

**The influence of acculturative stress on the motivation for learning English as a Foreign  
Language among Venezuelan migrant children**

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### **Dedication**

I dedicate this research project, first of all, to God, because He has always been with me through both the good times and the difficult ones during my undergraduate studies. He has given me the strength to continue and not give up. In second place, I dedicate this work to my family, to my mother, Maria Eugenia, who has always given me her unconditional support. To my sister and my nephews, who, even from a foreign country, helped me practice my English by chatting and speaking with me. Finally to my friends Laura, Felipe and Daniel who have always shown the willingness and the patience to listen to me and help me find good paths in my academy journey.

### **Acknowledgements**

I would also like to express my acknowledgements to the university for allowing me to develop as a professional and for providing me with the tools and knowledge to carry out this research project. I am grateful to all the professors who accompanied me throughout my degree, and finally, to Professor Juan Camilo, for his guidance and support in learning how to conduct a research project.

### Specialized Analytical Summary

Title	The influence of acculturative stress on the motivation for learning English as a Foreign Language among Venezuelan migrant children
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Keywords	Migration, English as a foreign language, acculturative stress, motivation, inclusive education, Venezuelan population
Description	Research Project; Monograph
Contents	<p>The present study aims to determine the correlation between acculturative stress and motivation to learn English as a foreign language among Venezuelan migrant children enrolled at the Antonio Derka Educational Institution, Amapolita branch. It will also examine the measurement of sociodemographic aspects as possible triggers of acculturative stress.</p> <p>Considering the objectives of the project, a quantitative approach was selected, specifically a non-experimental, cross-sectional, and correlational design. Data collection will be carried out using two validated instruments: the ASIC (Suárez-Morales et al., 2007) and a Spanish adaptation of the AMTB (Attitude/Motivation Test Battery) (Baño Lucio, 2023).</p> <p>The analysis methods will include Pearson's coefficient to assess the correlation between acculturative stress and motivation. Secondly, due to</p>

	<p>the mixed nature of the sociodemographic variables, raincloud plots were preferred instead of measures of central tendency, since nominal variables such as gender or parents' educational level are not suitable for central tendency statistics.</p> <p>In this regard, the following research question is proposed: <i>What is the relationship between acculturative stress and motivation to learn English as a foreign language among Venezuelan migrant children enrolled at the Institución Educativa, Antonio Derka, Amapolita branch?</i></p>
Research Line	Quantitative correlational study on the possible influence of acculturative stress on motivation to learn English.
Conclusions	<p>The present study aimed to determine the correlation between acculturative stress and motivation for learning English among the Venezuelan migrant population at <i>Institución Educativa Antonio Derka</i>, Amapolita branch. In general terms, the specific results of each test revealed high levels of motivation and neutral, slightly low levels of acculturative stress. However, Pearson's correlation test showed a weak negative relationship, which indicates that acculturative stress cannot be said to significantly influence the motivation to learn English in this studied population.</p> <p>Nevertheless, this research opens the door for further studies of this kind or for deeper exploration of the influence of sociodemographic variables such as gender and age on acculturative stress and motivation for learning English. Since this study was limited to fourth-grade primary students at the</p>

	institution, an interesting proposal would be to conduct a broader study including high school or higher education students.
Advisor	Juan Camilo Perez

### **Abstract**

The present study aims to determine the correlation between acculturative stress and motivation for learning English as a Foreign Language among Venezuelan migrant children enrolled at the Antonio Derka Educational Institution, Amapolita branch. It will also address the measurement of sociodemographic aspects as possible triggers of acculturative stress. Considering the project objectives, a quantitative approach was chosen, specifically a non-experimental, cross-sectional, and correlational design. Data collection will utilize two validated instruments: the ASIC (Suárez-Morales et al., 2007) and a Spanish adaptation of the AMTB (Motivational Test Battery) (Baño Lucio, 2023). The analysis methods will include Pearson's coefficient to measure the correlation between acculturative stress and motivation. Secondly, due to the mixed component of the sociodemographic variables, the use of raincloud plots was preferred instead of measures of central tendency, since nominal variables such as gender or parents' educational level are not suitable for central tendency measures. In this regard, the following research question is proposed: What is the relationship between acculturative stress and motivation for learning English as a Foreign Language among Venezuelan migrant children enrolled at the Antonio Derka Educational Institution, Amapolita branch?

**Key words:** Migration, English as a foreign language, acculturative stress, motivation, inclusive education, Venezuelan population

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## Introduction

Migrating from one's country of birth at a conscious age significantly impacts an individual's life, especially for children (Otero et al., 2021). In light of the global migration crisis, Colombia has had to adapt various aspects of sustainability and social development, particularly in education, to include migrants from crisis-stricken countries like Venezuela and facilitate their social and cultural integration within the Colombian community. According to Decree 1228 of 2018, "measures are adopted to guarantee access for individuals registered in the Administrative Register of Migrants to institutional offerings and other measures regarding the return of Colombians." This means that educational institutions across the country are accepting children and youth to continue their basic, primary, and secondary education.

Education is not only a fundamental constitutional right but also a pillar of society (Narvaez Fetecua, 2023). It serves as an appropriate space to "implement measures that allow not only the incorporation of individuals into educational centers but also to promote respect, equity, and acceptance of cultural, ethnic, and dialectal diversity, customs, and ideologies" (Narvaez Fetecua, 2023, p. 3353). In summary, educational institutions are positioned as ideal settings to reduce social gaps, promote integration, and improve the quality of life for the Venezuelan migrant population. For children, being accepted by their peers is fundamental in building positive self-esteem (Otero et al., 2021).

In a globalized world where English is recognized as a lingua franca, teaching English as a foreign language is essential for acquiring relevant skills in the labour market, both nationally and internationally. Moreover, proficiency in English is often viewed as a symbol of national development and progress (Baño Lucio, 2023). The role of schools is crucial, as "the greater the

exposure to a new language from the beginning of the school stage, the better the understanding and subsequent production can develop if the conditions are favorable for the student” (Agurto, 2020, p. 51).

When discussing the learning of English as a foreign language, it is important to highlight that an effective teaching process requires contextualization of the students’ backgrounds, including their existing knowledge, interests, life experiences, and the cultural environments they navigate (Pinos Campoverde et al., 2019). Migrating to another Spanish-speaking country like Colombia, albeit with different customs, complicates the process of learning a foreign language, as the education system is adapted to the cultural and social context of Colombians. Additionally, Venezuelan migrant children face psychosocial barriers, such as discrimination and anxiety, stemming from socioeconomic hardships and their migrant status, which impact access to formal education (Cuadros Sánchez et al., 2023) and, consequently, academic performance.

Motivation is generally considered a starting point for evaluating the learning of English as a foreign language. Strong and appropriate motivation is a critical tool for performing tasks related to learning English with greater fluency and effectiveness (Ortega-Auquilla et al., 2020). León & Valdeblanqués (2022) highlight the relationship between motivation and academic performance, underscoring the importance of academic achievement in building a positive self-concept among students. Thus, motivation becomes a fundamental element for learning; in essence, it is one of the key factors for achieving academic success (Núñez, 2008).

In this context, it is essential to discuss the study by Bonilla Jojoa and Díaz Villa (2019), which evaluates the impact of socio-affective factors on learning English as a foreign language from a broad student perspective, without limiting itself to the migrant population. They argue

that “socio-affective factors play a crucial role by generating positive or negative stimuli in all areas of life, particularly academically, enabling learners to achieve their objectives and advance in their intellectual development” (p. 60).

These socio-affective factors, which can lead to motivation or demotivation, represent a source of interest for research aimed at addressing the situation of migrants from a psychosocial perspective. As mentioned in the Problem Statement section, challenges in the acculturation process—common experiences for all migrants—produce a phenomenon known as acculturative stress, which reduces the psychosocial well-being of immigrants (Berry et al., 1987). According to Urzúa et al. (2019), the main sources of acculturative stress in children and adolescents include nostalgia for their country of origin (1), adaptation to school, family, and peer relationships (2), and experiences of discrimination (3).

Research by Paloma-Lever (2017) on Latino immigrants and their children in the United States shows a proportional correlation between psychosocial skills (including social and behavioral skills), levels of acculturation, and academic performance. Essentially, better psychosocial skills and greater acculturation lead to improved academic performance. In the author’s words

Better school performance was observed in the children of migrants who had lower scores in negative acculturation and higher scores in social support from family and friends, greater proficiency in English, a greater enjoyment of school, more social skills, more prosocial behavior, and less oppositional behavior. (Paloma-Lever, 2017, p. 99)

This research will focus on exploring the psychological aspects of the two facets of academic success: desire (Núñez, 2009) rather than ability, which refers to the cognitive skills of

migrant students. This approach is supported by Rodríguez Izquierdo (2010), who emphasizes the importance of an additive acculturation process within a school setting that prioritizes the self-esteem of migrant students. Without proper acculturation, self-esteem may suffer, leading to a lack of motivation and, consequently, low academic performance. As Rodríguez Izquierdo (2010) states, “only if these children come to internalize the feeling that they can learn will the corresponding academic motivation emerge within them, that is, the desire to want to learn” (p. 117).

### **Problem Statement**

Venezuelan migrant children in Colombia encounter significant emotional and psychological challenges as they navigate the upheaval of leaving their homeland, families, and familiar environments. This transition contributes to heightened levels of acculturative stress, which can negatively influence their motivation to engage in academic activities, including learning English—a subject included in their school curriculum (Summers et al., 2022). Although both Venezuela and Colombia share Spanish as a common language, the stress of adjusting to a new life—characterized by feelings of nostalgia, anxiety, and social dislocation—can severely diminish their motivation for academic success (Rutté & Rubenstein, 2021).

Despite a robust body of literature addressing adult migrants, a critical gap remains in studies focused on the experiences of child migrants, particularly regarding how acculturative stress affects their academic motivation and performance (Fakhari et al., 2023). Additionally, evidence indicates that factors such as discrimination, lack of supportive social networks, and challenges in educational adaptation compound feelings of inadequacy and disengagement from learning processes (Buchmüller et al., 2018). Given the vital role that education plays in social integration and personal development, it is essential to examine how acculturative stress impacts English language learning motivation among these children, thereby informing the formulation of support strategies to enhance their overall educational experiences (Wu et al., 2015).

## **Foundations of the Theoretical Framework**

This framework is built upon an interdisciplinary integration of emotional security theory, cultural stress theory, and developmental models of adaptation. It recognizes that the experience of migration is multifaceted—encompassing pre-migration, migration, and post-migration challenges—and that these stages collectively impact children’s socioemotional processes and academic motivation.

### **Emotional Security Theory (EST)**

Emotional Security Theory posits that children’s well-being and adjustment across diverse contexts are fundamentally linked to their sense of safety and stability within their family and community environments. Building upon attachment theory, EST argues that when children perceive threats—be they from familial disruption or community instability—their emotional regulation and security become compromised, which may impair school engagement and learning (Cummings et al. (2016), Cummings & Miller-Graff, 2015). For Venezuelan migrant children, disruptions caused by leaving their homeland and familiar relationships may undermine their emotional security, curtailing their capacity to sustain motivation in academic settings such as English language classes.

### **Cultural Stress Theory**

Cultural stress theory explicates how stressors specifically tied to the migrant experience—such as discrimination, a negative context of reception, and socio-cultural marginalization—can lead to adverse developmental outcomes. Alpybekova et al. (2024) demonstrate that both pre- and post-migration concerns contribute to cultural stress, which often manifests as anxiety and depressive symptoms. Salas-Wright et al. (2024) further extend this framework by showing

that cultural stress stemming from migration crises is predictive of emotional distress and disengagement. In the context of Venezuelan migrant children, these culturally rooted stressors are hypothesized to compound the adverse effects of disruption on academic motivation.

### **Integrative Developmental Perspectives**

To capture the multi-layered nature of migrant adaptation, Pérez et al. (2021) have proposed an interdisciplinary framework that situates child development within global, macrosystem, microsystem, and individual levels. This perspective emphasizes that children's adaptation and cultural preservation depend on the interplay between environmental factors (e.g., school climate and community support), family dynamics, and individual characteristics (e.g., coping skills and stress mindset).

In tandem, Chen & Qu (2021) explore the dual pathways through which children appraise and cope with stress—one leading to adverse outcomes via threat perceptions and avoidance, and the other fostering resilience through challenge-oriented coping strategies. These insights provide a basis for understanding how acculturative stress can be buffered by adaptive coping strategies and supportive educational practices.

Integrating these theories, the proposed framework suggests that on one hand, the disruption of familiar social ties and community contexts inherent to migration erodes children's emotional security, thereby reducing their motivation to engage in academic pursuits. On the other hand, cultural stressors—such as perceived discrimination or marginalization in the new environment—exacerbate feelings of instability and undermine positive academic self-concepts. However, the framework also posits that individual differences in stress mindset and coping, as well as supports provided by adaptive parenting and responsive educational practices, may serve

as protective factors. This dynamic interplay ultimately determines the extent to which migrant children can maintain or enhance their motivation to learn an additional language (English) in Colombian schools.

In summary, this study is based on several theoretically supported considerations: first, the importance of contributing to research on the Venezuelan migrant population in Colombia; second, the school as a space for holistic development for vulnerable migrant children, playing a decisive role in social integration; third, the global concern for learning English as an indicator of progress and opportunities, representing a skill that yields academic, labor, educational, and cultural benefits; fourth, the relationship between motivation, school performance, and self-esteem; and finally, the educational barriers that hinder English learning among migrant children, particularly the presence of acculturative stress and its impact on school motivation.

To this end, the Amapolita branch of the Antonio Derka Educational Institution, a public school in Commune 1, Popular—one of the five communes with the highest number of enrolled migrants in Medellín (Inter-Agency Group on Mixed Migration Flows [GIFMM], 2023)—will be the focus of this research.

### **Significance of the Study**

Understanding the dynamics between acculturative stress and motivation is crucial for developing effective educational strategies tailored to Venezuelan migrant children in Colombia. Previous studies have documented that heightened acculturative stress correlates with decreased academic engagement and motivation, ultimately leading to poorer educational outcomes (Zhao et al., 2022). There is an urgent need for educational interventions that account for the psychosocial challenges faced by these children, as supportive learning environments can

mitigate the adverse effects of stress and promote academic success (Kadir et al., 2019).

Furthermore, educational institutions serve as critical spaces for fostering social connections and enhancing motivational dynamics among migrant youth, underscoring the importance of addressing these issues (Zhao et al., 2018).

According to Pinto et al. (2018), in addition to the inherent importance of education in the psychosocial adaptation of the migrant population, education constitutes a priority area of life. This makes it an essential element for personal development and a space for the construction of a dignified life. In other words, education represents “the foundation for the development of critical, conscious, and autonomous thinking” (Pinto et al., 2018, p. 220).

## **Objectives**

### **General Objective**

What is the correlation between acculturative stress and motivation for learning English as a Foreign Language among Venezuelan migrant children enrolled at the Antonio Derka Educational Institution, Amapolita branch?

### **Specific Objectives**

Identify the main psychosocial factors that produce acculturative stress in Venezuelan migrant children enrolled at the Antonio Derka Educational Institution, Amapolita branch.

Examine the influence of sociodemographic factors (age, parents' education level and gender) on the acculturative stress and motivation for learning English as a Foreign Language of Venezuelan migrant children enrolled at the Antonio Derka Educational Institution, Amapolita branch.

## **Literature Review**

Within the framework of the literature review, it is important to understand three foundational aspects of the present project: education for migrant populations, the psychosocial factor within teaching and the general adaptation of migrants, and the relationship between motivation and academic performance. Within the psychosocial factor, we will explore the concept of acculturation and, in the same vein, acculturative stress. Additionally, we will address other terms from academic theory such as inclusion and motivation.

### **The Case of the Venezuelan Migration Crisis and the Role of Education**

Human mobility, or migration, refers to the movement of people from one place to another, whether within the same country or across different countries. These displacements can be voluntary or forced, temporary or permanent, and are often motivated by a variety of factors, including armed conflicts, political or religious persecution, persecution based on sexual orientation, poverty, and lack of job opportunities (McAdam, 2014). Freitez (2018) identifies 2015 as the trigger for a migration crisis in Venezuela, caused by the dictatorial regime of Nicolás Maduro, which led to the displacement of thousands of Venezuelans to neighboring countries. Due to its proximity to Venezuela, Colombia has become the Latin American country with the highest number of Venezuelan migrants (GIFMM, 2024).

This migration crisis has prompted many host countries, such as Colombia, to develop strategies for the equitable inclusion of migrants within social and cultural dynamics (Tovar-Flórez et al., 2022). Equity involves justice and fairness in the distribution of resources, opportunities, and rights, treating everyone equally and without discrimination. Inclusion is especially critical from an educational perspective, integrating the migrant population into

Colombian society so that their nationality or migrant status does not result in fewer opportunities (Rubio Ortega and Pérez, 2020).

Inclusion encompasses the processes developed to create environments and opportunities that allow all individuals to participate and contribute fully, regardless of their characteristics. Specifically, inclusive education is defined by de los Santos and Iñíguez (2009) as a “contextualized process in which the education and instruction offered to students is based on participation and attention to differences, which may be physical, social, economic, or racial” (p. 111).

Thus, inclusive education serves both educational and social purposes. Educationally, it seeks to ensure comprehensive development for all students, regardless of physical disabilities or legal status. Socially, it aims to “change attitudes toward differences and form the basis for a fairer, non-discriminatory society” (Parra Dussan, 2010, p. 83). This research considers both dimensions: educational (through learning English) and social (the situation of Venezuelan migrant children in Medellín).

From this perspective, we find the work of Villavicencio Galindo (2023), who conducted a systematic review based on a bibliometric analysis of the adaptation and school inclusion of Venezuelan migrant populations in Latin America. In this study, in addition to highlighting the relevance of the subject due to a noticeable increase in research over the past decade, the author points out that most studies have focused on public policies related to education for migrant populations. Therefore, other strategies such as the implementation of play-based learning or personalized curricular adaptation have been less explored.

Moreover, within the local context of the city of Medellín, it is important to consider the

work of Hincapié Castañeda (2022). This study, titled *Family Dynamics of Venezuelan Students Belonging to an Educational Institution in Medellín*, allows for an understanding of education as a means of development not only for the student but also for their families. In this regard, the study aligns with the theoretical positioning of research lines focused on education for migrant populations: the school is a fundamental pillar for social adaptation and the holistic development of individuals.

However, as documented in the work of Otero et al. (2021), the migration crisis entails changes in educational interactions within the host country, which are not always positive or enriching for migrant students. According to their study, the degree of acceptance is influenced by various factors, including family dynamics, but also significantly shaped by teacher involvement and the willingness of educational institutions to provide support in the teaching-learning process. In short, both family circumstances and institutional actions have an impact on the academic performance of the Venezuelan migrant population.

While some studies tend to focus on aspects such as social adaptation as seen in the school environment, it is equally important not to overlook the purely academic domain, as “education is the foundation for achieving the well-being conditions required for individuals to attain comprehensive development and to carry out meaningful life projects” (Ministerio de Educación Nacional [MEN], 2022, p. 17). In this sense, the more skills and abilities students are able to develop during their time in the school context, the more opportunities they will have to design and realize a life project aligned with their personal aspirations.

From this perspective, one of the major commitments of the Colombian education system—and many Latin American countries—is the teaching of English as a foreign language

(Reyes Cruz et al., 2011). Proficiency in English, as citizens of Spanish-speaking countries, benefits us in labor, economic, and cultural aspects of life. Therefore, ensuring quality education for all, particularly in English, is vital within our educational institutions.

However, regarding the importance of English and its corresponding level of instruction in educational institutions in Colombia, Arrieta Bettin and Aravena Domich (2023) point out that teaching processes generally lack the necessary quality due to the absence of opportunities for their optimization. They also highlight the role of curricular leveling and adaptability, emphasizing that failing to recognize students' English proficiency not only leads to low academic performance but also poses a challenge to students' overall motivation to learn.

In this regard, and aligned with the objective of the present study, three essential arguments can be identified: first, education is fundamental for the adaptation of migrant populations and their families to the host country; second, academic performance can be either hindered or enhanced by both external and internal factors, which places responsibility on institutional actions as representatives of the State; third, strategies such as curricular adaptation and leveling are key to improving both the academic performance and motivation of students in general, and especially of the Venezuelan migrant population.

It is important to clarify that a *foreign language* is understood as a language that is not commonly used within the speaker's community (in this case, Medellín), unlike a *second language*, which is present and used in the community (Garrote Salazar, 2019). This distinction between foreign language and second language underscores the school's role in learning English, often being one of the few spaces that facilitate learning opportunities. Beltrán (2017) supports this assertion and points out the difference between acquiring a second language and learning a

foreign language; the former is a natural, everyday process, while the latter often does not achieve the ultimate goal: communication with English speakers.

### **The Psychosocial Aspect: Difficulties in Learning for Venezuelan Migrant Children**

Given the trauma associated with forced or voluntary migration, as well as situations like discrimination that can exacerbate trauma-related issues, it is essential to consider psychosocial factors in the holistic development of Venezuelan migrant children. The term *psychosocial* refers to factors that influence behavior and well-being, encompassing psychological aspects (emotions, thoughts, beliefs, attitudes) and social aspects (interpersonal relationships, family, community, culture, and society) (Pierre, 2018). In education, psychosocial support aims to “facilitate adaptation and integration into Colombian society” (Medina Escobar, 2024).

### **Acculturation and Acculturative Stress**

Several authors acknowledge the impact of migration on psychological and social problems among migrant children. For example, Ávila & López-Rodríguez (2024) argue that “the abrupt changes in children's lives during the migration process affect the development of cognitive processes and socio-emotional skills” (p. 233). Therefore, linking psychosocial factors with the acculturation process experienced by Venezuelan migrant children is crucial. Fajardo et al. (2008), paraphrasing Berry (1997), define acculturation as “a resocialization process that involves psychological characteristics such as changes in attitudes and values; the acquisition of new social skills and norms; and adjustments to a different environment” (p. 40).

In this context, situations such as discrimination or lack of social support, along with sociodemographic factors like gender and educational level (Angelucci et al., 2023), can hinder the acculturation process and lead to feelings of inferiority, nostalgia, and mental health issues

such as anxiety and depression. This psychosocial detriment unique to migrants is termed acculturative stress, defined by Berry et al. (1987) as “a reduction in health status (including psychological, somatic, and social aspects) of individuals undergoing acculturation, and for which evidence suggests a systematic relationship with acculturation phenomena” (p. 491).

Acculturative stress has been widely studied in research on migrant populations globally. Researchers typically analyze sociodemographic factors (gender, length of stay) and others like English proficiency, considered predictors of acculturative stress (Yeh & Inose, 2003; Mahmood & Galloway Burke, 2017; Lashari et al., 2023; Kayama & Yamakawa, 2020). The quantitative focus of this research highlights the importance of measuring acculturative stress to identify possible relationships with sociodemographic, educational, or psychosocial factors. For instance, the influence of acculturative stress on mental disorders in the Venezuelan population in the United States has been explored (Perazzo, 2023).

However, as documented by Urzúa et al. (2019), Latin American studies and acculturative stress measurement instruments have predominantly focused on adults and their mental health issues. While international studies often address the educational field, they typically center on university populations; few examine middle school students, such as the study by Kayama & Yamakawa (2020). This highlights the gap in research on acculturative stress in migrant children, both in Latin America and in the United States and Europe.

General findings from studies reveal an inverse relationship between English proficiency and acculturative stress in English-speaking countries (Kayama & Yamakawa, 2020; Larashi et al., 2023), a lower rate of acculturative stress in European migrants compared to other groups (Yeh & Inose, 2003), and that sociodemographic issues such as being female and lack of

employment exacerbate acculturative stress (Angelucci et al., 2022).

### **Motivation and Academic Performance**

This research posits motivation as a factor that allows for evaluating the academic commitment of Venezuelan migrant children. The relevance of motivation is drawn from De la Fuente Arias (2004), who paraphrases Maerh and Meyer (1997), Alonso (1997), and Walberg (1981) to highlight the theoretical and practical role of motivation in learning models. De la Fuente Arias also discusses goal theory, emphasizing that social goals are increasingly important, especially among students from disadvantaged educational contexts (De la Fuente Arias, 2004, p. 51). This suggests a multidimensional analysis of goals central to motivation, incorporating both academic and interactive aspects that can positively or negatively influence student motivation.

In light of this, we will draw from Núñez (2009), focusing on the motivational aspect of *wanting* to understand the learning process more deeply. We will explore how acculturative stress influences the learning of English as a foreign language, while the cognitive aspect (skills, competencies, knowledge) may be addressed in future studies.

The interplay between cognitive and motivational aspects is a cornerstone of this research, as Núñez (2009) asserts that individual performance depends on both cognitive abilities and motivation (p. 42). Motivation can be affected by school dynamics (repetitive practices, teacher authoritarianism) or by psychosocial factors unique to the student.

Núñez (2009) identifies several theories that can dimension motivation, focusing on its academic component, which includes three parts: value, expectation, and affective components (Pintrich and De Groot, 1990). The value component pertains to the reasons for engaging in an activity, the expectation component involves self-perceptions regarding task performance, and

the affective component relates to emotional reactions following the task. Núñez (2009) states, “It will be extremely difficult for students to be motivated by academic tasks when they consider themselves incapable of addressing them or believe they cannot influence the outcome” (p. 44).

Beyond these components, Núñez (2009) proposes that cultural determinants also influence motivation, encompassing sociocultural factors related to recent social changes, new technologies, interpersonal relationships, and, importantly, migration. Acculturative stress will be examined within this framework as a potential determinant of motivation for learning English.

## Methodology

The selection of the methodological components was guided by Hernández-Sampieri et al. (2014). This study will use a quantitative approach with a non-experimental, cross-sectional, and correlational design to determine the correlation between acculturative stress and motivation for learning English. For data collection purposes, a sociodemographic questionnaire will be employed, consisting of age, parents' education level and gender. The ASIC instrument (Suárez-Morales et al., 2007) will also be used for the variable of acculturative stress, which consists of 12 items on a 5-point Likert scale. On the other hand, to measure motivation, a Spanish adaptation of the AMTB (Motivational Test Battery), validated and implemented by Baño Lucio (2023), will be used, consisting of 25 items on a scale from 1 to 10, on a 3-point Likert scale.

### Figure 1

#### *Items of the ASIC*

Table 1  
*Factor Loadings and Communalities for the ASIC*

Items	I	II	$h^2$
I often feel like people who are supposed to help are really not paying any attention to me.	.71	.14	.52
It bothers me when people force me to be like everyone else.	.63	.04	.41
Because of the group I am in, I don't get the grades I deserve.	.61	.12	.39
Many people believe certain things about the way people in my group act, think, or are, and they treat me as if those things are true.	.58	.22	.39
Because of the group I am in, I feel others don't include me in some of the things they do, games they play, etc.	.55	.18	.33
I have more things that get in my way than most people do.	.48	.15	.29
It's hard for me to tell my friends how I really feel.	.42	.16	.20
I feel bad when others make jokes about people who are in the same group as me.	.36	.24	.19
It's hard to be away from the country I used to live in.	.12	.81	.66
I don't feel at home here in the United States.	.11	.76	.59
People think I'm shy, when I really just have trouble speaking English.	.23	.48	.29
I think a lot about my group and its culture.	.28	.39	.22

Note.  $n = 139$ ;  $h^2$  = communality estimates; I = Perceived Discrimination; II = Immigration-related Stress. Children's responses are in Likert Scale (0 = doesn't apply, 1 = doesn't bother me to 5 = bothers me a lot).

Note. Suárez-Morales et al. (2007).

### **Data Collection Instruments**

The choice of instruments was based on contextual suitability. The ASIC is designed for migrant children and adolescents of Latin American origin, although it is suggested (to be validated with the advisor) to omit item 11, which refers to English proficiency, as the instrument was created for the U.S. context. However, it remains the only tool that measures levels of acculturative stress in migrant child and adolescent populations. Urzúa et al. (2019) created and implemented a measurement instrument to determine the sources of acculturative stress in migrant children in the city of Arica (Chile). The proposed dimensions were longing and differences with the country of origin (1), adaptation in school, family, and peer relationships (2), and experiences of discrimination (3). Therefore, since the objective is to measure the level of acculturative stress and not its sources, the ASIC was chosen.

In this same line, the adaptation of the AMTB carried out by Baño Lucio (2023) addresses three key aspects not found in other instruments: motivation with a specific emphasis on learning English, the setting (the school), and the Latin American context (Mexico). The instruments will be adapted and validated by an expert on the subject of the Venezuelan migrant population in the country.

### **Data Analysis Instruments**

The software JASP 0.95.1.0 was used for data analysis, parametric analysis will primarily be used through Pearson's correlation coefficient, with the aim of identifying the nature of the relationship (perfect positive, positive, no linear correlation, negative, and perfect negative) between acculturative stress and motivation for learning English. Secondly, due to the mixed component of the sociodemographic variables, the use of raincloud plots was preferred

instead of measures of central tendency, since nominal variables such as gender or parents' educational level are not suitable for central tendency measures. This approach prioritizes determining the relationship between acculturative stress and motivation, regardless of sociodemographic variables. However, it is also a goal of this project to identify, as past studies have done, the relationship between acculturative stress and variables such as gender and age.

### **Population and Sample**

The sample was chosen using a non-probability convenience sampling method, taking into account the execution time of the proposal and the availability or willingness of the children and/or the institution to participate in the research. The population consisted of Venezuelan migrant children, primary school students from the Antonio Derka Educational Institution, Amapolita campus.

The total sample consisted of 21 fourth-grade students from the institution, distributed into 8 females (32%) and 13 males (68%). The average age of the study participants was 11.6, with a median of 12, a mode of 10, and a standard deviation of 1.2. Thus, students aged 10, 11, and 12 each represented 25% of the data, while students aged 13 and 14 represented 20% and 5%, respectively. Finally, the variable "parents' educational level" revealed that 45% of parents hold a high school diploma, 40% possess a university degree, and 15% have completed a technical or technological program.

### **Data Preparation**

An Excel template was employed to consolidate and organize the collected data prior to the statistical analysis, all the sociodemographic data of the research participants, including their corresponding names. Then, in a separate template, each participant's identity will be coded

using a number and the initial of their gender (M for male and F for female). In this way, participants will be coded as 1F or 1M (see Figure 2). In the template with the coded names, the test results data (only the AMTB for the moment) were organized by assigning numerical values to the scales: 3 for like/agree, 2 for somewhat, and 1 for dislike/disagree. In this way, a quantifiable result was obtained to observe the averages and the behavior of the data according to the sociodemographic variables.

## Figure 2

*Sociodemographic information table*

Identifier	Gender	Parent's education level	Age
1F	F	Bachelor's degree	12
2M	M	University's degree	10
3M	M	Technical Career	11
4F	F	University's degree	12
5M	M	Bachelor's degree	13
6M	M	University's degree	13
7M	M	Bachelor's degree	10
8M	M	University's degree	10
9M	M	Bachelor's degree	11
10M	M	University's degree	14
11M	M	University's degree	13
12F	F	Technical Career	11
13F	F	Bachelor's degree	10
14F	F	University's degree	12
15F	F	Bachelor's degree	11
16M	M		11
17F	F	Bachelor's degree	12
18M	M	University's degree	13
19F	F	Bachelor's degree	13
20M	M	Bachelor's degree	12
21M	M	Technical Career	10

*Note.* Own elaboration.

For this purpose, the responses to the 20 questions of the AMTB test were summed, and this final result was used for the subsequent individual analysis of the test. Then, with the consolidated results, raincloud plots in the open-access software JASP were used to observe the distribution of the data according to the sociodemographic variables: age, gender, and parents' educational level.

## Results and Discussion

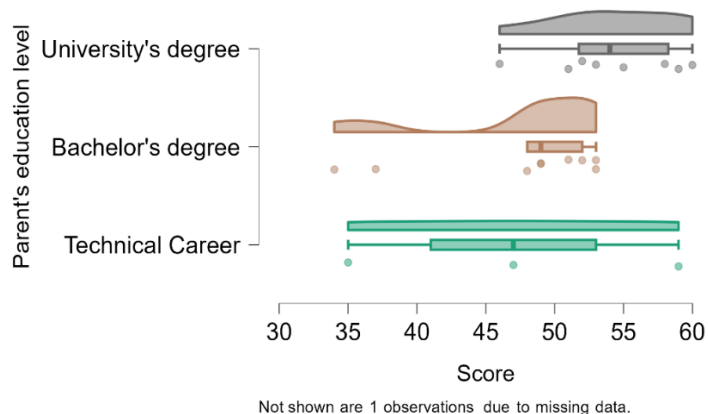
### Results of the AMTB Questionnaire

To begin with, it is important to highlight that the results of the sample group were generally positive. The average total score of the group was 50.5, which represents a value close to the maximum score (60). More specifically, most of the items showed a neutral tendency leaning toward the positive, as the group average ranged between 2.2 and 2.9. The only item below two points was item number 10, with an average of 1.9 (closer to neutrality than to a negative result), which corresponded to the question “I like watching videos, movies, or cartoons in English” (see Appendix 1). On the other hand, item number 13 (“I would also like to learn other languages”) showed a perfect average of 3. In this sense, it can be briefly concluded that the students in the sample, although with exceptions in specific cases, feel motivated to learn and use English.

When analyzing the individual results in light of the sociodemographic variables, certain trends were also identified. For example, parents’ educational level influenced the behavior of the data: while students whose parents held a professional degree generally clustered in the last third of the maximum score, those whose parents had a technical degree were dispersed across low, medium, and high scores. Likewise, students whose parents had a high school diploma were more consistently grouped between the second and last third of the maximum score, but they also appeared twice in the first third of the maximum score (see Figure 3), which were considered outliers by the JASP software due to their distance from the lower whisker.

**Figure 3**

*Behavior of the Data According to Parents' Educational Level*



*Note.* JASP Software.

To this consideration, it must be added, of course, that the category “Technical/Technological Degree” included only three students, whereas the other two categories had a representation of 8 and 9 students, respectively. Thus, we can only affirm that the higher the parents’ educational level, the greater the motivation for learning and using English, based on the categories “University Degree” and “Bachelor Degree”. The only value that diverges from this assertion is the lower whisker (see Figure 4), which is due to a data point that lies farther from the other three quartiles within the “University Degree” category.

**Table 1**

*Percentiles, Median, and Whiskers of the Data According to Parents' Educational Level*

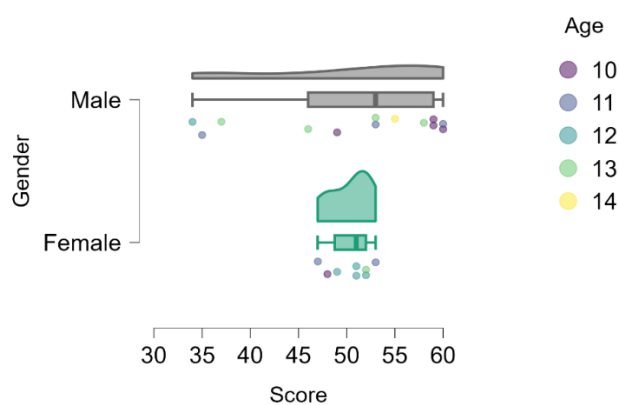
Primary Factor	<i>N</i>	Lower Whisker	25th Percentile	Median	75th Percentile	Upper Whisker
Technical Career	3	35.00	41.00	47.00	53.00	59.00
Bachelor's degree	9	48.00	48.00	49.00	52.00	53.00
University's degree	8	46.00	51.75	54.00	58.25	60.00

*Note.* JASP Software.

In addition to parents' educational level, we also found trends according to gender. One of the most interesting findings is the clustering of female participants and the dispersion of male participants, respectively. While females showed a narrower range, males displayed a wider range, with low, medium, and high scores (see Figure 5).

**Figure 4**

*Behavior of the Data According to Gender and Age*



*Note.* JASP Software.

This corresponds to the values of percentiles, whiskers, and the median: while the lower whisker and the 25th percentile were higher for females, the median, the 75th percentile, and the upper whisker were higher for males (see Figure 6). Finally, the results for females ranged between 47 and 53 points, whereas the results for males ranged between 34 and 60. This indicates greater regularity among females and greater variability among males in the sample, with regard to their motivation for learning and using English. Age, on the other hand, yielded results too varied to suggest a clear trend; however, it should be noted that most of the participants located in the upper whisker were between 10 and 11 years old, the two lowest age ranges in the sample.

**Table 2***Percentiles, Median, and Whiskers of the Data According to Gender*

Primary Factor	<i>N</i>	Lower Whisker	25th Percentile	Median	75th Percentile	Upper Whisker
Female	8	47.00	48.75	51.00	52.00	53.00
Male	13	34.00	46.00	53.00	59.00	60.00

*Note.* JASP Software.**Results of the ASIC Questionnaire**

For the ASIC questionnaire, the following baseline values were considered (see Table 3). In general, the sample did not show high levels of acculturative stress; in fact, the overall group score was 643, which is closer to neutrality than to either high or low levels. This same trend was reflected in the individual results, as most participants (15) scored between 12 and 36, although 6 participants exceeded the median threshold. Among these six, participant code 10M reached a concerning score of 56, indicating a high level of acculturative stress in this particular case. Finally, the item scores followed a similar pattern, ranging from 43 to 65; only item 6, “They don’t let me do things the way I want to,” showed a score higher than the median baseline value (see Appendix 2).

**Table 3***Baseline values of the ASIC questionnaire by item, participant, and group*

Value	Item	Participant	Group	Indicator
Minimum	21	12	252	Zero acculturative stress
Maximum	105	60	1260	High acculturative stress
Medium	63	36	756	Neutrality

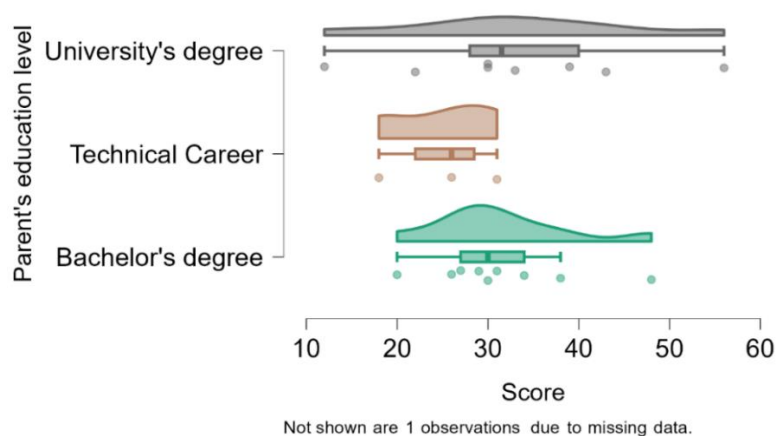
*Note.* Own elaboration.

Now then, continuing with the same analysis dynamics used for the AMTB questionnaire, a corresponding assessment of the results was carried out according to gender, age, and parents' educational level. This also allows for a comparison of the influence of these variables across both questionnaires.

At first glance, a significant difference can be observed in the influence of the variable *parents' educational level* in the ASIC questionnaire. As shown, the *university degree* category covered a wider range—from low values up to the highest level of acculturative stress (contrary to the AMTB questionnaire)—while the other two categories not only showed lower values but also greater consistency (see Figure 5).

### Figure 5

#### *Behavior of the Data According to Parents' Educational Level*



*Note.* JASP Software.

In this regard, it appears that participants whose parents have a technical level of education show lower levels of acculturative stress, while those whose parents hold a high school diploma remain within a neutral range, with some showing slightly lower or higher values. On the other hand, the *university degree* category appears more variable, likely depending on the influence of

other factors. This can also be observed in the whiskers, percentiles, and median, which are predominantly lower in almost all indicators for the *technical education* category (see Table 4). Of course, due to the limited number of participants with parents holding a technical degree, it would be risky to draw a general conclusion about the influence of this variable.

**Table 4**

*Percentiles, Median, and Whiskers of the Data According to Parents' Educational Level*

Primary Factor	<i>N</i>	Lower Whisker	25th Percentile	Median	75th Percentile	Upper Whisker
Bachelor's degree	9	20.00	27.00	30.00	34.00	38.00
Technical Career	3	18.00	22.00	26.00	28.50	31.00
University's degree	8	12.00	28.00	31.50	40.00	56.00

*Note.* JASP Software.

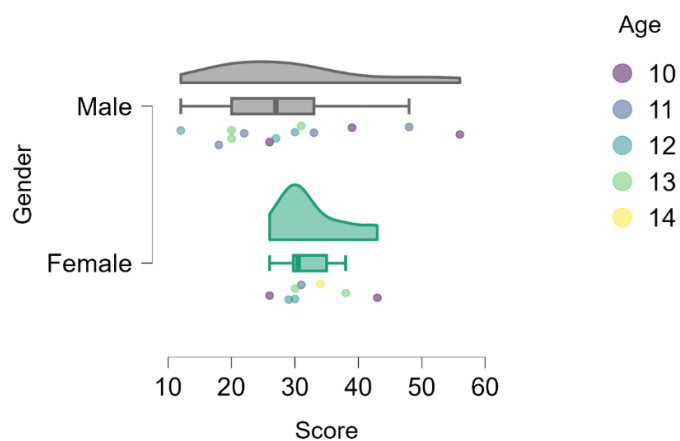
Now then, the results by gender turned out to be quite similar in appearance to those of the AMTB questionnaire. Once again, a greater dispersion was observed among male participants, while female participants' data appeared more concentrated (see Figure 6). It is worth noting, however, that a large portion of the male data clustered around the low-neutral range, whereas the female data tended toward the neutral-high range. Thus, along with the *university education* category, the *male* category appears to display a variable behavior, representing both the lowest and highest values in the project, as can be observed in the results of the lower and upper whiskers (see Table 5).

But what could cause this variable behavior in the male data? The previous graph also provides interesting information regarding the influence of age, as the highest results (that is, those indicating greater acculturative stress) for both males and females are likewise associated

with younger ages, while participants of older ages are generally located within the neutral range. This, of course, requires further exploration in future research, but age could be a promising variable to measure acculturative stress within the migrant population.

**Figure 6**

*Behavior of the Data According to Gender and Age*



*Note.* JASP Software.

**Table 5**

*Percentiles, Median, and Whiskers of the Data According to Gender*

Primary Factor	<i>N</i>	Lower Whisker	25th Percentile	Median	75th Percentile	Upper Whisker
Female	8	26.00	29.75	30.50	35.00	38.00
Male	13	12.00	20.00	27.00	33.00	48.00

*Note.* JASP Software.

### Correlation between motivation and acculturative stress

Before conducting the Pearson correlation test, the Shapiro–Wilk normality test was applied to verify that the data distribution was not abnormal, since data normality is one of the assumptions

required for applying Pearson's test. As the  $p$ -value was higher than 0.05, the null hypothesis was not rejected, and therefore the normality of the data was assumed. The correlation value, in turn, yielded a result of -0.056, indicating a very weak negative correlation according to the interpretation parameters, as shown in the guide by Lalinde et al. (2018) (see Table 6).

**Table 6**

*Normality and correlation between the ASIC and AMTB questionnaires*

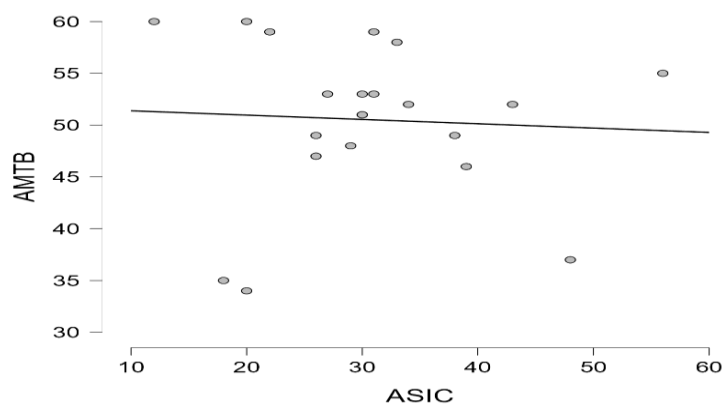
Variable 1	Variable 2	n	Pearson's r	p	Shapiro-Wilk	p
ASIC	AMTB	21	-0.056	.809	0.928	.076

*Note.* JASP Software.

In this regard, the statistical results suggest that there is no dependency between acculturative stress and motivation for learning English in this population. This means that a low level of acculturative stress does not guarantee a higher degree of motivation, and vice versa. In fact, as shown in Figure 7 (see Figure 7), the data points are quite scattered from the line that represents the strength of the correlation.

**Figure 7**

*Dispersion of the Pearson correlation test*



*Note.* JASP Software.

## Conclusions

The present study aimed to determine the correlation between acculturative stress and motivation for learning English among the Venezuelan migrant population at *Institución Educativa Antonio Derka*, Amapolita campus. In general terms, the specific results of each test revealed high levels of motivation and neutral, slightly low levels of acculturative stress. However, Pearson's correlation test showed a weak negative relationship, which indicates that acculturative stress cannot be said to significantly influence the motivation to learn English in this studied population. Nevertheless, this research opens the door for further studies of this kind or for deeper exploration of the influence of sociodemographic variables such as gender and age on acculturative stress and motivation for learning English. Since this study was limited to fourth-grade primary students at the institution, an interesting proposal would be to conduct a broader study including high school or higher education students.

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## Appendixes

### Appendix A

#### *AMTB Questionnaire results*

<b>ID</b>	<b>Gender</b>	<b>Parent's education level</b>	<b>Age</b>	<b>Score</b>
8M	Male	University's degree	10	60
16M	Male		11	60
2M	Male	University's degree	10	59
21M	Male	Technical Career	10	59
11M	Male	University's degree	13	58
10M	Male	University's degree	14	55
9M	Male	Bachelor's degree	11	53
15F	Female	Bachelor's degree	11	53
18M	Male	University's degree	13	53
4F	Female	University's degree	12	52
19F	Female	Bachelor's degree	13	52
14F	Female	University's degree	12	51
17F	Female	Bachelor's degree	12	51
1F	Female	Bachelor's degree	12	49
7M	Male	Bachelor's degree	10	49
13F	Female	Bachelor's degree	10	48
12F	Female	Technical Career	11	47
6M	Male	University's degree	13	46
5M	Male	Bachelor's degree	13	37
3M	Male	Technical Career	11	35
20M	Male	Bachelor's degree	12	34

## Appendix B

### *ASIC Questionnaire results*

<b><i>ID</i></b>	<b><i>Gender</i></b>	<b><i>Parent's education level</i></b>	<b><i>Age</i></b>	<b><i>Score</i></b>
<i>10M</i>	M	Profesional	14	56
<i>5M</i>	M	Bachillerato	13	48
<i>4F</i>	F	Profesional	12	43
<i>6M</i>	M	Profesional	13	39
<i>1F</i>	F	Bachillerato	12	38
<i>19F</i>	F	Bachillerato	13	34
<i>11M</i>	M	Profesional	13	33
<i>15F</i>	F	Bachillerato	11	31
<i>21M</i>	M	Tecnólogo	10	31
<i>14F</i>	F	Profesional	12	30
<i>17F</i>	F	Bachillerato	12	30
<i>18M</i>	M	Profesional	13	30
<i>13F</i>	F	Bachillerato	10	29
<i>9M</i>	M	Bachillerato	11	27
<i>7M</i>	M	Bachillerato	10	26
<i>12F</i>	F	Tecnólogo	11	26
<i>2M</i>	M	Profesional	10	22
<i>16M</i>	M	N/A	11	20
<i>20M</i>	M	Bachillerato	12	20
<i>3M</i>	M	Tecnólogo	11	18
<i>8M</i>	M	Profesional	10	12