri Jalón, "La lengua como arma" 103; Baigorri Jalón, "Perspectives on the History of Interpretation" 103; Kumiko; McDonough Dolmaya).

Qualitative Content Analysis, on its turn, is a methodological framework originally used within the Social Sciences for the analysis of material based on any kind of communication. This methodology provides a systematic approach for the qualitative analysis of linguistic material, allowing flexibility while offering clear rules to follow in each step of the analysis (Kuckartz, *Qualitative Inhaltsanalyse*; Schreier 170).[1] It proved to be best suited for analysing a corpus based on semi-structured interviews in a structured way, focusing on the content underlying the Oral History-based interviews carried out within the research project. The use of this methodology already counts with some precedents in linguistic studies (see Knapp) and interpreting ones (see Liu 88 ff.). Given the fact that a significant amount of empirical research on Interpreting seems to be following a qualitative approach (Liu 88), I believe Interpreting research could most definitively profit from the adoption of Qualitative Content Analysis as a data analysis methodology.

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[1] For an English translation of Kuckartz's book see Kuckartz (*Qualitative Text Analysis*).

Once a preliminary research question has been formulated, the first stage in every research project should be the background research. During this stage it becomes clear whether it is possible to access the object of study directly (i.e. generally the interpreter-mediated encounter itself) or if alternative ways of gaining access to the critical information should be sought.

The first step involves a thorough documentation on the object of study. This step, along with the necessary formulation of the research question (or at least a preliminary one), is fundamental in order to evaluate and decide on the particular methodology that best fits the purpose of the project. The documentation for a research project where there is no direct access to the object of study goes beyond the literature review on the selected topic. Both oral historians and Interpreting scholars specialised in historiographical or diachronic Interpreting agree on the need for the revision of sources such as official and private archives, literature, press, memoirs (of the interpreters, for instance) and photographs among others (Alonso Araguás, Fernández Sánchez, and Baigorri Jalón; Baigorri Jalón, "Perspectives on the History of Interpretation" 105 ff. Baigorri Jalón, "The History of the Interpreting Profession"; Fernández Sánchez, "Sobre el tratamiento de las fuentes en la historiografía posmoderna"; Ritchie 85; Thompson 222). When the object of study lies on the near past, there is also the possibility of reviewing recorded oral testimonies, such as interviews present in Oral History archives.

In my research project, the documentation consisted in the visit of archives in both in Hannover (Germany) and Galicia (Spain) and an extensive literature review on the migrant community object of study. The archival research conducted provided scant pieces of information about the (linguistic situation of the) community object of study. The literature review, on its turn, revealed the existence of a great deal of studies about the Spanish migration in Germany from an array of disciplines such as Statistics, Social Sciences, Psychology or Historiography. In all these studies, however, the linguistic situation of the migrant group object of study is only tangentially addressed. Only a couple studies were found where the linguistic situation builds the focus of the research (Sanz Lafuente; Vilar Sánchez), and only the works of Otero Moreno explicitly deal with the Community Interpreting situation of the Spanish *Gastarbeiter* or migrant workers in Germany ("La interpretación social en Alemania desde 1950 hasta hoy"; "Migración y mediación intercultural en Alemania"; Baigorri Jalón and Otero Moreno). After this background research stage it became clear, thus, that it would be necessary to collect data and create a corpus in order to be able to answer the initial research question.

3.2. Stage 2: corpus creation

The completion of the background research stage allows to decide whether it is necessary to create a corpus.[2] Should the encountered information not be enough to adequately address the research question, it is imperative to collect empirical data and hence create a corpus. An essential condition for the creation of the corpus, however, is for the object of study to lie in the present or in the near past.

This second stage, corpus creation, can be divided into two different sub-stages: data collection and data processing.

3.2.1. *Data collection*

The form of the data collection is determined not only by the research question but also by the target informants and their probability of better responding to the different data collection methods. Whether the empirical data is to be collected through a questionnaire, an interview or a (participant) observation, gaining access to the informants remains a common first challenge for every research project. In this respect, Oral History provides some practical strategies in order to establish contact with the potential informants.

In research projects based on communities or collectives, such as the one which exemplifies this methodological proposal, the fact of belonging to the studied community enables a direct access to its members and allows the researcher an experience-based reflection on the object of study. Conversely, in those cases where the researcher is a community outsider, it is highly recommendable to seek the contact of the community gatekeepers, prestigious personalities within the community, who are usually key in order to locate other community members, inform them about the research project and convince them to collaborate (Ritchie 88). Although it is also possible to use other methods in order to gain access to the informants —e.g. through the internet and social media, checking the telephone directory or placing advertisements in newspapers or magazines— oral historians seem to agree on the use of snowball sampling (i.e. to ask an informant to provide the next contact(s)) to be a more effective way of gaining access to communities and collectives (Thompson 235; Yow 80-81). Snowball sampling also seems to be a typical technique used in Interpreting research (Hale y Napier 73).

The data collection method selected for my research project was the interview, since most of the informants were of advanced age and the filling in of a writ-

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[2] There are precedents of empirical research in Interpreting where the authors made use of existent interviews from Oral History archives scholars (see Fernández Sánchez, "Sobre Un Eslabón Clave"; Kurz). When using such an archive it may be possible to skip the second stage, corpus creation, and directly proceed to the third one, corpus analysis, provided that the oral sources have already been transcribed.

ten questionnaire was here deemed as uninviting for this specific group.[3] Drawing on this experience, I will now focus on the possible interview methodologies and discuss the reasons for the choice of a semi-structured interview in order to carry out my research.

There are three main interview types, namely the structured interview, the open interview and the semi-structured interview (Hale y Napier 97-98; Richards 184-186). Structured interviews are characterised by the use of a set of close questions, resembling "a kind of a spoken questionnaire" (Richards 184), which enable the conduction of quantitative studies as they allow to achieve a high comparability between the single interviews. Open interviews (also known as in-depth or unstructured interviews), on the contrary, are distinguished by the absence of fixed questions but rather the establishment of a topic to be addressed during the interview. In this context, the interview takes the form of a conversation, where the specific information and topics depend mostly on the interviewee. The interviewer can use her open-ended questions mainly to encourage the interviewee to keep talking, only been allowed to slightly nudge the conversation in a particular direction (Richards 185). The nature of open interviews implies a low comparability between the interviews carried out within a research project. A mixed form between these two poles is the semi-structured interview, which usually makes use of an interview guide with open-ended questions, still allowing interviewees to speak freely. This is reportedly the most common interview methodology within Applied Linguistics research (Hale y Napier 98; Richards 185). Within Oral History, the conduction of not only open interviews but also of semi-structured interviews seems to be likewise widespread (Abrams 21; Thompson 222). As a result, not few oral historians have given some thought to the principles that should apply to the composition of interview guides (Morrisey 188; Ritchie 102-103; Thompson 228-229; Yow 71 ff. to name a few).

The semi-structured interview methodology proved to be the best suited for the conducted research project. The use of an interview guide ensured that certain topics, central for the objectives of the research, would arise, while allowing the informants to develop their own narrative and come up with their own topics. Those spontaneous topics which resulted interesting for the research question were then integrated in the interview guide used in the subsequent interviews. The use of an interview guide proved to be highly beneficial. During the conduction of the interviews, the interview guide worked as a memory aid in order to not lose track of the research question in the midst of the interviewees" narratives. Besides, it also enabled the comparability between the interviews.

The fieldwork encompassed 25 interviews with over 30 participants carried out either in Galician, Spanish or German. From this preliminary corpus 22 interviews were selected to integrate the final corpus of the research project.

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[3] The informants' unwillingness to fill in even short questionnaires was experienced during an enconunter with some community gatekeepers, which was also used as a pretest before beginning the actual fieldwork.

3.2.2. *Data processing*

The second phase in the corpus creation is the data processing, which in the case of qualitative studies based on interviews means the transcription of the interviews. The resulting transcripts constitute the corpus to be analysed in the next stage.

There are a myriad of transcription systems that can be applied to the transcription of the data, being the Jeffersonian Transcript Notation, the *Gesprächsanalytisches Transkriptiossystem 2* (GAT 2), the Discourse Transcription (DT) and the *Halbinterpretative Arbeitstranskriptionen* (HIAT), some of the most common transcription systems for qualitative research nowadays (Kowal and O'Connell, "Transcription as a Crucial Step of Data Analysis" 74). In my research project, the selection of GAT 2 as transcription system was mainly motivated by the imperatives of Oral History and Qualitative Content Analysis as the methodological and theoretical frameworks of the study.

From the point of view of Oral History, the original source of information is composed by the audio (or video) file of the conducted interview, being the transcripts no more than the rendering of the interview in written form to facilitate its analysis (Abrams 19; Ritchie 66-67; Yow 3). Some oral historians therefore contend that it is necessary to also note paralinguistic features in order to not distort the oral character of the interview and to be able to correctly interpret and analyse it (Abrams 19-20; Errante 22-23). In this respect and unlike other transcription systems, GAT 2 allows to notate not only paralinguistic features (such as laughter, sighing or breathing) but also extralinguistic ones (such as gestures, applauses or banging on the table) (Kowal and O'Connell, "The Transcription of Conversations" 250–251), which I also deemed important for better interpreting the transcripts.

Since the analysis of the corpus was to be carried out under the Qualitative Content Analysis paradigm, the fact that GAT 2 counts with three levels of detail,[4] the simplest of them specifically created for content analysis (Kowal and O'Connell, "Transcription as a Crucial Step of Data Analysis" 75), also favoured the use of this system over other alternatives. The interviews were therefore transcribed following the GAT 2 minimal transcript conventions (Selting *et al.* 7-17), which is relatively easy to learn for novice transcribers (Kowal and O'Connell, "Transcription as a Crucial Step of Data Analysis" 75) and allows to create transcripts with a high degree of legibility (Fuchs 127). Additionally, GAT 2 is a flexible transcription system, since one of its ruling principles is the granularity of the notation levels (see Selting *et al.* 4). This means that the simpler notation level(s) (such as the minimal transcript) can be expanded with features of the subsequent notation level(s) without further revision. The latter proved to be very powerful and allowed me to contemplate in a simple way certain prosodic features, distinctive for the next GAT2 transcription level, the basic transcript (Selting *et al.* 18 ff.).

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[4] These three levels of detail in the GAT transcription system are 1) the minimal transcript, 2) the basis transcript and 3) the fine transcript.

Qualitative Content Analysis contends that it is necessary to work with the whole corpus and not only with fragments deemed important by the researcher (Kuckartz, *Qualitative Inhaltsanalyse* 39; Schreier 174). Basing on this postulate the interviews were transcribed in full, only ignoring those fragments where the conversation went completely off topic.

The use of specific transcription software is most recommendable. One of the main advantages of this kind of programs is the automation of many processes involved in the transcription of audio or video. Some of these automations may encompass the synchronisation of the audio or video file with the transcript, the addition of time stamps and the names of the interlocutors, the existence of pre-defined keyboard shortcuts, the possibility of changing the pace of the recording, etc. Furthermore, transcription software usually support the usage of foot pedals[5].

The transcription of the interviews was performed on the transcription software *f4transkript* (F4). This was mainly due to the fact that synchronised transcripts can be directly loaded in two of the most commonly used data analysis software packages: MAXQDA and ATLAS.ti, the former used to carry out the analysis of the corpus.

For the transcription of the interviews carried out in Spanish, the use of the transcription software F4 was enhanced by the voice recognition software Dragon NaturallySpeaking. This kind of programs does not allow the automatic transcription of an audio file, but can be trained to recognise the voice of a person in a given language.[6] In this respect, by re-voicing the contents of the audio file already in the text field of the transcription software F4 I was able to deliver a first draft of the transcript with linguistic content only. The audio file was then listened to a second time in which I corrected possible errors and notated paralinguistic and extralinguistic features. Even if as contended in some studies the speed of the process was not increased by the use of a voice recognition software (Dresing, Pehl, y Lombardo), the combination of Dragon NaturallySpeaking with F4 had a positive effect on the productivity of the transcription process, since it allowed me to transcribe for a longer period of time without experiencing physical discomfort.

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[5] A comparative of transcription software packages (Express Scribe, Audio Notetaker, InqScribe and F4) can be found in Paulus *et al.* (101 ff.).

[6] The interviews were conducted in Galician, Spanish and German. There are different reasons for not using this software for transcribing the interviews in Galician and German. On the one hand, the version Dragon NaturallySpeaking 11, used within the project, does not support the Galician language. On the other hand, it was not deemed worth it to train the program to recognize my voice in German, since I am not a native speaker of German and only a couple of interviews were carried out in this language.

Once the final corpus has been created, it is time for the corpus analysis. There are different methodological frameworks that can be used in order to analyse empirical data, being Discourse Analysis one of the most broadly used analysis paradigms within Interpreting and Community Interpreting (Hale y Napier 117). Another methodological paradigm which also seems to be frequently used within qualitative studies on Interpreting is Content Analysis (Liu 88), sometimes in combination with a Discourse Analysis approach (Liu 112).

In my research project the focus was neither on the construction of meaning through the discourse nor on the analysis of the actual interaction within the interpreter-mediated encounter (to which I had no access). Accordingly, it was decided against Discourse Analysis and in favour of Content Analysis. In this respect, I chose to follow the Thematic Qualitative Content Analysis proposed by Kuckartz (*Qualitative Inhaltsanalyse* 77 ff.).[7] This approach seeks to structure the content and topics covered in the collected data and specifically contemplates the analysis of semi-structured interviews guided by a questionnaire.[8] In the following lines I will describe this specific methodology in more detail.

The performance of a Qualitative Content Analysis is an iterative process where the research question is given a central role in every step of the analysis. The general process of Qualitative Content Analysis extracted from Kuckartz (*Qualitative Text Analysis* 41) can be visualised in a simplified manner in the Figure 1.

It is important to state that the steps depicted in the diagram above are not necessarily sequential, but often occur concurrently. The arrows going from and to the research question show the importance of taking the research question into account in every step of the analysis, while pointing out the mutability of the research question itself during the process.

After a previous step where the corpus is to be critically read and interpreted —i.e. the transcripts of the interviews— the step of category creation follows. Depending on the initial research question and whether initial hypothesis have been formulated, the process of category creation will be deductive, inductive or, more commonly, a mix of both (Kuckartz, *Qualitative Inhaltsanalyse* 77). The categories, however, are not created in a vacuum but rather within a coding frame or category system, where categories are structured and defined (Schreier 174). Coding frames are formed by at least one main category and two subcategories and should comply with the following three criteria: 1) unidimensionality, i.e. main categories can only cover one aspect or dimension, 2) mutual exclusiveness, i.e. subcategories within a

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[7] In the English translation Kuckartz uses the term "Thematic Qualitative Text Analysis" (see Kuckartz, *Qualitative Text Analysis* 69 ff.)

[8] The other two approaches proposed by Kuckartz are the Evaluative Analysis (which seeks to assess, classify and evaluate the contents of the corpus) (Kuckartz, *Qualitative Inhaltsanalyse* 99 ff.) and the Type-Building Analysis (seeking to build types and typologies) (Kuckartz, *Qualitative Inhaltsanalyse* 115 ff.).
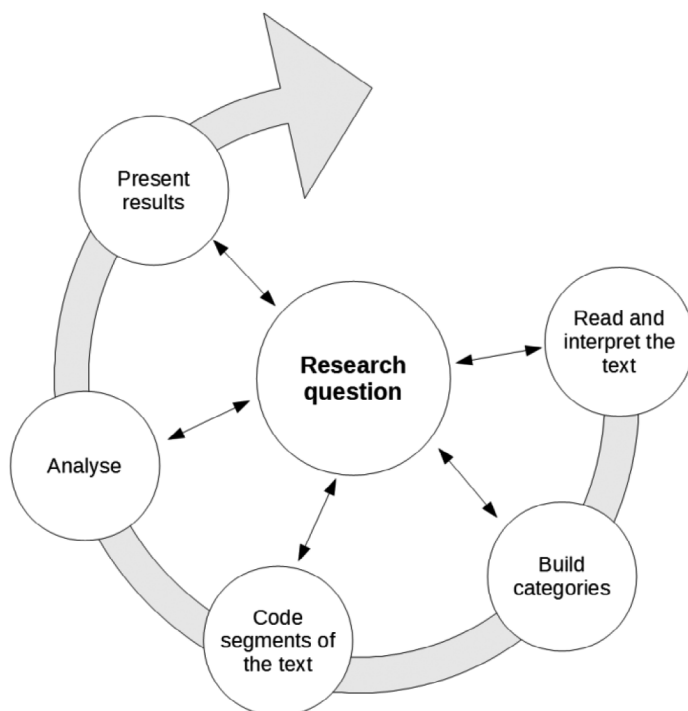
Figure 1: General Process of Qualitative Content Analysis
as presented in Kuckartz (Qualitative Text Analysis 41).

main category should be mutually exclusive and 3) exhaustiveness, i.e. every relevant aspect should be covered by a category (Schreier 174-175).

In my research project I started from a deductively created set of categories based on the research question, the literature review, the background documentation on the topic and some of the questions formulated within the interview guide. My initial coding frame was composed by two main categories, one for the analysis of the linguistic situation of the migrants from the point of view of the Migration Linguistics and another for the analysis of the provision of linguistic services from the point of view of the Community Interpreting. This enabled me to perform two different sets of analysis.[9]

A trial coding of part of the data was then performed. This was useful not only for the revision of the deductive categories, but also for the whole project. During

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[9] A brief section of the analysis on Migration Linguistics can be found in Estévez Grossi ("Diachronic Research on Community Interpreting").

this process I became aware of the contradictions within the interviews of the community members I had interviewed. In this respect, the theoretical underpinnings of Oral History around memory and the tensions that may arise when interviewing informants of advanced age (Abrams 78 ff. Green; Hoffman y Hoffman; Ritchie 33 ff. Yow 35 ff.) helped me to understand the contradictions and ultimately moved me to carry out expert interviews, in order to contrast the information provided by the community members.[10]

Once the corpus creation was completed, the final corpus was coded with the deductively created categories. During this process the existing categories were revisited and new categories and subcategories were inductively generated and integrated in the coding frame. This iterative process of category creation and text coding was repeated until a final coding frame was achieved and the whole corpus had been coded.[11] The latter allowed to evaluate the data according to the formulated research question and thus analyse the corpus and respond to the research question(s). The next step depicted in the image 1, the presentation of the results, will be handled in the next section.

The analysis of the corpus was carried out on the computer-assisted data analysis software (CAQDAS) MAXQDA11. Most of the common CAQDASs share a series of main features like the coding and annotation of the corpus, linking of different parts of it, searching and querying of data sets coded with one or several categories, etc. (Paulus, Lester, y Dempster 123 ff.). The decision of using particularly MAXQDA11 was motivated by the possibility of directly using the synchronised transcripts made under F4, the visualisation of the hierarchical relationships between the categories within the coding frame and the existence of a free official program, MAXQDA Reader, which enables to share the analysis with other people even if they do not have a MAXQDA licence.

3.4. Stage 4: presentation of the results

Once the analysis has been carried out, the last stage involves the presentation of the results. This section will deal with the different possibilities available in order to present research results based on Qualitative Content Analysis. I believe, however, that many of the options displayed here are also applicable to qualitative studies based on other methodologies.

Schreier (180) points out some general options to present the results of a Qualitative Content Analysis. On the one hand, the findings can be displayed by presenting the coding frame or category system itself, providing quotations from

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[10] A larger discussion on this matter which also provides an example from the corpus can be found in Estévez Grossi ("Interpretación en los Servicios Públicos en la comunidad gallega en Hannover desde la década de los 60").

[11] For a detailed explanation of the process see Schreier (175-179).

the corpus. This can be done by focusing on the different categories and subcategories but also by showing the relations between them. On the other hand, a more quantitative approach can be adopted by, for example, presenting the frequencies and percentages of the different categories within the corpus.

Consistently, Kuckartz (*Qualitative Inhaltsanalyse* 94 ff.) proposes seven options for the presentation of the results of a Thematic Content Analysis, namely 1) the presentation of the category-based analysis of the main categories, 2) the presentation of the relations between the subcategories within a main category, 3) the presentation of the relations between categories within the category system, 4) use of qualitative and quantitative crosstabs, 5) use of graphics and graphical visualizations, 6) case overviews and 7) in-depth interpretations of case studies.[12]

In order to present the findings of my research, I combined a variety of these options. In this respect, I provided a comprehensive description of every category and subcategory in the system and the relations between them, offering numerous quotations from the corpus in order to illustrate the category-based analysis. Furthermore, I adopted a quantitative-like approach by mentioning the frequencies and percentages of the different categories. In this respect, it should be noted that even if the relative low number of interviewees does not allow to achieve statistical significance, the research results allow to point out some tendencies found in the corpus. So, this approach allowed me to compare the obtained results with similar studies, for instance the incidence of the roles adopted in the use and provision of interpreting services within the community object of study. Finally, crosstabs and graphics were provided in order to better illustrate some parts of the analysis and to openly demonstrate the conclusions I came to establish at the end of the analysis.

4. CONCLUSION

The objective of this contribution was to propose a methodological model in order to carry out a Community Interpreting research project with no direct empirical access to the object of study. Even though the model was originally developed to fit the needs of diachronic research on Community Interpreting, I believe it can be applied to any kind of Community Interpreting research with no direct access to the interpreter-mediated encounters. Since this kind of projects usually poses a series of methodological challenges, I sought to present hereby a well-founded yet flexible methodological proposal, while showing the potential of some methodological and theoretical frameworks and software, which I hope may be of use for future research projects.

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[12] Due to space constraints it is not possible to describe each option in detail, which can be found in Kuckartz (*Qualitative Inhaltsanalyse* 94 ff.). In the English version this can be found in (*Qualitative Text Analysis* 84 ff.).
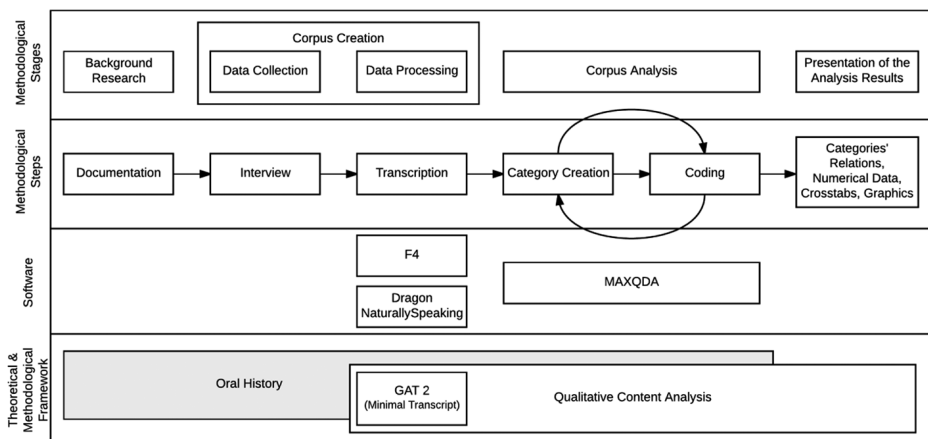
Figure 2: Methodological model for CI research with no direct
empirical access to the object of study.

The proposed methodological model, which draws on the gained experi-
ence by the conduction of a diachronic non-professional Community Interpreting
research, has been depicted in the Figure 2

The first row, methodological stages, shows the four main stages which I
believe to be common to any kind of empirical research when there is no direct
empirical access to the object of study. The remaining rows, on their turn, are based
on the research project I conducted, which was used to illustrate the model. It should
be noted, therefore, that the methodological steps depicted in the second row are
typical for qualitative research based on interviews.

The elements of each row are organised in columns, making clear which
specific methodological step, software or theoretical and methodological framework
was applied in each stage of the project.

The first stage is the background research, which occurs immediately after a
possible research question has been formulated. This stage involves the background
documentation through the review of any source of information available about the
selected topic, which most definitely includes a literature review, but also possibly
the visit of archives and documentation through the press, photographs, audio and
video files, etc. Once the phase is concluded it will be clear whether the collection
of data of our own is needed and if so which data collection methodology is more
suitable for the chosen research question and object.

The second stage, corpus creation, usually involves both data collection and
data processing. In the case of an interview-based corpus this means respectively
the conduction and transcription of the interviews.

In the third stage, corpus analysis, the corpus gained through the process
of corpus creation should then be analysed. The particular methodology used in
order to do so depends on the research question and the focus of the research. By

category-based methodologies, such as Qualitative Content Analysis, the process of analysis most definitely implies an iterative process in which a coding frame or category system is built and the corpus is coded with the created categories.

Finally, and once the analysis has been completed, its results should then be presented in an organised manner. The latter may take the form of a description of the category system, the categories and the relations between them (usually exemplified by quotations of the corpus), the use of crosstabs and graphics or the report of the incidence rate of the different categories to name a few possibilities.

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