

# Multilingualism in the Peruvian community of Turin: A community-based approach to data collection

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*University of Turin*



Finanziato  
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# Outline

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1. The project *DiverSIta: Diversity in spoken Italian*
2. The Peruvian community of Turin
3. Data collection

A community-based approach to data collection

Our collaboration with Paradero

4. Multilingual practices
5. Conclusions: pros and cons of Community-Based research



# 1. The project DiverSIta: Diversity in spoken Italian



# The project

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Corpus KIParla

L'italiano parlato e chi parla italiano

- **DiverSIta** is a project funded by the European Union - NextGenerationEU with the The National Recovery and Resilience Plan (NRRP).
- The main purpose of the project is to **document** the Italian of **speakers with an international migratory background**.
- The data collected within the project will from **two new modules (StraParla-BO and StraParla-TO)** of the corpus **KIParla** (Mauri et al. 2019), which is currently the largest existing corpus of spoken Italian.

# The project



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Corpus KIParla

L'italiano parlato e chi parla italiano

4 communities in each city (64h of recordings)

Bologna

Turin

2 types of interactions

semi-  
structured  
interviews

free  
conversations

16 hours per community

8 hours - interviews

8 hours - free conversation

# Which communities in Turin?

Peruvian (16h)



Romanian (16h)



Chinese (16h)



Moroccan (16h)

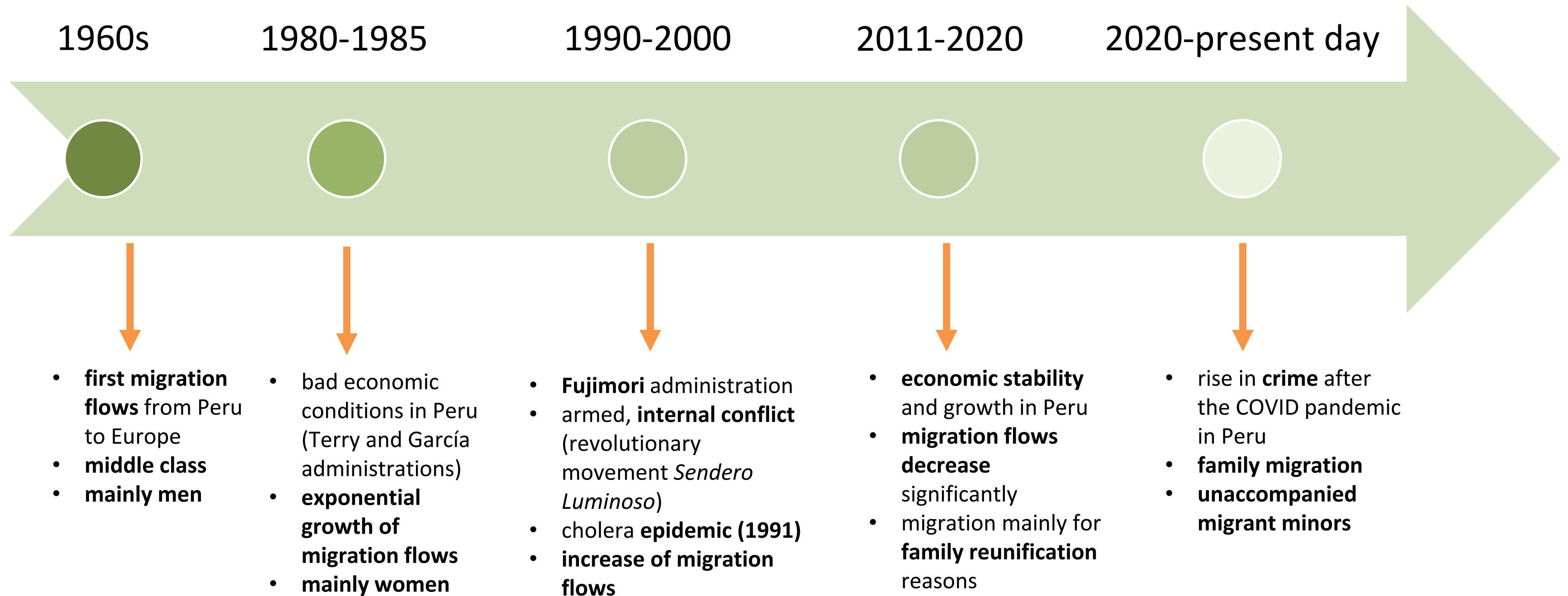




The background is a collage of various handwritten notes and drawings. At the top left, the word 'Paradero' is written in large, bold, grey letters. Below it, the word 'CA' is visible. In the center, there is a note in Italian: 'Jongiorho, ho i s...  
aprire qualcosa...  
e si festeggiar...  
stiamo costruere...  
inter...  
entrevista'. To the right of this, there is a drawing of a stick figure with a sad face, holding a phone. Above the figure, the word 'Comida' is written in a curved banner. Below the figure, the words 'Paico' and 'Dora' are written. At the bottom left, the word 'PARQUES' is written in blue. Below it, there is a drawing of two stick figures, one of which is holding a phone. At the bottom right, the words 'Kau' and 'Wa' are visible. A large green circle is on the left side of the image.

## 2. The Peruvian community in Turin

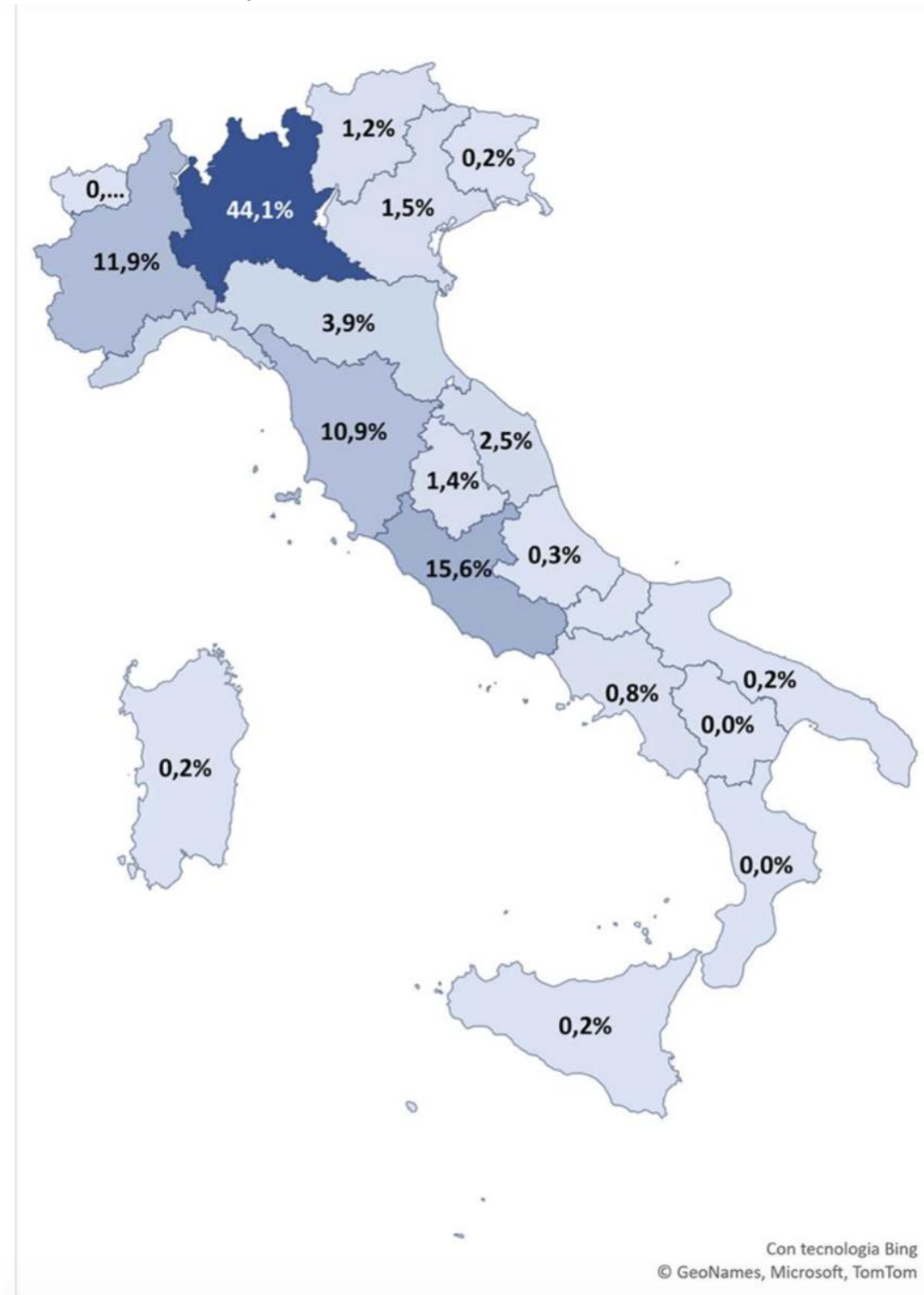
# The Peruvian migration to Europe (and Italy)





# The Peruvian community in Italy

Distribution of Peruvians **legally** residing in Italy  
as of January 1<sup>st</sup>, 2023.



## AS OF JANUARY 1<sup>st</sup>, 2023:

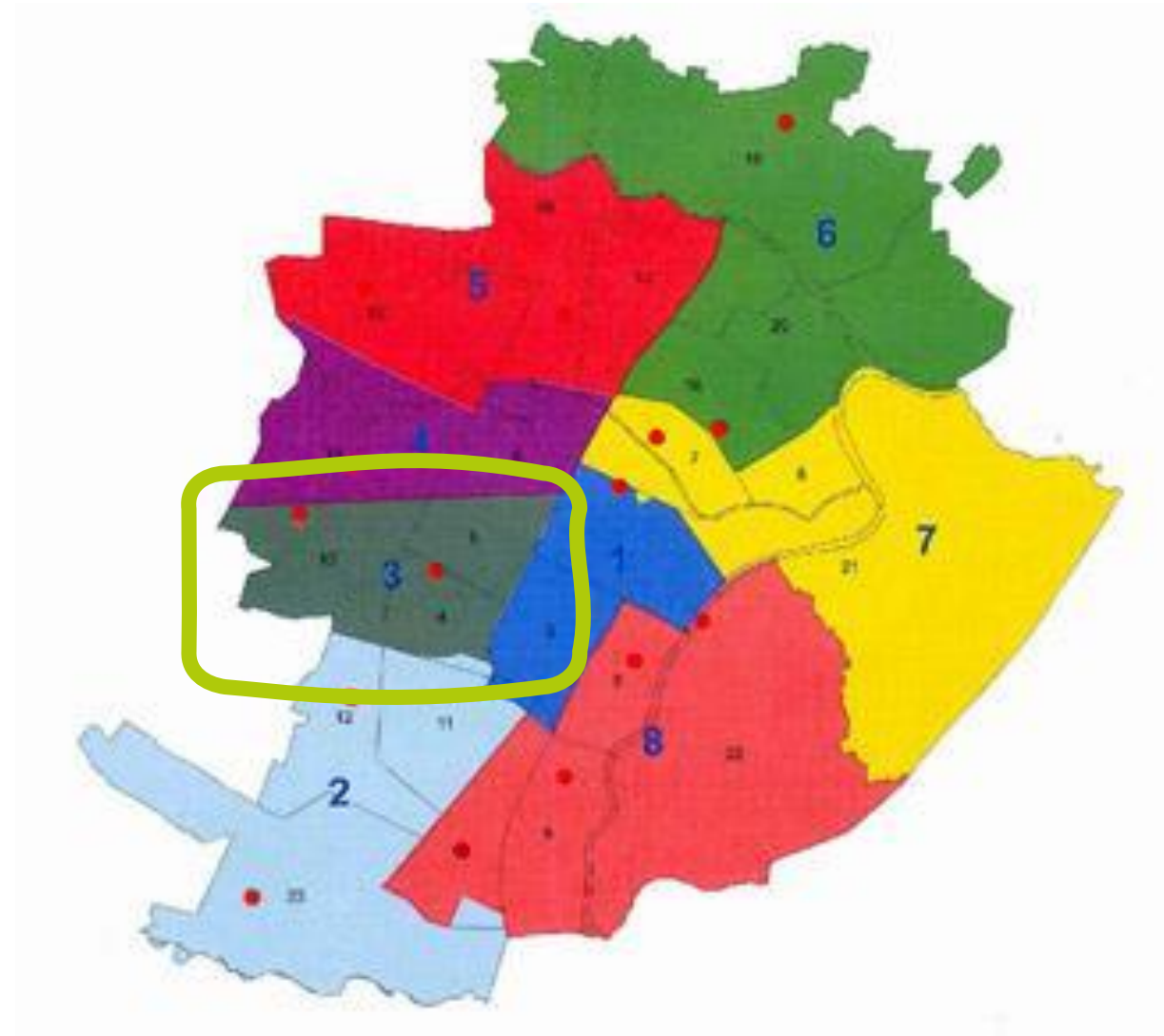
- 68% of Peruvians lives in Northern Italy
- 58.6% female / 41.1% male
- average age: 38.7 (vs. 35.8 of all non-european communities)
- 52% over 40 (vs. 42%)
- 12.3% over 60 (vs. 10.8%)
- 17.6% under 18
- 63.5% of long-term residents (= with residence permit of at least 5 years)

(Ministero del Lavoro e delle Politiche Sociali, *La comunità peruviana in Italia. Rapporto annuale sulla presenza dei migranti 2023*)



# The Peruvian community in Turin

- Vibrant community mainly located in the neighbourhood of Borgo San Paolo (3)

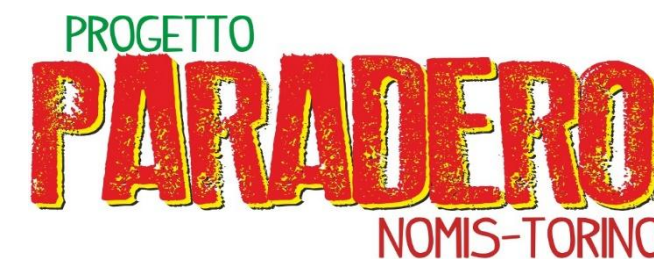


<http://www.comune.torino.it/decentr/>



# The Peruvian community in Turin

- **Cultural (dance) associations**
  - Caporales Ritmo Caliente
  - Legendarios Sambos Caporales
- **Citizen associations**
  - Franto's Onlus – Associazione Peruviana di Badanti
  - ORPETU – Organizzazioni Peruanas en Turin
- **Political movements**
  - Movimiento Nuevo Peru
- **Institutional accompaniment projects**
  - Project Paradero NOMiS
- **Commercial and/or restaurant business and activities**
- **National celebrations (Independence Day of Perù)**







### 3. Data collection

# Our data collection: research design vs reality

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## Corpus design requirements

### Interview

- conversational asymmetry between interviewer and interviewees
- based on a semi-structured script
- in Italian

### Conversation

- implicit need for Italian-based interaction
- (ideally) non-participant observation
- spontaneously occurring
- no conversational asymmetry between the speakers
- no constraints imposed by the researcher

## Challenges

### Interview

- informants are selected based on their linguistic skills
- language choice varies according to the interviewer's repertoire
- linguistic choices are globally constrained

### Conversation

- typical contexts where the interaction is mostly monolingual in the heritage language;
- subjects not available to record in private moments
- only works with specific profiles (e.g. 2<sup>nd</sup> generation University students involved in the project)

# Research design vs working with the community

*research design*



- data need to meet fixed constraints
- fixed goals to be reached
- fixed time schedule and deadlines



*researcher-community relations*



- contact with the community and its needs
- context-inherent variability of the collected data
- unpredictable schedule



# Research design vs working with the community

*research design*



- data need to meet fixed constraints
- fixed goals to be reached
- fixed time schedule and deadlines



*researcher-community relations*



- contact with the community and its needs
- context-inherent variability of the collected data
- unpredictable schedule

Can we overcome these challenges by fostering a greater engagement of the community within our research practices?

# An alternative approach to data collection

- «Traditional» approaches to data collection (Samarin 1967; Labov 1982; Cameron et al. 1992; Tagliamonte 2006)

VS

- Emergent **ethical approaches** to linguistic research (Deumert et al. 2020; D'Arcy & Bender 2023; Charity Hudley et al. 2024)
- **Community-based research** (Czaykowska-Higgins 2009; Rice 2006, 2010; Stenzel 2014; Rodríguez Louro & Collard 2021; Bischoff & Jany 2018; Schifano et al. 2025)

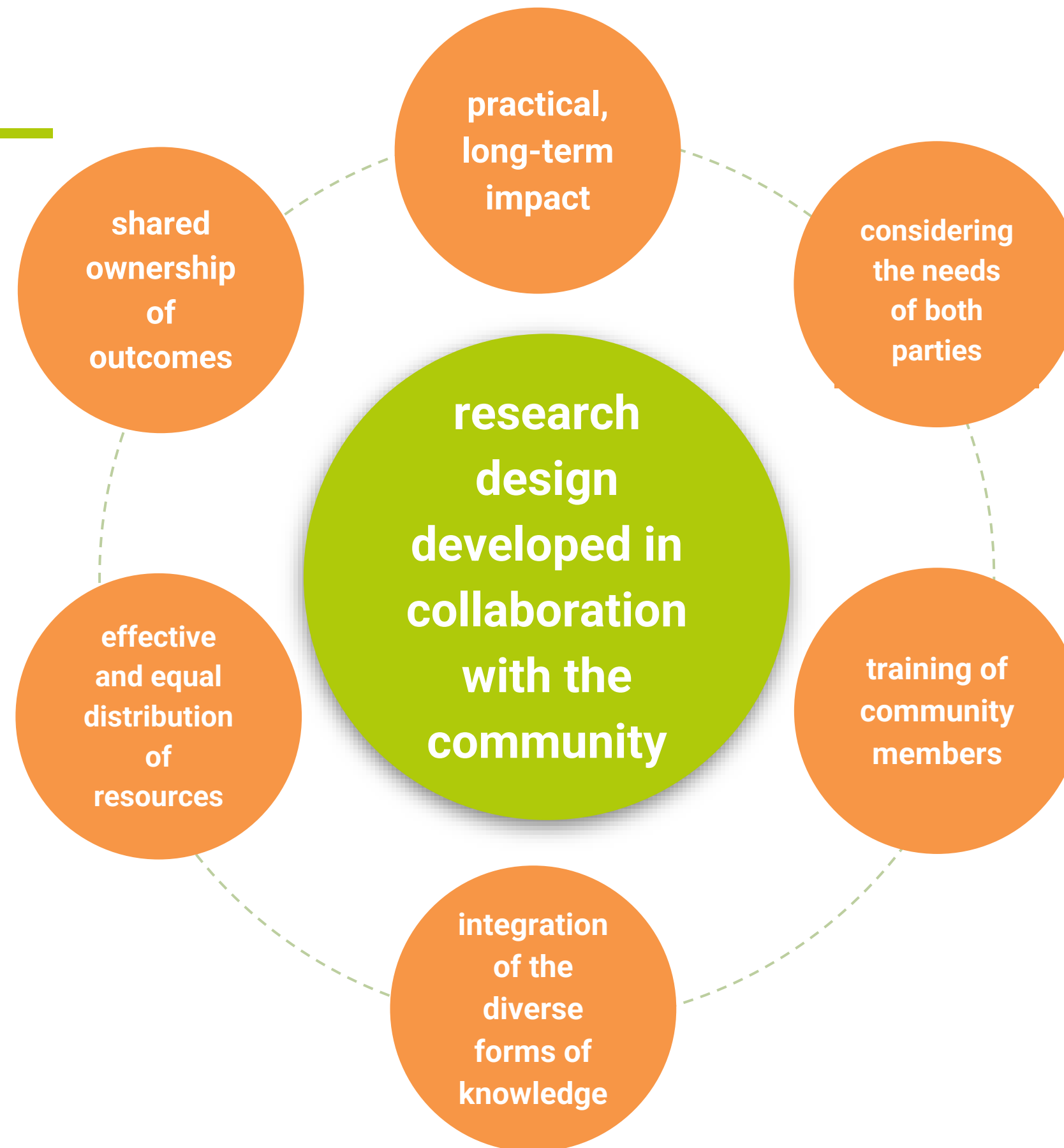
# Community-Based Language Research

*“Community-Based Language Research, as I define it here, not only allows for the production of knowledge on a language, but also assumes that that knowledge can and should be **constructed for, with, and by community members,** and that it is therefore not merely (or primarily) for or by linguists”*  
(Czaykowska-Higgins 2009: 17)



# Key points

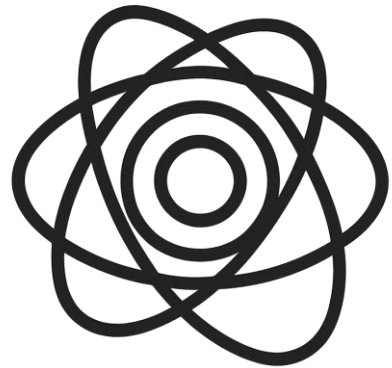
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# “Community needs”



The linguist’s needs are few and clearly identified (collecting data, gathering evidence of specific linguistic phenomena, ...)



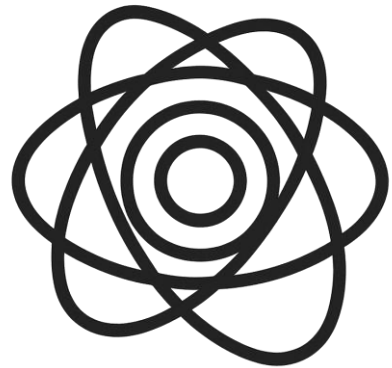
The community needs are

- multiple (psychological, social, educational, economic, identity-related, ...)
- layered
- interconnected
- gate-kept

# “Community needs”



The linguist’s needs are few and clearly identified (collecting data, gathering evidence of specific linguistic phenomena, ...)



The community needs are

- multiple (psychological, social, educational, economic, identity-related, ...)
- layered
- interconnected
- gate-kept

- step-by-step interventions tackling single aspects
- long-term collaborations between Academia and the community



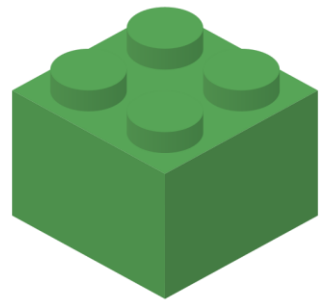
# Our collaboration with Paradero

## The community: Paradero NOMiS

- Paradero is a project of the NOMiS network (Nuove Opportunità per Minori Stranieri);
- it works with young people (ages 14–23) and families from Latin America, providing practical assistance to help young people integrate more easily upon arrival.

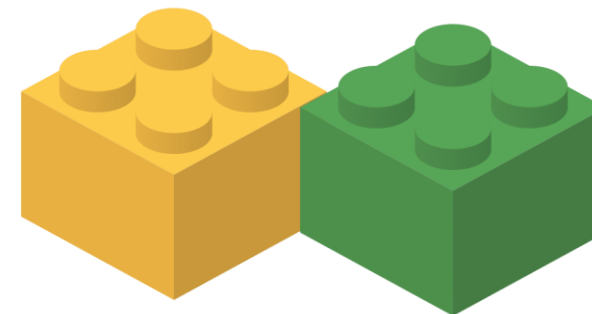
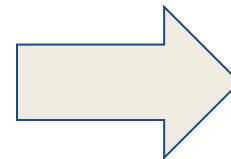


# Our collaboration with Paradero



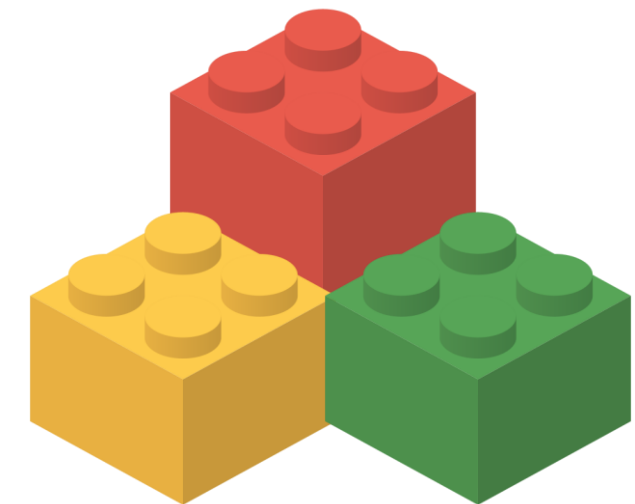
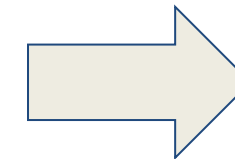
## **Relatar**

creation of a mockup  
tourist-guide



## **World Anthropology Day**

guided tour of the  
neighbourhood



## **Basic Italian course**

addressed at newly-  
arrived teenagers



# Relatar: the design

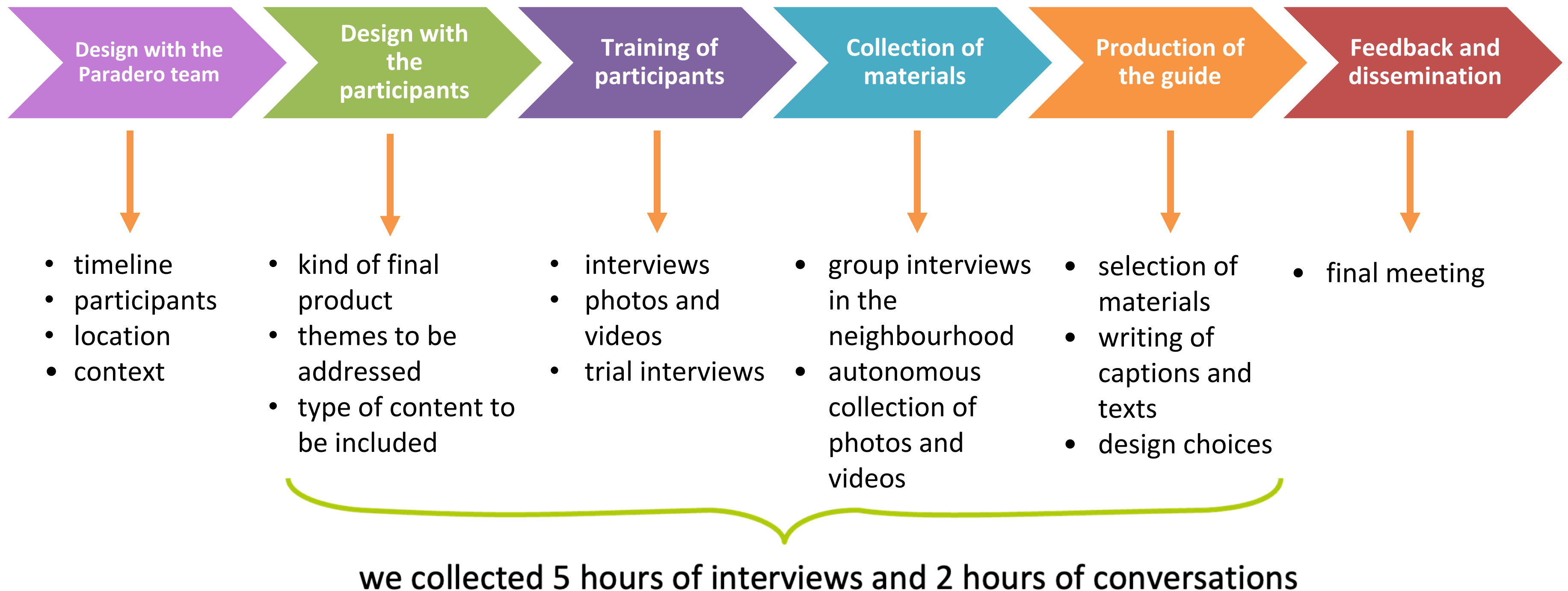
Considering the needs **of both parties** and ensuring **mutual satisfaction**



- Organize an activity during the summer months (2024)
- Collaborative, task-based activity aimed at creating a mock-up tourist guide of Latin American Turin
- Collect interviews and free conversations within the Peruvian community in Turin

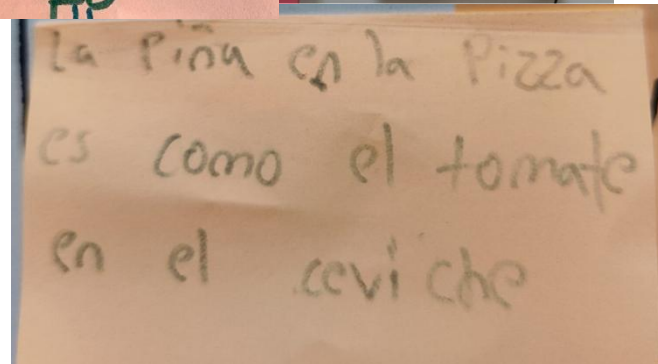
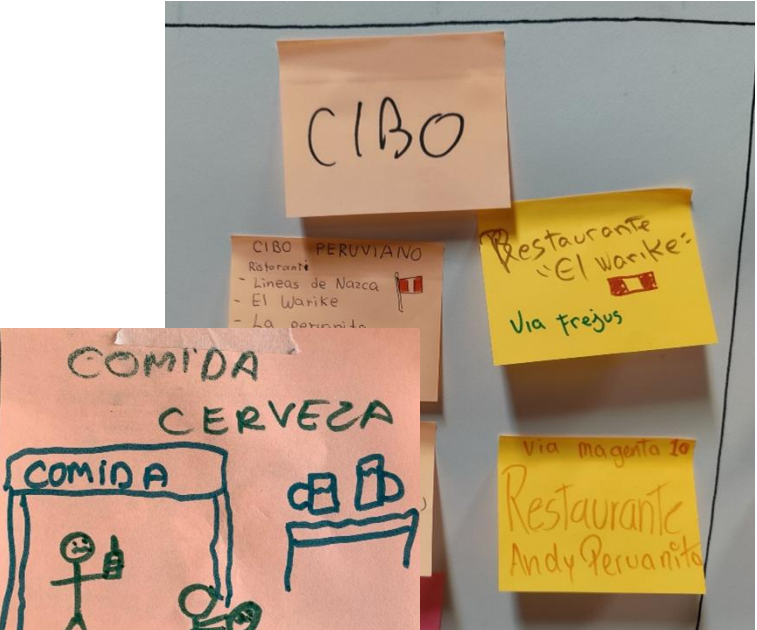
# Relatar: the process

Collaboration with the community at **all stages** of the design and implementation of activities



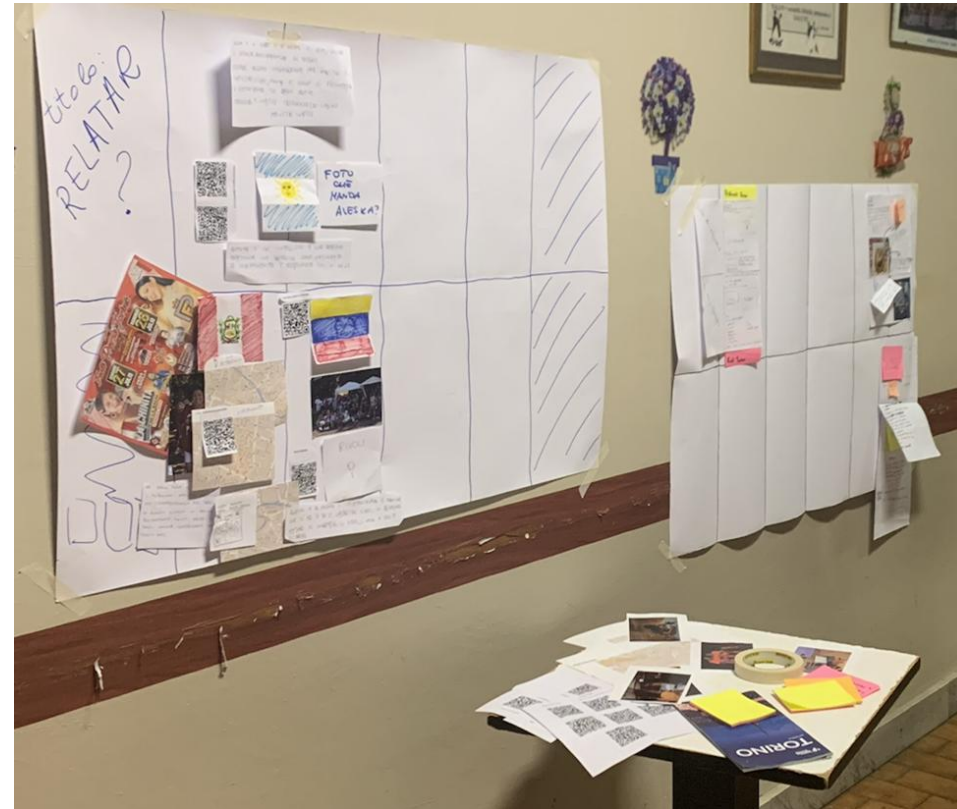


# Relatar: the process





# Relatar: the process





# Relatar: the outcome

PDF version



### Una guida per raccontare la Torino Latinoamericana

RELATAR significa raccontare e questo è stato il nostro punto di partenza. Gli autori e le autrici della guida che state per sfogliare hanno costruito un percorso per raccontare l'America Latina a Torino attraverso il cibo, le feste e i luoghi più significativi. Scannerizzate i QR code per iniziare il viaggio!

### Chi siamo

Grazie a una collaborazione tra l'Università di Torino e Paradero NOMis, è stato organizzato un laboratorio di un mese, destinato a persone di origine latinoamericana tra i 14 e i 20 anni. I partecipanti hanno raccontato la loro comunità di appartenenza raccogliendo fotografie, video e interviste.

### Plurilinguismo e inclusione

Valorizzare la cultura di una persona migrante vuol dire valorizzare tutte le sue risorse linguistiche. Per questo, i testi di questa guida sono stati riportati così come sono stati scritti dai loro autori e autrici, in italiano e in spagnolo, così da poter restituire loro un prodotto in una lingua in cui si possano riconoscere e a cui deve essere data dignità come risorsa comunicativa.

### RELATAR

Abraham Baruc Pezantes	Marycielo Cespedes del Pozo
Aleska Valentina Rojas Flores	Melisa Chiroque Tapia
Alexander Jossue Castro	Mia Valeria Terrones Mauricio
Chipayo	Mirna Numanet Cajavilca
Andres Felipe Pizon Villamizar	Nunareda
Ariana Estefania Tesen Valencia	Navil Hermet Perez Guanga
Beatrice Bernasconi	Oscar Fabrizio De la Cruz Casana
Benedetta Mauro	Paolo Della Putta
Charles Terrones Mauricio	Rossy Rut Ramon Llamaca
Eugenio Gorla	Santiago Jimenez
Fatima Alessandra Calderon	Saori Saribé Palomino Viguria
Alvarez	Sarahi Luna Quispe Acuña
Favio Anderson Pineda Ramos	Sayuri Marim Castro Chipaya
Giorgia Zilli	Xiomara Grivel Huamanchumo
Javier Valles Ruiz	Pacheco
Keny Johao Abarca Baldeon	Yazuri Antonia Martel Ychpas
Luciano Saliati	Yhojan Brandon Escalante Quispe
Manuel Alonso Saavedra	
Maricleo Abigail Chavez Caro	

### Ceviche

El ceviche è un piatto fatto di pesce crudo, limone, cipolla, peperoncino peruviano, patata, patata dolce, il mais peruviano, cilantro

### Papas a la huancaína

Il piatto è fatto con patate lesse, con la crema che è fatta con il aji amarillo, formaggio tipo primo sale, latte, sale

### Arroz con pollo

El arroz con pollo è un piatto tipico del Perù, fatto con il riso basmatico, con il pollo, come spezie il cilantro, soffritto misto con i piselli

### Silpancho

El silpancho es un plato típico de Bolivia del departamento de Cochabamba. Su nombre significa "plano y delgado" donde es considerado una de sus preparaciones más representativas. Clelia de la Fuente Paredo fue la creadora del plato (1924-2008)

### Asado

El asado consiste en cualquier tipo de carne, asarlo a la parrilla. Antes hay que engrasar un poco la parrilla que se haga bruna, y poner sal a la carne.

### Parco della Pellerina

Nel parco Dora il 28 luglio i peruviani abbiamo festeggiato l'indipendenza del Perù. In questo giorno si hanno presentato tanti gruppi di ballo. Anche vendevano cibo peruviano

### Parco Ruffini

### Parco Dora

Questa è la festa di indipendenza di Colombia che si fa il 20 di luglio in Rivoli. In questa festa si mangia, si gioca, si beve e ovvio si balla

### La peruanita

Il Perù è la mia terra, è parte della mia vita. Il Perù vuol dire tanto. Non so come spiegarlo. Perché essendo peruviani noi abbiamo la nostra cultura, la nostra gastronomia, cerchiamo di diffondere il nostro folclore.

### Via Dante di Nanni 64

### El Wuarike de Gisela

Il 28 luglio l'anno scorso c'è stato un festival a piazza Castello e si sono presentate diverse danze. Questo è un modo per vivere la propria cultura lontano dalla propria nazione.

### Via Frejus 52/B

### Paradero NOMis

Questo ristorante è Wuarike perché... vuol dire un posto un posticino accogliente. Come per dire il mangiare come si estruine a casa. Tipo una trattoria. Questo sarebbe come in quechua che adesso... il quechua è la seconda lingua madre nostra.

### Via Vigone 76/B

### Festa di indipendenza della Colombia 20 de julio

### Festa di indipendenza del Perù 28 de julio



# World Anthropology Day

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- Thanks to *Relatar*, the collaboration with Paradero went (and is still going) on
- In February 2025, we organized a **walking tour of the neighbourhood of Borgo San Paolo** within the **World Anthropology Day**
- Two boys (Felipe and Javier) and two girls (Fernanda and Alison) from Paradero planned and **led the guided tour**, telling visitors about **Latin American places in Turin** and introducing **people of Latin American origin living and working there**







# World Anthropology Day

- As we did for *Relatar*, we organized **4 weekly meetings** (Jan-Feb 2025) during which:
  - we discussed and prepared the tour
  - we got in touch with people and places to visit during the tour
  - we rehearsed the tour
  - we met two experienced tour-guides who shared their experience and provided useful tips on how to conduct a tour
- we collected **5 hours of conversations**





# Italian Language Course

- Starting April 2025, the University of Turin established a collaboration with Paradero for a free Italian language Course



## The course

- 50 hours, twice a week
- task-based, action-oriented
- creating something with a new language:  
e.g., a booklet of recipes, a map of the neighbourhood, a podcast about migration

## The students

- 4/6 students
- under 18
- recently arrived in Turin (3 to 6 months)
- with no previous experience of Italian studies

The background is a collage of various handwritten notes and drawings. At the top left, the word 'Paradiso' is written in large, bold, black letters. Below it, the word 'CA' is visible. In the center, the word 'PARQUES' is written in blue. To the right, the word 'COMIDA' is written in black. Below 'COMIDA', there is a drawing of a stick figure holding a phone. At the bottom, the words 'Kau' and 'Wa' are visible. The text 'Jongiorho, ho i s' and 'prife qualcosa' is written in the top right. The text 'ie si festeggiar' is written in the middle right. The text 'stiamo costruire' is written in the bottom right. The text 'inter.' and 'entre visita' is written in the bottom right. The text '- Paico' and 'Dora' is written in the bottom right. A green circle is on the left side of the image.

## 4. Multilingual practices

# Multilingual practices

Interactions strongly make use of **Spanish** in a typical code-switching (Auer 1998, 1999) fashion

CAR mia mi mio fratello  
IN1 sì? ah!  
CAR a:: qui in Torino ha un **internato**?  
IN1 un **internato**?  
CAR sì:: + **#como se dice:=en italian#** non lo so  
IN1 un internato?  
CAR #e::: **lo voy a preguntar a Juan#**  
IN1 che cos'è:: un internato spiegamelo  
IN1 cosa succede in internato  
CAR **#donde: hay puros extranjeros latinoamericanos#**  
IN1 sì  
CAR **#que no tienen familia acá in#**  
IN1 a::h e vivono lì

# Multilingual practices

0901 IN1 non ho capito bene lui lavora in un internato  
0902 CAR no no no  
(1.1)  
0903 mio mio fratello  
0904 IN1 mmh mmh  
(0.7)  
0905 CAR a::: qui  
0906 IN1 mmh  
0907 CAR quattro ani  
0908 IN1 sì  
(1.0)  
0909 CAR e::: (xx) chef  
(0.3)  
0910 IN1 sì  
0911 CAR cu- cu[cina]  
0912 IN1 cucina  
0913 PED [#ah es cucinero#]  
0914 IN1 [uno chef]  
0915 CAR [cucinero]  
0916 IN1 [un cuoco]  
0917 CAR [ya]  
0918 #pero quando llegó acá entró en un internado#  
0919 IN1 a::h lui è venuto in un internato okay adesso  
lavora come cuoco  
0920 CAR sì  
(0.2)  
0921 IN1 e dove dove lavora tuo fratello  
(0.2)  
0922 CAR #a::h no sé no sé como se llama el restaurante#

communicative problem:  
comprehension failure with a false friend

“pre-basic” communication mode

shift to Spanish (intercomprehension mode)



# Multilingual practices

Lexicon is transferred from one language into the other, in both directions; see code-mixing in Auer (1999, 2014) Muysken (2000); frequent with utterance modifiers (Matras 1998)

PED sì: è: è bello: sì **he** imp- **aquí** qui **he**  
impar**ado**: più veloce

per esempio io **si** vado tra un mese m- #\*me a me mi  
fanno subito l'indeterminato perché #**ya** ho  
l'attestato, e ho lavorato con loro #**ya** un anno

#\***pero** comunque #**ya** #**te** #**has** #**decidido** #**dejarlo**

#**como** #\***te** dico puoi andare magari non ti fanno  
andare lunedì e martedì e devi andare mercoledì  
giovedì venerdì sabato e domenica

Spanish *si* 'if' and *ya* 'already' transferred into an otherwise Italian discourse

Italian *comunque* 'anyway' transferred into an otherwise Spanish discourse

Spanish collocation *como te digo*, filled with both Italian and Spanish lexical material

# Multilingual practices

ah torino:: ses- sono **#desde** il giorno che  
**#he** **#arrivado** sono diciassette anni

io sempre **#de:** (.) piccolino mi è piaciuto il  
negozio no?  
**(#es #algo)** che me piace  
**#en però** lavoravo in negozio  
...  
e: quando **(he) iniciado** qua e: io **#ya**  
lavorava vicino più avanti un negozio che era  
phone center

**#yo** (.) **#mi #intención #era #solamente #abrir**  
biglietteria n-n-no **#abrir** cartoleria [...]  
**#pero** **#\*parlé** col commercialista

All the previously mentioned strategies  
are still present and sedimented in the  
speech modes of stable residents



## bilingual mode

- fossilisation of L2 features
- sedimentation of mixing patterns

see also research on emic  
evaluations of Itaño/Itagnolo (e.g.,  
Bonomi & Sanfelici 2018)

## 5. Conclusions

PARQUES

- Parco  
Dora

COMIDA





# Conclusions: pros and cons of C-B research

- A more **ethical approach** to data collection and interaction with communities
- Collection of higher-quality data: enriched with **ethnographic knowledge**; emic perspective on the data; different speaker profiles belonging to the same community
- **Strong and lasting relationships** with the community that can be relied upon in the future



- **Greater effort** required during research design and data collection
  - **Longer and less predictable timelines**
  - **Limitations and compromises** due to the specific context of each community
- e.g., DiverSIta:
- **age of participants** (usually over 18)
  - **type of interaction** (task-based activities vs. free conversations)

*References*

Thank you!



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