



**The University of the West Indies**  
**St. Augustine Campus**  
**Faculty of Humanities and Education**  
**Caribbean Studies Project**  
**HUMN 3099**

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Title of Thesis:

**Factors Influencing Communicative Competence: The Role of Acculturation  
in Second Language Acquisition Among Venezuelan Youth in Trinidad.**

Word count: 7996

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### Acknowledgements

Above all, I would like to thank Dr. Renee Figuera for her unwavering support, patience and guidance which made this research possible. I also wish to acknowledge Justin Mohammed, Ro-Ann Mohammed and Sabrina Lingo for their love, kindness and support. Many thanks as well to Dr. Karla Henriquez Lozada, Mr. Daniel George and others of the St. Dominic's Penal Parish. I am indebted to the management, owners and employees of other participating establishments and all subjects of this study. Thanks to Dr. Debbie McCollin, Dr. Danalee Jahgoo, and my parents, who all made completion of this research project a far more achievable undertaking.

## Abstract

Few global migration studies account for acculturation and language acquisition for forced migrants. In Trinidad, persons of concern are merely tolerated, or have limited permission for employment in the host environment, without taught programmes for linguistic integration. This study is significant in focussing on the experience of language acquisition and forced migration in youth experiencing interrupted education. The COVID-19 pandemic has presented further challenges of trauma and survival, which impact this group's language acquisition. This study looks at acculturation strategies and factors among youth (n=15 subjects), ages 15–24, in a mixed SLA/survival model based on Schumann (1986) and Maslow (1943), for analysing SLA in a survival context. The research design views the second language acquisition circumstances as non-ideal, and considers the impact of potential hardships on language acquisition, where traditional acculturation models have overlooked the community experience and youth in favour of classroom-based studies. The Middle Adolescence group (15–17) demonstrated mainstay *assimilatory* behaviours, which matched high levels of communicative competence. The Late Adolescence group (18–20), who adopted *integration* as their strategy, with a less noted experience of *marginalisation*, demonstrated the highest productive competence of all three groups. The Early Adulthood group were diverse in their acculturation strategies including the *separation* orientation, and displayed the lowest levels of productive and receptive competence in English, including Trinidadian English Creole. These results reinforce the role of age in language acquisition in community survival contexts.

**Keywords:** Second Language Acquisition, migrant youth, Acculturation in Trinidad, Venezuelan migrants, ESL, migration and SLA

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Glossary

2LL - Second language learner

CEFR - Common European Framework of Reference for Languages: Learning, Teaching,  
Assessment

EA - Early adulthood (21–24 years of age)

HRV - Human rights violations

IOM - International Organisation for Migration

L2 - Second language

LA - Late adolescence (18–20 years of age)

MA - Middle adolescence (15–17 years of age)

SLA - Second language acquisition

STE - Standard Trinidadian English

TC - Target culture

TEC - Trinidadian English Creole

TL - Target language

UNHCR - United Nations High Commissioner for Refugees

## Introduction

Forced migration presents challenges to understanding the intricacies of acculturation. This refers to the process of social, psychological and linguistic transformation which individuals or populations undergo upon being placed in a new cultural environment (or even remotely, with the influence of a dominant culture). Acculturation can occur via several means, but most commonly takes place through constant exposure to the dominant host culture over time, with subsequent changes occurring in either or both groups. Because measuring acculturation is difficult, researchers may have to interrogate factors contributing to this process in relation to a specific end goal.

With the large inflow of migratory populations entering Trinidad through 2016–2021, there is a need to examine the role of acculturation in Second Language Acquisition (SLA), and its impact on youth, with particular emphasis on Venezuelan youth living in Trinidad.

### *Rationale*

There is a gap in pertinent studies regarding acculturation in Trinidad, and more specifically, studies pertaining to survival contexts regarding youth. Numbers of migrants on the island have been multiplying and will continue to do so in the foreseeable future, given continued entry through porous borders of Trinidad and Tobago.

The World Health Organisation classifies anyone ages 15–24 as a youth.<sup>1</sup> Approximately 28% of Venezuelan migrants and refugees residing in Trinidad and Tobago are classified under

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<sup>1</sup> World Health Organisation. *Young People's Health - A Challenge for Society: Report of a WHO Study Group on Young People and "Health for All by the Year 2000" [meeting held in Geneva from 4–8 Jun 1984]*. World Health Organization, 1986.

the ‘youth’ category, not including those under the age of 18.<sup>2</sup> Since adolescents and other youth constitute a subpopulation who encounter unique issues<sup>3</sup> – a group more independent than children but having not yet attained the level of stability that older adults typically enjoy – their needs are more likely to be overlooked, in contrast with the needs of older adult counterparts, or younger children in a similar situation.

### *Significance*

Approximately 21,000<sup>4</sup> refugees and asylum-seekers currently reside in Trinidad and Tobago. Of the 21,000, a substantial proportion of refugees and asylum-seekers in Trinidad are young people; 22.3% being under the age of 18; 86% of them, Venezuelan nationals.<sup>5</sup>

Examining acculturation in youth has as its primary goal the advancement of migrants (and by extension, the advancement of Trinidadian society). Additionally, the potential to strengthen Trinidadians’ awareness of the factors influencing acculturation and its impact on SLA is valuable to intergroup harmony.

### *Research Questions*

1. Which factors help or hinder acculturation and the process of learning one’s Target Language?

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<sup>2</sup> International Organisation for Migration. “Trinidad and Tobago — Monitoring Venezuelan Citizens Presence, Round 3 (December 2020).” 17 Mar 2021.

<sup>3</sup> World Health Organisation Regional Office for Europe. “Spotlight on Adolescent Health and Well-being.” *WHO.int*, 2020.

<sup>4</sup> ACAPS. “Trinidad and Tobago: Venezuelan Refugees.” *ACAPS*, 27 Jan 2022.

<sup>5</sup> United Nations High Commissioner for Refugees. *UNHCR Trinidad and Tobago Fact Sheet*, Oct 2021.

2. What may be the reasons why some migrants exhibit higher levels of acculturation with lower levels of proficiency in the Target Language, and vice-versa (low acculturation levels with a higher proficiency in the Target Language)?

### *Parameters*

This study focuses on migrants and refugees in Trinidad only, and not Tobago, due to the vast majority of this population having settled in the larger of the two islands. This research will also focus on subjects with elementary levels of English, as factors positively associated with acculturation in these cases are generally less complex and have a lower likelihood of being credited to other factors (contrasted with cases where migrants exhibit advanced levels of the target language). This is significant because in a survival context with no classroom instruction, accurately determining participants' competence levels in their target language is vital as various enabling factors including the host environment will be paramount to assisting SLA.

This sample of subjects was taken from urban regions and municipalities, with emphasis on zones with great proximity to historically known transit ports between Venezuela and Trinidad. One-third of the subjects were from the Penal/Debe region, while the second largest group of participants was recruited from Port of Spain, the most densely populated city in Trinidad (3090/km<sup>2</sup>).<sup>6</sup> Other highly/densely populated regions listed among subjects' regional corporations include Tunapuna/Piarco and San Juan/Laventille. Figure 1 displays regional corporations where participants were drawn.

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<sup>6</sup> Ministry of Planning and Sustainable Development Central Statistical Office. *Trinidad and Tobago 2011 Population and Housing Census Demographic Report*, 2012.

### Regional Corporations of Venezuelan Youth Respondents

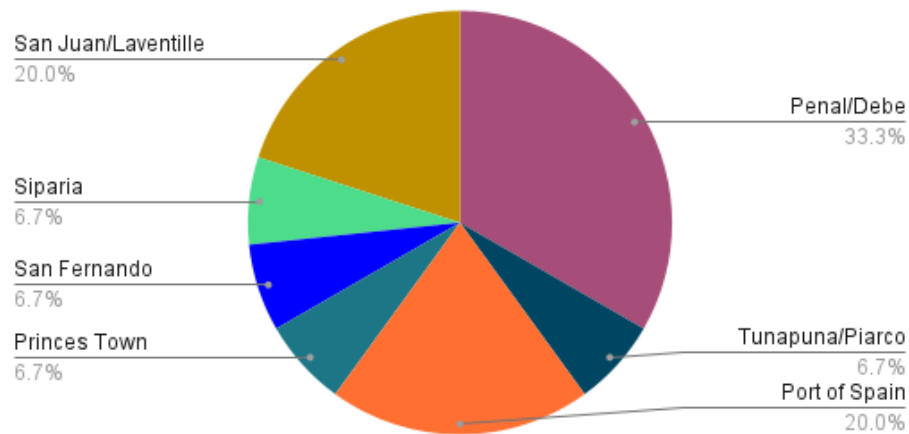


Figure 1

Regional Corporations of Subjects of the Study.

#### *Objectives*

This study assesses the integration of Venezuelan migrant youth in Trinidad and their varying levels of proficiency in their target language. Additionally, it seeks to determine which factors have the greatest impact on their linguistic competence. Moreover, this research aims to address gaps in the academia, and assess the need for change in the environmental and sociocultural factors that might facilitate integration and language acquisition of migrant youth in Trinidad.

#### *Methodology*

This case study employed an ethnographic design involving fifteen ( $n=15$ ) subjects (Venezuelan nationals ages 15–24) who granted informed consent to participate. An ethnographic study prioritises the perspective of the subject, whereby the author of the project

obtains information on sociocultural issues from the participant in his/her own environment. A short-term ethnographic approach was utilised for this particular study because of its potential to establish trust between the researcher and the subject, thereby providing accurate data and deeper insight into nuances of the analysis.

Subjects were assured that their anonymity would be upheld via the use of pseudonyms and that involvement in this process was voluntary. For the purpose of this study, participants were divided into three categories: Middle Adolescence (15–17 years of age), Late Adolescence (18–20 years of age) and Early Adulthood (21–24 years of age).<sup>7</sup>

### *Research Procedure*

Consent forms were distributed and signed by respondents, and presented to parents of minors who participated as well.<sup>8</sup> Subjects responded to questionnaires, and three English-language elicitation tests (speaking, listening and basic grammar) which were conducted over a one-month period.<sup>9</sup> In order to maximise the validity of the data, procedures were conducted in Spanish (except in cases where Target Language proficiency was being tested), and data were garnered, tabulated and coded.

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<sup>7</sup> This distinction was made in accordance with the subgroups of adolescence outlined by the SAHRC. For the purpose of this study, the subgroup of ‘Late Adolescence/Young Adulthood’ defined by the SAHRC has been separated into two distinct categories: late adolescence and early adulthood, to account for dissimilar sociocultural and pragmatic variables that may apply individually to members of each of these two groups. (The State Adolescent Health Resource Center. “Understanding Adolescence: Seeing Through a Developmental Lens.” *SAHRC.umn.edu*, [sahrc.umn.edu/understanding-adolescence](http://sahrc.umn.edu/understanding-adolescence))

<sup>8</sup> Refer to Appendix A.

<sup>9</sup> Refer to Appendices C, G, H and I.

*Sampling Method*

Various establishments in the North-West and South-West regions of Trinidad were contacted in order to gain access to potential participants. A pilot study<sup>10</sup> among six subjects was conducted in order to allow for adjustment of questions, and to determine which urban centres would be most feasible for obtaining subjects within age groups. To ensure authenticity, the study adopted ‘snowballing’, a non-probability sampling technique whereby respondents who already agreed to participate, recruited other members of their community to contribute to the study.

The final study examined three subjects ages 15–17 years, six, ages 18–20 years, and six, 21–24 years. The three subsequent tables present participant variables such as age, occupation and length of residence in Trinidad which, according to the researcher’s hypothesis, may each have a significant impact on participants’ acculturation and therefore SLA.

Table 1

Profiles of Participants Ages 15–17

<b>Subject</b>	<b>Age</b>	<b>Gender</b>	<b>Occupation</b>	<b>Length of Residence</b>	<b>Familial Situation</b>	<b>Prior Exposure to English</b>	<b>Target Language Proficiency (CEFR)<sup>11</sup></b>
Anabel	17	F	Unemployed	2 years, 2 months	Non-parent; Single	Formal English classes; Friends/parents who speak English	A1 (Beginner)

<sup>10</sup> Refer to Appendix E.

<sup>11</sup> The rankings (Beginner, Elementary, Intermediate and Advanced) outlined in this study correspond with the levels of language proficiency outlined by the Common European Framework of Reference for Languages (CEFR).

Lara	15	F	Unemployed	2 years, 6 months	Non-parent; Single	Media (movies, social media, news, etc.)	B2 (Upper-intermediate)
Maya	16	F	Employed part-time	1 year, 9 months	Non-parent; Single	Media	Pre-A1 (Monolingual)

Table 2

Profiles of Participants Ages 18–20

<b>Subject</b>	<b>Age</b>	<b>Gender</b>	<b>Occupation</b>	<b>Length of Residence</b>	<b>Familial Situation</b>	<b>Prior Exposure to English</b>	<b>Target Language Proficiency (CEFR)</b>
Marco	18	M	Student/Enrolled in English classes; Employed part-time	2 years, 1 month	Non-parent; Single	Friends/parents who speak English	A2 (Elementary)
Mariela	20	F	Unemployed	2 years, 6 months	Parent; Single	Formal English classes	A1 (Beginner)
Juana	20	F	Unemployed	3 years	Parent; Married/In common law relationship	Formal English classes	A1 (Beginner)
Aria	18	F	Employed full-time	1 year, 3 months	Non-parent; Single	Media	B1 (Intermediate)
Pedro	18	M	Employed part-time	2 years, 10 months	Non-parent; Single	Formal English classes; Media	A2/B1 (Lower-intermediate)
Margarita	18	F	Employed full-time	3 years, 2 months	Parent; Single	Friends/parents who speak English	Pre-A1 (Monolingual)

Table 3

## Profiles of Participants Ages 21–24

Subject	Age	Gender	Occupation	Length of Residence in Trinidad	Familial Situation	Prior Exposure to English	Target Language Proficiency (CEFR)
Mariluz	24	F	Student/Enrolled in English classes; Employed full-time	4 years	Parent; Married/in a common law relationship	Formal English classes	A2/B1 (Lower-intermediate)
Teresa	23	F	Employed part-time	1 year, 6 months	Parent; Single	Formal English classes; Media	A1 (Beginner)
Azucena	21	F	Unemployed	2 years, 7 months	Parent; Single	No prior exposure	Pre-A1 (Monolingual)
Gaby	24	F	Unemployed	2 years, 9 months	Parent; Single	Formal English classes	Pre-A1 (Monolingual)
Georgina	23	F	Unemployed	2 years	Parent; Married/in a common law relationship	Media	A1 (Beginner)
Bella	21	F	Unemployed	5 months	Parent; Single	Formal English classes	A1 (Beginner)

*Data Analysis*

This study employed a *Grounded Theory*<sup>12</sup> approach, meaning theory analysis and refinement occurred once data were collected. Data were analysed according to frequency

<sup>12</sup> Glaser, Barney G., and Anselm L. Strauss. *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Routledge, 2017.

distribution<sup>13</sup> of the factors affecting acculturation among youth in Trinidad. Once data were collected, specific factors correlating with prior literature on acculturation and SLA theories were examined, and factors emerging from the data were applied through an inductive approach. The illustration below presents a set of intersecting variables, which the researcher hypothesises may each have a consequential impact on the three following factors: well-being, acculturation and SLA.

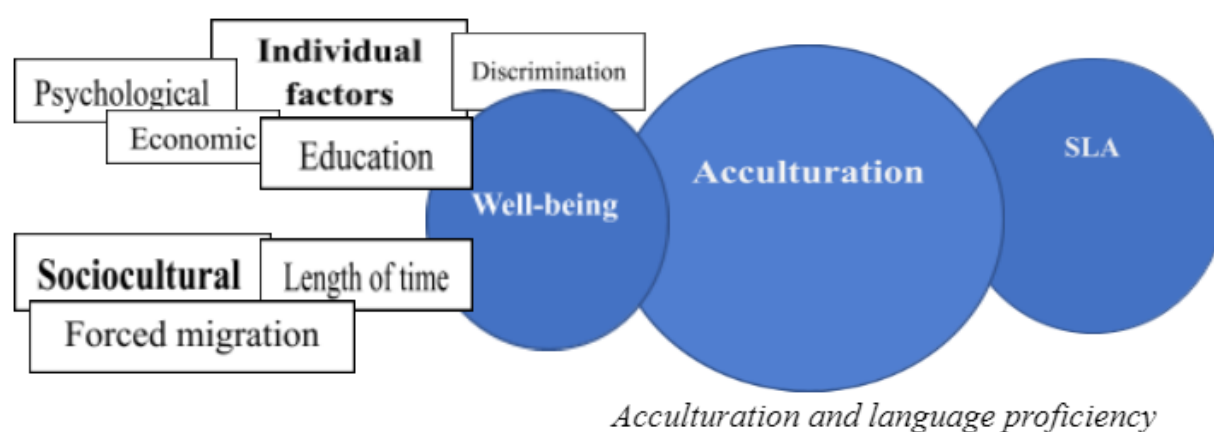


Figure 5

Illustration of the Correlation Among Variables: Individual and Sociocultural Factors, Well-Being, Acculturation and SLA.

### *Chapter Outline*

Chapter One establishes a theoretical framework, reviewing literature surrounding Acculturation Theories, SLA and studies on migration and youth relevant to this study. Chapter Two provides a presentation of the data collected - findings of the study. Chapter Three explores discussion and analysis of the findings, in relation to acculturation, SLA and the survival context.

<sup>13</sup> This refers to a display of the varying values of a given variable and how frequently they appear in relation to each variable.

## Chapter One: Literature Review

This chapter explores theories of acculturation, and SLA in the informal survival setting of the Trinidadian context. Furthermore, it considers the role of language input and interaction, and studies on cultural adaptation of Latino youth in migrant contexts.

### *Theoretical Framework*

#### 1. *Language Learning with Survival Constraints: Schumann and Maslow*

Apart from Schumann's<sup>14</sup> assessment of acculturation as necessary for SLA,<sup>15</sup> one must consider acculturation and SLA in the context of Maslow's *Hierarchy of Needs*.<sup>16</sup> According to Maslow, "human needs arrange themselves in hierarchies" (3), meaning, fundamental necessities must be addressed so that achievements secondary to survival can be attainable. Basic requirements essential to survival outlined by Maslow include food and sleep. Following these basic necessities are 'higher' needs, which include safety, love, esteem and self-actualisation (in this specific order).

Hence, in order for a migrant or refugee to have the capacity for effective learning, certain non-negotiable needs must be met: "If all the needs are unsatisfied, and the organism is then dominated by the physiological needs, all other needs may become simply non-existent or be pushed into the background" (Maslow 5). Figure 3 below illustrates humans' hierarchy of needs.

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<sup>14</sup> Schumann, John H. "Research on the Acculturation Model for Second Language Acquisition." *Journal of Multilingual and Multicultural Development*, vol. 7, no. 5, 1986.

<sup>15</sup> That is, acculturation is essential for SLA in that a learner must be integrated into their host culture in order to attain the target language, at the level or degree to which they are acculturated.

<sup>16</sup> Maslow, A. H. "A Theory of Human Motivation." *Psychological Review*, vol. 50, no. 4, 1943, pp. 370–96, doi:10.1037/h0054346.

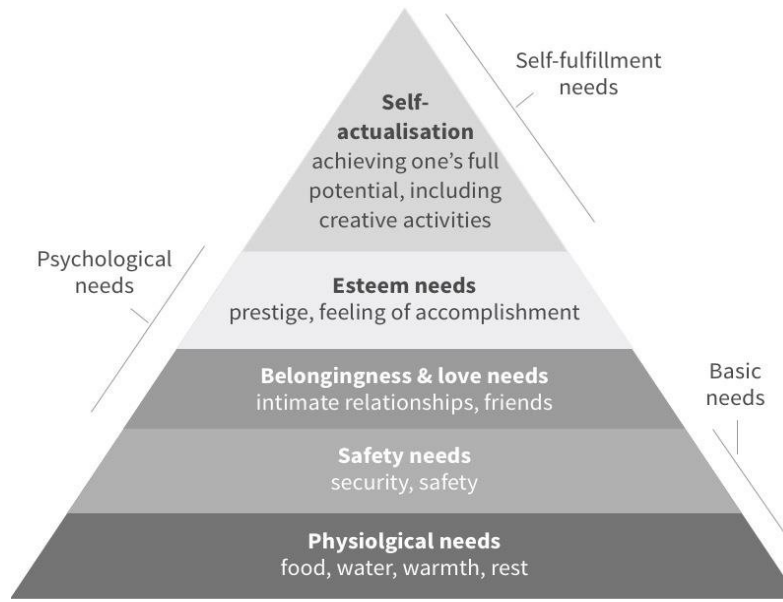


Figure 6

Illustration of Abraham Maslow's *Hierarchy of Needs*

Source: Eglantina Hysa and Eglia Mansi. "Happiness and Economic Growth: Western Balkans and European Union." *Happiness And Contemporary Society : Conference Proceedings Volume*, 2020, doi:10.31108/7.2020.25.

## 2. Acculturation Orientations Outlined by Berry and Schumann

As highlighted by Berry et al., it is essential to distinguish among varying styles of acculturation in migrants, regarding each individual's extent of involvement with their host culture, and the degree of maintenance of their heritage culture. Essentially, one must not assume that the process of acculturation takes place in a uniform and unilinear manner, nor that every migrant automatically assimilates into the host society (18). The following figure illustrates the relationship among differing acculturation orientations outlined by Berry et al. and Schumann, and highlights: migrants' adherence to, rejection of, identification with, and distance from their

own cultures as well as their target cultures. This is particularly relevant in the context of acculturation of refugees and displaced populations.

The terms *separation* and *preservation* by Berry<sup>17</sup> and Schumann respectively refer to a situation where a migrant refuses adoption of the host society's culture and values while clinging to their heritage culture. Conversely, migrants who relinquish their own culture in favour of the target culture are classified as *assimilators*.

The *integration* and *adaptation* strategies shown in Figure 7 below both represent the "perfect balance" of their respective models and are traditionally viewed as the ideal strategies for migrants. Berry describes this orientation as the balance of engagement with the larger host environment and cultural maintenance (18).

In contrast to these latter two acculturation behaviours, Berry's model has extended the range of these strategies to include a *marginalisation* orientation, where a migrant rejects or identifies with neither Target Culture (TC) nor heritage culture. This represents the least desirable acculturation strategy.

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<sup>17</sup> Henceforth, the sole name "Berry" will be used to refer to all four authors of "Immigrant Youth: Acculturation, Identity, and Adaptation," for the sake of intelligibility. However, the researcher acknowledges the intellectual contribution of Phinney, Sam and Vedder to this scholarly work.

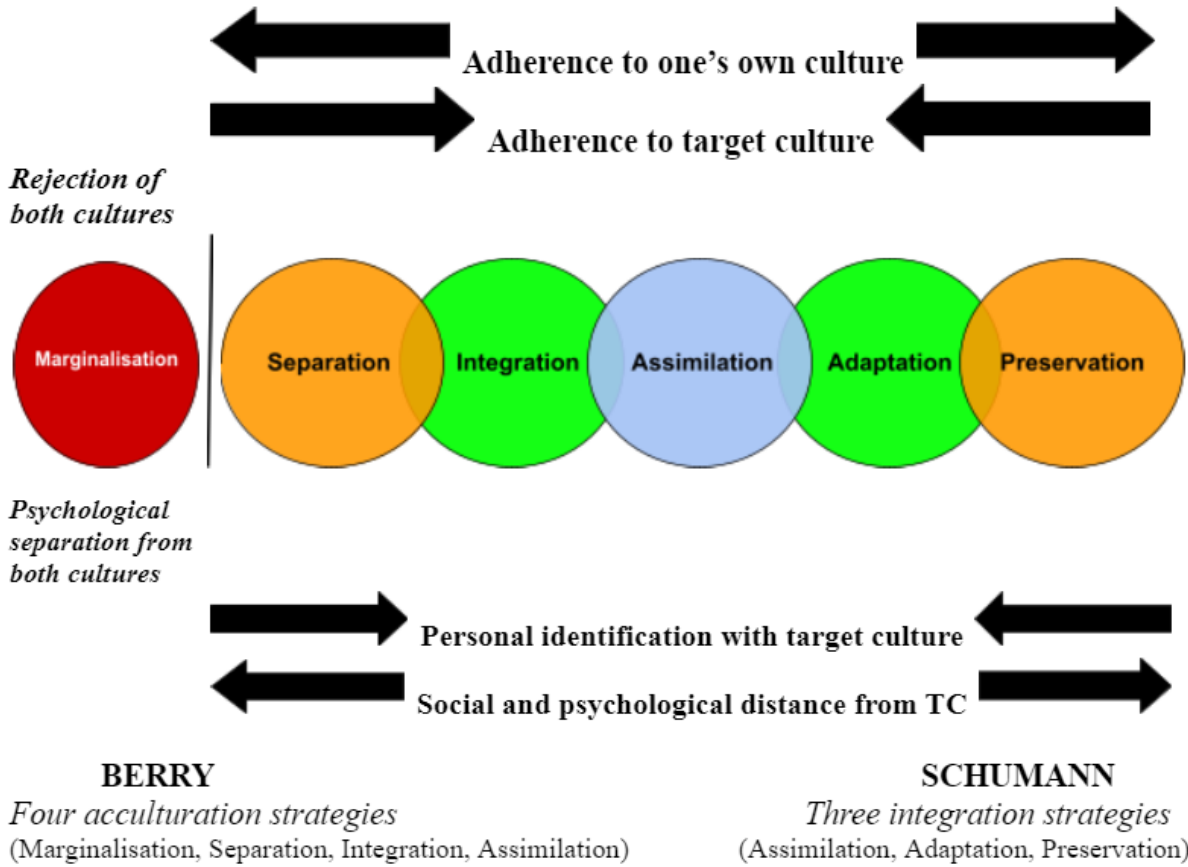


Figure 7

Illustration of Acculturation Orientations Outlined by Berry<sup>18</sup> and Schumann<sup>19</sup> Regarding Adherence To Cultures and Distance From Cultures.

<sup>18</sup> Berry, John W., et al. "Immigrant Youth: Acculturation, Identity, and Adaptation." *Applied Psychology*, vol. 55, no. 3, 2006, p. 18.

<sup>19</sup> Schumann, John H. "Research on the Acculturation Model for Second Language Acquisition." *Journal of Multilingual and Multicultural Development*, vol. 7, no. 5, 1986, p. 381.

*Acculturation in Trinidad*

Crowley regards the acculturation concept in Trinidad and Tobago as a phenomenon whereby the general population adapts to one “Creole” mode of living; ‘Plural Acculturation’ taking place among several micro-cultures of one society. The author opines:

[T]he overwhelming numerical majority of the Creoles (Negroes), the relative permissiveness of their culture, and . . . their cultural dominance has caused the other groups to become at least partially acculturated or “Creolized.” . . . [T]here is basic agreement in such vital areas as language, . . . [and] family structure . . . the common ground which makes it possible for Trinidad to function as a society (819).

This perspective offers an incomplete and obsolescent outlook on the totality and history of acculturation in Trinidad. Furthermore, as mentioned, present-day research pertaining specifically to the acculturation of youth in Trinidad and Tobago is quite sparse.

*Sociocultural Factors*

Schumann acknowledges that social distance is expected if the second language learning (2LL) group is perceived as subordinate to the target language (TL) group in any way, and the 2LL group will likely oppose language acquisition in the host society, resulting in low levels of acculturation and SLA (380–381).<sup>20</sup> Additionally, Zaker underscores the significance of “linguistic *and* cultural knowledge” - a factor that she asserts as necessary for sociocultural competence (84).

While scholars generally attach a degree of importance to language input for SLA, many Venezuelan migrants in Trinidad have encountered a level of social distance, in addition to other

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<sup>20</sup> In the case of Venezuelan migrants residing in Trinidad, the 2LL group refers to Venezuelans and the TL group refers to Trinidadians.

factors which do not permit them opportunities to interact with Trinidadians or acquire a certain level of proficiency in the TL (English/Trinidadian English Creole). Venezuelans' circumstances are virtually unprecedented in the context of contemporary societies in the Western hemisphere. Hence, factors which may cause a 2LL to settle on a specific integration strategy must be examined.

Cultural preservation and a tendency towards isolation may result in attitudes of xenophobia. *Enclosure* is said to be high when there is great social distance between two distinct groups. Other factors likely to be affecting migrant youth (and their SLA) in Trinidad are vulnerability (of the Venezuelan migrants), social dominance patterns (which encourage social/psychological distance), and attitudes (of Venezuelan migrants as well as Trinidadians), among many other factors (Schumann 381). One of the aims of this study, therefore, is to assess levels of social contact between migrant youth and the Trinidadian population, an essential aspect in the process of SLA.

### *Pragmatic Factors*

Pragmatic factors are likely to be associated with the precarious circumstances of migrant youth specifically from Venezuela. Berry acknowledges that according to previous research, many Latino migrant youth belong to a subpopulation prone to encountering personal and societal difficulties. As a result, he notes that major issues in intercultural relations among them and others in their Target Culture are likely to emerge (35). Moreover, migration and discrimination, as well as the host culture's pandemic response to migrants directly relate to this notion in the context of the Venezuelan humanitarian crisis. Researchers recognise that attitudes towards the TC directly impact motivational orientations toward the Target Language, which "in

turn influence the types of learning behaviours learners choose to engage in, and as a result play major roles in learning outcomes” (Culhane 51).

### *Trauma and Acculturation in Trinidadian Society, and the COVID-19 Context*

Forced migration involves a traumatic experience for the displaced population in question. In the context of Maslow’s *hierarchy of needs*, it is clear that trauma is likely to impede or completely prevent the progress of SLA, as a consequence of one’s fundamental needs remaining unmet. That is, learning to speak a second language is a largely insignificant matter in the survival context once it is not essential to sustain life. The question of well-being is therefore closely tied to the concept of SLA in the survival context as trauma diminishes one’s capacity to commit to language acquisition whilst encountering effects of human rights violations (HRVs), such as threat of harm and other adverse conditions.<sup>21</sup>

Furthermore, regarding the COVID-19 pandemic, Bolívar Duerto reports that 43% of migrants living in Trinidad received no assistance during the pandemic (6). This consideration reflects circumstances of alienation experienced by Venezuelan migrants stemming from a perceived general lack of support from their host society.

### *Role of Language Input and Interaction in SLA*

Irrespective of researchers’ stance on acculturation as a necessary element of SLA, the consensus is that input is vital for the language acquisition process. According to Gass’ (qtd. in Bahrani et al. 1714) input-interaction model, “the language input that language learners receive is strengthened by the manipulation . . . through interaction which forms a basis for SLA.”

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<sup>21</sup> Allen, James, et al. “Refugees and Asylum Seekers in Societies.” *The Cambridge Handbook of Acculturation Psychology*, Edited by David L. Sam and John W. Berry, 2006, p. 198.

Additionally, Bahrani and colleagues' view that social interaction contributes to SLA supports the standpoint that acculturation plays a vital role in the SLA process, specifically regarding integrative<sup>22</sup> motivations, which commonly strengthen communication with native TL speakers.

Informal language acquisition should be quicker and more effective than the learning of a language in a formal, structured setting (where input is often far less abundant). Moreover, Krashen distinguishes between second language *learning* and second language *acquisition*,<sup>23</sup> highlighting the need for the learner to focus on the essence of the message, as opposed to its form. He assigns importance to linguistic input that is just beyond the learner's level, considering factors such as context and extra-linguistic information important elements that aid in the process of perceiving language (132).

### *SLA in Informal Settings*

Researchers concede that informal learning settings may be even more beneficial to the learner than a classroom setting. This is because comprehension difficulties are believed to provide valuable feedback that is typically necessary for SLA. (Bahrani et al. 1716). In this context, Rogers describes informal language acquisition as “unstructured [and] unpurposeful but the most extensive and most important part of all the learning that all of us do every day of our lives” (7).

Language output is naturally abundant in informal language settings, such as social interaction with native speakers of the TL who may inspire integrative motivations in learners of their language. In informal settings, communicative competence is typically the primary goal, so

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<sup>22</sup> An integrative motivation refers to a migrant's desire to “become part” of the host society due to his/her interest in the culture. Refer to page 26 for further explanation of *integrative* and *instrumental* motivations.

<sup>23</sup>Krashen, Stephen D. *Second Language Acquisition and Second Language Learning*. Pergamon Press, 1981.

that, in social interaction with natives of the TL, emphasis is generally not placed on grammatical accuracy but rather on getting one's message across (communicative competence over grammatical competence, another element which will be examined in this study).

Wang affirms that language is not only an essential component of culture, but a carrier of culture (1313). Therefore, learners must be familiar with the culture of the TL group in order to acquire their language. In the context of Trinidad, migrants are likely to benefit from identifying with "Creole" culture, which inherently supports the acquisition of Trinidadian English Creole. Thus, migrants who spend little to no time with persons outside of their own community are unlikely to fully acquire their TL in Trinidad.

#### *Motivation and Acculturation*

The element of motivation, as outlined by Gardner and Lambert (qtd. in Schumann 383), refers to the learner's reasons for their desire to learn the TL. An integratively-oriented learner is interested in the host culture and has a desire to become a part of it, while a learner who is instrumentally oriented has more pragmatic reasons other than integration for acquiring the TL (for example, language learning for professional purposes). Those with instrumental goals usually have little interest in bonding with people from the majority culture. This factor may apply to youth who must work to survive as they may be forced to acquire English for employment reasons. Alternatively, those deeply affected by trauma associated with displacement and other issues faced by refugees may only be concerned with survival. In such a case, SLA is likely of no interest to immigrant youth (as discussed above, in reference to Maslow). The complex dynamics of motivation are therefore explored in this study.

Within this framework, motivation for migration to the host country, in addition to employment motivation, must now be considered in the survival context. Overall, the analysis will determine which hypotheses and findings apply to Venezuelan youth in Trinidad, their acculturation process and SLA.

## Chapter Two: Results

This chapter presents results of completed questionnaires, and data on Target Language test scores as they relate to youth's degree of linguistic competence and acculturation in Trinidad. Moreover, this chapter will report differences emerging across age groups, and salient factors that help and hinder acculturation, and ultimately, SLA.

The results of this research indicate that acculturation plays a vital role in SLA under particular circumstances. The subjects of this study with the highest levels of communicative competence in the TL also display the most traits that are positively associated with acculturation (except in the case of two participants). Results also reveal that younger participants generally display greater degrees of acculturation and SLA. Precisely, four of the five subjects with the highest proficiency levels in the TL are 18 years or younger.

As should be expected, the results also showed that subjects did not exhibit a high level of proficiency in the English language as scores in the elicitation tests were awarded based on communicative competence appropriate to the specific Trinidadian context - in speaking, listening and basic grammar. Reading and writing tests were not conducted as in a classroom experience, because the emphasis was on survival. However, participants expressed themselves almost exclusively in Trinidadian English Creole and struggled to understand questions posed in Standard English. Hence, the researcher was obliged to paraphrase questions into "Trinidadian English" - an amalgam of the standard variety and Trinidadian English Creole as the loose benchmark, which is typical of multivariate English contexts in the Caribbean.

*Acculturation Strategies by Age Groups*

It was evident that the majority strategy, by self-assessment, was *integration*,<sup>24</sup> with three members of the Early Adulthood (EA), five of the Late Adolescence (LA) and two of the Middle Adolescence (MA) groups, having reported this as their strategy, respectively.

*Middle Adolescence Age Group*

As detailed in Figure 8 below, the youngest migrants of this sample group are most likely to spend more time with Trinidadian nationals rather than with other Latinos from their own community (although two of the three members of the MA group reported being unemployed with no access to formal education). This is a factor that appears to influence the relatively high incidence of assimilation<sup>25</sup> behaviours displayed amongst the MA group.

**Who Participants Spend Most of Their Time With by Age Group**

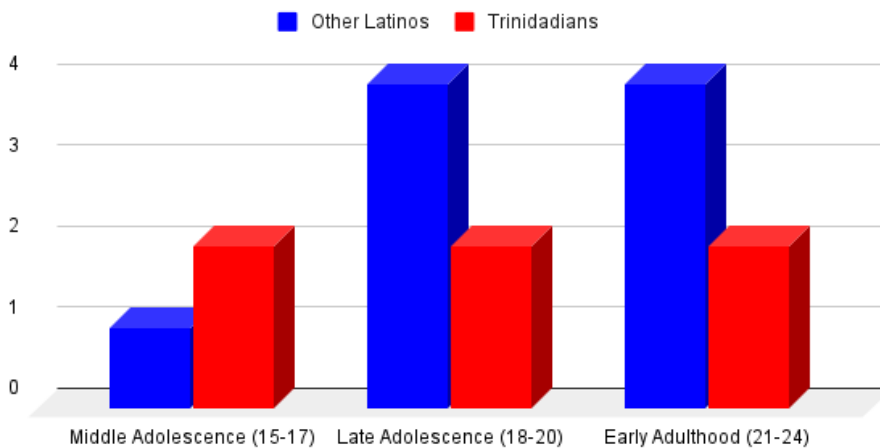


Figure 8

<sup>24</sup> Integration refers to a migrant’s balance of cultural maintenance and active engagement with the host society. Refer to Figure 7.

<sup>25</sup> Assimilation refers to the process by which a migrant (or group of migrants) essentially relinquishes their heritage culture in favour of the practices and values of the host society.

### Who Participants Spend Most of Their Time With by Age Group.

Results also indicate that subjects of the MA category collectively have the highest level of communicative competence among the sample group. As seen in the following table, each age group is given a score based on their combined level of communicative competence demonstrated in the elicitation phase. The levels outlined correspond to language proficiency rankings described by the CEFR.<sup>26</sup> Subjects of the MA category, who spend the most time with Trinidadian nationals, have achieved the highest level of receptive language skills (average of 4.49 out of 7) in the TL and an overall linguistic competence score of 2.00 (the highest of all three groups - refer to table 4 below). Given the fact that members of this age group have been residing in Trinidad for an average of 25.7 months (the shortest period of all three groups), their high proficiency score in their TL demonstrates a direct effect of acculturation on SLA.

Unfortunately, low availability of subjects from the Middle Adolescence category has not allowed for clear trends, as with the other two age groups (Late Adolescence and Early Adulthood), meaning that although they have collectively achieved a higher score in the TL assessments, this is partly due to one participant achieving a very high level of TL proficiency (B2). Nevertheless, as seen in table 4 below, 83.3% (n=5) of EA group members speak a beginner's level of the TL or none of it at all, representing generally low levels of TL proficiency for the oldest group. However, the LA age group exhibit the most diversity regarding TL proficiency levels, with three of its members having attained a TL proficiency score beyond the A1 level. The implications of this outcome will be discussed further in the forthcoming section.

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<sup>26</sup> Pre-A1 (very little to no experience with the Target Language), A1 (Beginner), A2 (Elementary), B1 (Intermediate) and B2 (Upper-intermediate).

Table 4

How Age Groups Collectively Score in their Communicative Competence Levels

	<i>Level of Communicative Competence</i>						Average Language Proficiency Score of Group
	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	
<i>Age Group</i>	Pre-A1	A1	A2	A2/B1	B1	B2	
MA (15–17)	33.33%	33.33%	–	–	–	33.33%	2.00
LA (18–20)	16.67%	33.33%	16.67%	16.67%	16.67%	–	1.83
EA (21–24)	33.33%	50%	–	16.67%	–	–	1.00

*Late Adolescence Age Group*

As shown in table 4 above, the members of the Late Adolescence category constitute the most diverse group in terms of their levels of proficiency in the TL. They have the highest productive (speaking) skills of all three groups with an average of 3.41 of 6 points maximum.<sup>27</sup> Of this group, two participants reported being employed full-time; one, employed part-time; another, employed part-time while studying; and two, unemployed. Half of the subjects of this age group reported being parents, while most (five) of them listed ‘single’ as their marital status. The discussion addresses this diversity and how it relates to SLA.

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<sup>27</sup> Refer to Appendices J and K for more information on elicitation tests.

In addition, the LA group's acculturation orientations, while comprised of mostly integration strategies, included the only instance of self-assessed *marginalisation*<sup>28</sup> of all three groups. Moreover, this group is the most diverse regarding the places frequented by subjects, which included: church, beaches, parks, malls and community centres in Trinidad. Also noteworthy is the length of residence for members of this age group, being the longest period of all three groups, with an average of almost 30 months in Trinidad. Although they declared little time spent with Trinidadian nationals, they certainly demonstrated interesting and varied orientations regarding their differing degrees of acculturation and SLA in Trinidad.

#### *Early Adulthood Age Group*

Members of the EA category appear to encounter the most obstacles to acculturating and adjusting to life in Trinidad. They were the most diverse group in terms of their varying acculturation strategies: half (n=3) of this group chose integration as their strategy, while one-third (n=2) indicated *separation*<sup>29</sup> as their strategy; and one participant, assimilation. One noteworthy point regarding the EA group is that 100% (six) of its members reported having children, while 66.67% (four) of them listed 'unemployed' as their occupation. In other words, most of the EA group members are unemployed parents; 50% (n=3), unemployed single parents. This is significant to their acculturation and SLA progress: half of the EA group members reported that they do not frequent any places outside of the home (including half of the unemployed subjects).

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<sup>28</sup> Marginalisation refers to a lack of identification with the target culture, together with a lack of maintenance regarding one's heritage culture - the least desirable acculturation strategy.

<sup>29</sup> Separation refers to the rejection of the values of the new host society in favour of the values and practices of one's heritage culture. Refer to Figure 7 for further clarification.

As mentioned, members of the EA age group had the lowest level of communicative competence in the target language, accounting for 50% (n=5) of all subjects with an A1 level or lower in TL proficiency levels. Of the three age groups, the Early Adults display the lowest levels of both receptive and productive language skills.

The members of this age group have been in Trinidad for an average of 26.5 months. Due to this, one can accredit difficulties in acculturation and SLA encountered by this group to other factors mentioned here.

#### *Factors that Helped Acculturation*

Although low availability of Middle Adolescence age group members did not allow for the elucidation of major trends as mentioned, the data collected among this subgroup show that two factors (spending more time with members of the TC<sup>30</sup> and having no dependents) were elements that emerged frequently among the attributes of the subjects ages 15–17. Of the MA age group, two (66.67%) subjects were identified as having no children *and* spending most of their time with Trinidadians. Moreover, of all the non-parent subjects of the study (between ages 15–20), only 33.3% (two) reported not spending most of their time with Trinidadian nationals. Furthermore, of the four non-parent subjects who spent most of their time with Trinidadians, 75% (three participants) exhibited language skills at the A2 level or higher.

#### *Factors that Hindered Acculturation*

Conversely, factors that emerged frequently among profiles of Early Adulthood age group members correlate with elements that appeared to hinder the capacity for successful acculturation and SLA among migrant youth. All six subjects who reported being unemployed

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<sup>30</sup> Target Culture.

parents detailed experiencing financial difficulties, or having had to depend on religious or international organisations in Trinidad for food assistance. In addition, 83.3% (n=5) of all unemployed parents of this study reported spending the majority of their time with other Latinos as opposed to Trinidadian people, another factor associated with low acculturation levels. Moreover, half (n=3) of all unemployed parents did not frequent any places outside of the home.

### *Elicitation Test Scores and Acculturation Strategies*

As previously mentioned, elicitation tests examined three distinct skills. Grammar, Listening and Speaking assessments were assigned to participants, the English Grammar elicitation test<sup>31</sup> being one that included verb structures existing in both codes common in Trinidadian communities (Trinidadian English Creole and Standard English). These three specific tests were employed since in the Trinidadian context, “English is the official language and Trinidadian English Creole is the home language, thereby complicating the SLA process” (Lingo 18). In Trinidad, migrants receive a fair amount of mixed input: i.e., they encounter almost exclusively Standard English in the written context, and in the spoken context, Standard Trinidadian English or Trinidadian English Creole (TEC). Regardless of comprehension of Standard English, subjects displaying the highest levels of acculturation also demonstrated the highest levels of communicative competence, in general.

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<sup>31</sup> Refer to Appendix G.

### Chapter Three: Discussion

In this study interrogating SLA in the survival context, Maslow's *Theory of Human Motivation* has proven relevant regarding displaced youth who encountered more demanding social and familial responsibilities. For instance, the Early Adulthood group seemed to experience the most enclosure and social distance from their Target Culture, and generally did not demonstrate high levels of acculturation. This hindered their SLA process since their main focus was survival and provision for themselves and their dependents.

#### *Factors that Impacted Acculturation*

##### 1. *Parents and Non-parents*

The trends regarding data collected in this study showed that having dependents in the host society was likely to have a negative effect on one's level of acculturation (and therefore, SLA). This proves the importance of survival needs being met as a form of *self-actualisation*<sup>32</sup> that seemingly takes precedences over language acquisition. Nine of this study's respondents were parents, while six were non-parents. Non-parents were 17% more likely to report that they enjoyed living in Trinidad, while parents were more likely to indicate that their feelings about life in Trinidad were neutral. Those with children were also more likely to report financial hardships, lack of access to the formal workforce, and the language barrier, as difficulties that they encountered in Trinidad.

Moreover, eight of the nine parents assessed in this study have a level of competence in the TL at the A1 (Beginner) level or lower, which speaks to the question of SLA in the survival context. Somewhat predictably, migrant youth with children are far less likely to spend time with

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<sup>32</sup> The most "higher order" need according to Maslow's *hierarchy of needs*.

anyone in Trinidad besides other Latino migrants, with seven of the nine parents reporting that they spent less time with Trinidadian nationals.

## *2. Unemployment and Underemployment*

Just above half (eight) of the subjects observed in this study were unemployed. Of all unemployed participants, 87.5% (seven) attained either an A1 level of the TL, or none of it at all. Additionally, 62.5% (five) of all unemployed participants indicated that they spent most of their time with other Latinos, as opposed to Trinidadians.

The participants who were either employed full-time or had more than one occupation (for example, students who also work) generally had higher levels of communicative competence: 75% (n=3) of this group exhibited an A2 level or higher in the TL. Besides the evident benefit of abundant exposure to input received in the workplace, social dominance of Trinidadian colleagues/employers of course is likely to play a major role in this outcome.

### *High Acculturation Levels with Low Target Language Proficiency*

This specific combination (low communicative competence coupled with traits linked to successful SLA) among Venezuelan youth spoke directly to the survival context, in that subjects displaying low levels of TL proficiency may have only needed to learn functional words and formulaic phrases relevant to survival (for example, in the workplace).

An example of this situation is Margarita's, the only participant who reported being employed full-time, with a Pre-A1 level regarding the TL. She stated that she worked with other Venezuelans, and spent most of her time with them, which would explain her apparent levels of acculturation (frequenting the most places of all participants assessed, enjoying life in Trinidad,

etc.), with contrastingly low levels of Target Language proficiency. Margarita, who is also likely to be affected by trauma, stated that the pandemic had impacted her work, family and social life, and mental health. Also worth noting is that this participant arrived in Trinidad three years ago (about a year before the pandemic erupted), and is a parent. In addition, Margarita's reasons for coming to Trinidad were listed as 'financial' and 'to assist family,' which, grouped with the other factors mentioned, represent instrumental motivations,<sup>33</sup> - typically negatively associated with SLA in the migration context.

Interestingly, of the participants who were either employed full-time or had two occupations, 50% (two) indicated that they do not frequent any places outside of the home other than the workplace. Since their levels of communicative competence in the TL were generally high, the workplace could be credited as an environment that supported/accelerated SLA. This is particularly relevant to the Late Adolescence group, which showed the highest level of productive skills in the TL. This demonstrates that instrumental motivation among certain age groups encourages SLA, contrasting the literature which states that this type of inspiration is less likely to result in SLA than integrative motivations. This was evident in cases where migrants (such as Pedro or Aria, both of the LA group) displayed high levels of TL proficiency but appeared to have low acculturation levels.

#### *Discrimination and Acculturation*

Since Berry highlights that youth with a separation orientation as their acculturation behaviour are more likely to report perceived prejudice against them (29), discrimination was individuated as a factor likely to hinder acculturation among youth.

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<sup>33</sup> Explained on page 26 of this study.

Reported in Figure 10 below, all three participants belonging to the Middle Adolescence group communicated feeling discriminated against in Trinidad, while 33.33% (n=2) of both the Early Adulthood (EA) and Late Adolescence (LA) groups reported the same. It is, however, difficult to ascertain the impact of this factor on the chosen acculturation strategies among the three age groups, which selected integration or assimilation as their self-professed acculturation strategy to the host environment, which ultimately impacted language acquisition.

### Subjects' Reports of Discrimination Experience in Trinidad

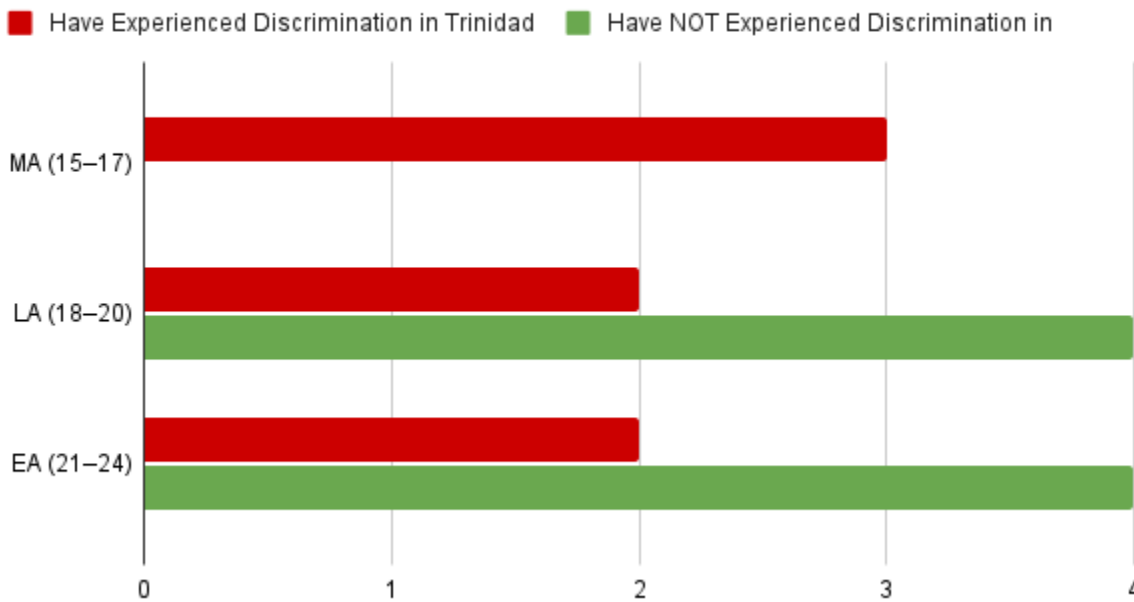


Figure 10

Subjects' Reports of Discrimination Experience in Trinidad.

Overall, the respondents who indicated marginalisation or separation as their strategies have never experienced discrimination in Trinidad. Discrimination does not appear to have any bearing any of the subjects' acculturation strategies. Therefore, one may deduce that acculturation strategies are attributed to other factors in the context of Trinidad. Unfortunately,

xenophobia encountered by foreigners is merely a facet of an island nation where migrants are not welcomed, but tolerated.

### *High Levels of Communicative Competence with Low Acculturation Levels*

Pedro (of the LA group), with an A2/B1 level of TEC, reported spending very little time with Trinidadians outside of the workplace - the only place that he now frequents is a church, where he is employed part-time. This respondent received a combination of formal English classes and exposure to media in English while in Venezuela, which had established an English-language foundation, thereby boosting his linguistic competence prior to emigration.

Aria (also of the LA group), who demonstrated TL skills that correspond to the B1 level, had received exposure to media in English while in Venezuela, and also reported spending most of her time among Trinidadians since she is employed full-time. She spends most of her time with Trinidadians solely due to work reasons and frequents no other places outside of home. Nevertheless, constant contact with Trinidadians in the workplace has boosted her communicative competence to a significant extent.

### *Factors that Help Acculturation in Youth*

#### *1. Time Spent with Trinidadians*

The majority of all participant responses indicated general intra-ethnic socialisation, as most (n=9) subjects spent more time with other Latinos in their community rather than people from Trinidad. However, of the six participants who spent most of their time with Trinidadians, half of them were employed, and one-third frequented church and the beach. One participant, Georgina, who was neither employed, nor frequented any places outside of the home, indicated a

strong interest in language learning and Trinidadian culture (which spoke to the “intention versus the opportunity” in the migrant context<sup>34</sup>). This participant stated that although she could not work due to having a young baby and being in an advanced state of pregnancy, she loved listening to Trinidadians speak and demonstrated general fascination with the host society. This desire was also significant to developing beginning levels of communicative competence.<sup>35</sup>

## *2. Immersion and Its Effect on Communication Skills*

One subject in particular, Mariela, expressed herself in TEC, mainly understood spoken TEC rather than English (in everyday circumstances and transactions), and reported having received no formal English classes in Venezuela. It is noteworthy that this participant attended church, received assistance from religious organisations in Trinidad, and was employed in Trinidad before the pandemic. Despite having reported that most of her time was now spent with other Latinos in her community, the results of her questionnaire responses and elicitation tests indicated that prior to the pandemic, time was spent with Trinidadian nationals which allowed for development of productive skills in her target language. This reinforces the notion that time spent in the workplace amongst Trinidadian colleagues in the survival context was one of the main driving forces behind language acquisition. However, it must be noted that acculturation and SLA are not dependent on employment.

## *English Versus Trinidadian English Creole*

As mentioned in the results of this study, participants generally struggled to understand content formulated in Standard (Trinidadian) English during the elicitation phase. Most

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<sup>34</sup> Discussed further on page 44.

<sup>35</sup> Refer to Appendix J for elicitation test scores.

participants responded with phrases that correlate to TEC structures (such as “*she don’t like football*”) during the English Grammar elicitation phase. Two subjects in particular, Marco and Juana (both belonging to the Late Adolescence age group), demonstrated this trait further than other subjects, communicating the following responses in the Grammar elicitation phase:

- “There have a big supermarket;”
- “I doesn’t agree;”
- “She don’t like football.”

Marco, a participant with an A2 competence level, expressed himself exclusively in TEC regarding the structure of his sentences when displaying productive language skills. It was noted that he was employed, and did not work with other Venezuelans. The only other person with a similar occupational profile (employed but without Venezuelans as coworkers), Mariluz, exhibited the third-highest level of communicative competence among all subjects assessed.

An interesting factor observed was that a few participants (namely Marco and Anabel, of the LA and MA groups, respectively) rated their levels of English in a way that did not match their actual level of communicative competence, as corresponding to the rankings of the CEFR. Marco stated during the questionnaire phase, that he would rate his level of English as ‘Advanced’, but in reality achieved scores in elicitation assessments that placed him at the A2 (Elementary) level. It was noted that Marco in particular scored lower on the English grammar test (4 of 7 points maximum), and the listening assessment (3 of 7 points maximum).<sup>36</sup> However, he achieved a perfect score on the speaking assessment, and expressed himself only in Trinidadian English Creole. This respondent reported having close friends and family from Trinidad with whom he is in constant contact. This effectively explains his self-assessment of “Advanced,” since his capacity to communicate in the Target Language (TEC) is quite high. It is

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<sup>36</sup> Information for the Listening assessment was read in Standard Trinidadian English.

important to note as well that this respondent never received formal English instruction prior to arrival in Trinidad. As previously mentioned, the dissimilarities between the distinct structures of English and TEC may have resulted in confusion experienced by participants who have a high level of competence in TEC but struggled to understand structures encountered in the English grammar elicitation test, for example.

This characteristic constituted a trend across the Late Adolescence age group. Subjects who expressed themselves exclusively in TEC (Marco, Juana, Pedro, Aria and Mariluz), mostly belonged to the LA group. Pedro expressed himself solely in TEC particularly regarding phonology, and demonstrated a high level of communicative competence. He achieved scores of 6, 5 and 5.5 (of maximum 7, 7 and 6 points respectively<sup>37</sup>) in Grammar, Listening and Speaking assessments, demonstrating an A2/B1 level in the Target Language overall. Aria, another member of this group, favoured TEC structures and pronunciation, and understood Trinidadian English Creole, not Standard (Trinidadian) English, despite having received formal English-language classes in Venezuela. Her high level of communicative competence which was appropriate to the Trinidadian context, however, was significant, and was consistent with the B1 ranking of the CEFR (with scores of 5, 6 and 6 in Grammar, Listening and Speaking respectively.<sup>38</sup>)

Since the LA group are not as protected as their younger teenage counterparts, they have the advantage of greater mobility and independence than the MA group, which provides more opportunities for acculturation. Thus, in the survival context, those who have the opportunity to integrate are the ones transitioning from late childhood into early adulthood life and duties. In

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<sup>37</sup> Refer to Appendix K for a conversion chart regarding language scores and CEFR levels of TL proficiency.

<sup>38</sup> Refer to Appendix J for all language scores received in elicitation tests.

this context, these are the migrants who have fewer demanding responsibilities than members of the EA (21–24) group. Therefore, their acculturation strategies are quite diverse, and their overall productive competence scores are higher than those of the younger and older groups.

### *High Levels of Both Acculturation and Communicative Competence*

Mariluz (of the EA group), one of the most highly assimilated participants of the study, displayed language skills that could be credited to specific acculturation behaviours. This respondent had the third-highest level of communicative competence of the sample group, and like many others, did not understand content phrased in Standard English. During the elicitation phase, for example, she understood phrases such as “*Wha’ yuh want?*” and not “*How may I help you?*” (regarding the restaurant scenario of the speaking assessment<sup>39</sup>). This could be explained by her acculturation strategy (assimilation), occupation (student/employed full-time with Trinidadians), and family situation (married to a native Creole English-speaker of Guyanese nationality). Mariluz was one of the subjects who reported never having received formal English classes prior to arrival in Trinidad. This represents a clear instance of acculturation resulting in SLA.

Lara (of the MA group) is the participant who has attained the highest level of competence (receptive and productive skills) of all 15 subjects, at the B2 level. She was the only participant, other than Mariluz, who directly affirmed having embraced assimilation as her acculturation strategy, in addition to spending most of her time with Trinidadians. It is important to note here, that Lara is unemployed and considered the lack of access to formal education her greatest difficulty as a migrant in Trinidad.

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<sup>39</sup> Refer to Appendix I.

Although these two young women belong to separate age groups, and also differed greatly in terms of their occupational profiles and family situations, it was observed that they were the only two Afro-Venezuelan participants of the sample group. Because the population of Trinidad is predominantly Afro/Indo-Trinidadian, the researcher surmises that these two subjects may perceive an advantage in “blending in” with Trinidadian nationals since they are not easily identified as foreign. This consideration could potentially be a contributing factor to the strategy that they have selected.<sup>40</sup> However, this would need to be corroborated by sampling more persons of Afro-Venezuelan descent.

Nevertheless, choosing to assimilate with Trinidadians, although not considered the ideal strategy,<sup>41</sup> assists in considerably boosting their communicative competence.

### *Intention Versus Opportunity*

The desire of a migrant to be fully integrated into the host society, versus the opportunity to achieve this, is an element to be discussed with regard to the circumstances of certain subjects, such as Georgina and Bella (both unemployed parents of the EA group). Being unemployed parents who frequent none of the places outlined in the elicitation phase (church, beaches, malls, parks, community centres) may account for both Georgina and Bella’s low level of competence in the TL despite a desire to integrate into Trinidadian culture (particularly in Georgina’s case).

The majority of respondents self-assessed as *integrators*, which theoretically would be the ideal strategy for migrants, regardless of their feelings about living in Trinidad and how much time they spend among the host society. Most subjects in fact would enjoy a balance

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<sup>40</sup> Refer to Figure 7, which illustrates assimilation in relation to one’s personal identification with the Target Culture.

<sup>41</sup> Researchers (Berry, Schumann) do not consider assimilation ideal to maintenance of one’s identity as it typically involves relinquishing one’s heritage culture in favour of another (dominant) culture. However, in the context of this study, assimilation is perceived as beneficial since it results in successful SLA.

between cultural maintenance and engagement with Trinidadian society but in reality did not have the means to live in this way.

Furthermore, most of the 15 participants arrived in Trinidad 2–3 years ago, in the midst of complications caused by the COVID-19 pandemic. This has indeed had an isolating effect, increasing social distance between Trinidadians and vulnerable subpopulations such as migrants.

## Conclusion

This study addresses acculturation in the survival context of forced migration in Trinidad. Overall, Acculturation seems to be critical to SLA in the Trinidadian host culture among Venezuelan migrants since only two participants had any significant prior knowledge of English. It was also difficult to disambiguate the contradictory realities about living in Trinidad in harsh circumstances of a non-State led integration policy, the pandemic and overall challenges of survival, since acculturation strategies have been reported as integrative or assimilatory, nevertheless.

Results showed that younger migrants (ages 15–20) are more likely to display higher levels of both acculturation and TL proficiency, regardless of length of residence. Acculturation is less likely to take place once social and familial responsibilities are more demanding and therefore, lower levels of Target Language Proficiency will follow. The principal observation is that the older a migrant is, the more obstacles they encounter with acculturating and SLA, regardless of their feelings toward the host society.

Elements found to accelerate acculturation and SLA were employment with Trinidadian nationals, and general immersion among members of the host society. Factors that appeared to hinder acculturation in general are unemployment and having dependents to provide for.

An overall outcome of the research therefore is proposing a theory about the connection between acculturation and SLA that is linked to self-actualisation in the circumstances of forced migration. In this way, the study has addressed gaps in the research by providing a broader outlook on the theoretical framework by Schumann's (1986) Acculturation model in regular circumstances of language acquisition and adaptation to a new host environment, compared with

irregular circumstances of forced migration and the need to satisfy the hierarchy of needs among young migrants, in a survival context.

### *Limitations*

Circumstances outside of the pandemic (such as greater freedom of movement) would have provided easier access to participants. Furthermore, sourcing participants from the Middle Adolescence (15–17) group proved difficult since these minors' parents were reticent in their responses and reluctant to grant permission for their children to participate.

### *Recommendations*

A study focusing on age at arrival in Trinidad may prove beneficial in the context of migrant acculturation. In this study, four of the five participants exhibiting the highest levels of communicative competence, arrived in Trinidad during Early and Middle Adolescence (10–17 years of age<sup>42</sup>).

The researcher also proposes that acculturation and SLA could be examined in the labour sector among migrant youth. As seen in the results, some migrants have been employed in Trinidad for years, but without any proficiency in the TL. This is likely to be linked to unstable and often transient work circumstances.

Another future angle of investigation, in light of data among Afro-Venezuelan migrants, could be to investigate the correlation between race, acculturation SLA.

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<sup>42</sup> The State Adolescent Health Resource Centre. "Understanding Adolescence: Seeing Through a Developmental Lens. Early Adolescence (Ages 10 - 14 Years)." *SAHRC.umn.edu*, [https://sahrc.umn.edu/sites/sahrc.umn.edu/files/2021-01/early\\_adol\\_stage\\_eng.pdf](https://sahrc.umn.edu/sites/sahrc.umn.edu/files/2021-01/early_adol_stage_eng.pdf).

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Appendix A

Consent Form Given to Subjects of the Study (English)



**THE UNIVERSITY OF THE WEST INDIES**

ST. AUGUSTINE, TRINIDAD AND TOBAGO, WEST INDIES

FACULTY OF HUMANITIES AND EDUCATION

**DEPARTMENT OF MODERN LANGUAGES AND LINGUISTICS**

Telephone: (868) 662-2002 Ext. 83280/ 82623/ 82036/ 83868/ 82588/ 82488/ 82486

Email: [mll.fhe@sta.uwi.edu](mailto:mll.fhe@sta.uwi.edu) Website: <https://sta.uwi.edu/fhe/dmll/>

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**INFORMED CONSENT TO PARTICIPATE IN RESEARCH**

“Informed consent is a decision to participate in research taken by a competent individual who has received all the information necessary to arrive at an informed decision. The individual is required to have understood the information, considered the information and to have arrived at the decision without coercion, undue influence inducement or intimidation.”

**Identification of Project:** HUMN 3099 Caribbean Studies Project

**Title:** “Factors Influencing Linguistic Competence: The Role of Acculturation in Second Language Acquisition Among Venezuelan Youth in Trinidad.”

**Principal Researcher/s:** Tessa Mohammed

**Purpose of the Research and Invitation to Participate:**

**Purpose:** To identify the factors that influence language acquisition in Venezuelan youth in Trinidadian society.

**Invitation:** I hereby invite you to participate in this study by completing the questionnaire on acculturation in youth.

**Sampling:** Venezuelan youth residing in urban areas of Trinidad

**Description of procedures:** The respondents (who agree to participate in the study) will complete a questionnaire on the theme outlined in the presence of the researcher. This will take 5-10 minutes to complete.

**Contribution expected from the participant:** To fill out an anonymous questionnaire.

**Risks and Discomforts:** There are no risks or discomforts associated with this procedure.

**Benefits:** This study aims to identify the factors that help and hinder Venezuelan youth in Trinidad in terms of their acculturation, linguistic competence, and independence in their host country.

**Confidentiality:** All personal information collected will remain confidential and will not be used for any purpose other than this study. Participants' personal data will not be presented in the final study. Pseudonyms will be used to guarantee the anonymity of the participants.

**Freedom to Withdraw:** Your participation in this study is voluntary and you are free to withdraw at any time if any problems arise or if you change your mind. You have the option to request that your data be excluded from the study, should you decide to withdraw. Refusal to participate will not negatively affect your relationship with the researcher.

**Contact information of main researcher:** Tessa Mohammed: +1 (868) 267-8553 / tessamohammed765@gmail.com

## **CONSENT AND SIGNATURE**

I confirm that the purpose of the research, the study procedures, and any possible risks or discomforts, as well as the possible benefits that I may receive by taking part in the study, have been explained to me. I further confirm that I have been provided with the telephone number of the Principal Investigator for contact in the case of an emergency. I have read this Consent Form and my signature below confirms that I am willing to take part in this study.

Participant's Name (print) \_\_\_\_\_

Participant's Signature \_\_\_\_\_

Date \_\_\_\_\_

**RESEARCHER'S STATEMENT AND SIGNATURE**

I have explained the purpose of the research, the study procedures, including those that are investigational, the possible risks and discomforts, and the potential benefits, and have answered all questions regarding the study to the best of my ability. In my opinion, the participant understands these issues and has voluntarily agreed to participate in the study.

Name and Signature of Researcher obtaining Informed Consent:

TESSA MOHAMMED

\_\_\_\_\_

**Date:** 25th March, 2022

**A copy of the signed Informed Consent Form must be left with each participant.**

## Appendix B

### Consent Form Given to Subjects of the Study (Spanish)



## THE UNIVERSITY OF THE WEST INDIES

ST. AUGUSTINE, TRINIDAD Y TOBAGO, WEST INDIES

FACULTAD DE HUMANIDADES Y EDUCACIÓN

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#### **CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN INVESTIGACIÓN**

"El consentimiento informado es una decisión de participar en una investigación, tomada por un individuo competente, al recibir toda la información necesaria para llegar a una decisión informada. Esto requiere que el individuo haya entendido la información, considerado la información y llegado a la decisión sin coerción, influencia indebida, inducción ni intimidación."

**Identificación del Proyecto:** HUMN 3099 Caribbean Studies Project

**Título:** "Factores que Influencian la Competencia Lingüística: El Papel de la Aculturación en la Adquisición Lingüística Entre los Jóvenes Venezolanos en Trinidad."

**Investigadora Principal:** Tessa Mohammed

#### **Propósito de la Investigación e Invitación a Participar:**

**Propósito:** Identificar los factores que influyen la adquisición lingüística por los jóvenes venezolanos en la sociedad de Trinidad.

**Invitación:** Le invito a participar en este estudio completando el cuestionario sobre aculturación en los jóvenes.

**Muestreo:** Venezolanos jóvenes que residen en las zonas urbanas de Trinidad

**Descripción del procedimiento:** Los participantes (aquellos que acepten participar en el estudio) completarán un cuestionario sobre el tema, en la presencia de la

investigadora. Tardará de 5 a 10 minutos en completarse.

**Contribución esperada de los participantes:** Completar un cuestionario anónimo.

**Riesgos e Incomodidades:**

No hay riesgos ni incomodidades asociados con este procedimiento.

**Ventajas:** Este estudio tiene como objetivo identificar los factores que ayudan y dificultan a los jóvenes venezolanos en Trinidad en cuanto a su aculturación, competencia lingüística e independencia en su país anfitrión.

**Confidencialidad:** Toda la información personal recopilada se mantendrá confidencial y no se utilizará para ningún otro motivo que no sea este estudio. Los datos de los participantes no se presentarán en el estudio final. Se utilizarán seudónimos para garantizar el anonimato de los participantes.

**Libertad de Retiro:**

Su participación en el estudio es voluntaria y usted es libre de retirarse en cualquier momento si surge algún problema o si cambia de opinión. Tiene la opción de excluir del estudio los datos obtenidos a través de su participación, en caso de que decida retirarse. Si no quiere participar, esto no afectará negativamente su relación con la investigadora.

**Información de contacto de la investigadora principal:**

Tessa Mohammed: +1 (868) 267-8553; tessamohammed765@gmail.com

**CONSENTIMIENTO Y FIRMA**

Confirmando que se me ha explicado el propósito de la investigación, los procedimientos del estudio y los posibles riesgos o incomodidades, así como las posibles ventajas que podría recibir al participar en el estudio. Además, confirmo que he recibido el número de teléfono de la investigadora para que pueda contactarla en caso de una emergencia. He leído este formulario de consentimiento y mi firma a continuación confirma que estoy dispuesto a participar en este estudio.

Nombre del Participante: \_\_\_\_\_

Firma del Participante: \_\_\_\_\_

Fecha: \_\_\_\_\_

## **DECLARACIÓN Y FIRMA DE LA INVESTIGADORA**

He explicado el propósito de la investigación, los procedimientos del estudio, incluidos los que no son de investigación, los posibles riesgos e incomodidades y las ventajas potenciales, y he respondido todas las preguntas relacionadas con el estudio lo mejor que he podido. En mi opinión, el participante comprende estos temas y ha tomado voluntariamente la decisión de participar en el estudio.

Nombre y firma de la investigadora que ha obtenido el Consentimiento Informado:  
TESSA MOHAMMED

Fecha: 25 de marzo de 2022

**Se debe dejar una copia del Formulario de consentimiento informado firmado con cada participante.**

## Appendix C

## Questionnaire Completed by Subjects of the Study (English)

Hello, my name is Tessa Mohammed and I am a student at the University of the West Indies. For my final year project, I am conducting a study entitled “The Role of Acculturation in Second Language Acquisition Among Venezuelan Youth in Trinidad.” The categories of this questionnaire include demographics, social life, and individual factors. Please note that your participation in this study is voluntary and that all your responses will be anonymous. Your personal information will be kept confidential and will not be used for any purpose other than this study. Thank you so much for your participation!

DEMOGRAPHIC DATA

1. What is your age? (Please circle):

15    16    17    18    19    20    21    22    23    24

2. Which of the following best describes your gender identity?

Woman          Man                  Trans woman          Trans man          Non-binary  
Prefer not to say          Other

3. What is your marital status? (Please circle):

Single          Married/In common law relationship          Separated          Divorced  
Widowed

4. Are you a parent? (Please circle): Yes / No

5. What is your current occupation? (Tick):

Student/Enrolled in English classes  
Employed full-time  
Employed part time  
None of the above

6. What is your regional corporation? (Where do you live?)

Diego Martín                          Port of Spain                          San Juan/Laventille  
Tunapuna/Piarco                          Penal/Debe                          Other: \_\_\_\_\_

SOCIALISATION AND SOCIAL DISTANCE

7. How has your daily routine/lifestyle been affected by the pandemic and its restrictions in Trinidad? (Tick all that apply):

My work life has been affected

My social life has been affected

My family life has been affected

My mental health has been affected

Other (Specify): \_\_\_\_\_

8. Which of the following places do you frequent? (Tick all that apply):

Church

Parks

Cinemas

Beaches

Malls

Community centre      Other/s (Specify): \_\_\_\_\_

9. Normally, who do you spend your time with? / Who do you go out with most? (Select):

Other Latinos of my community

Trinidadian people

10. (If employed) Do you work with other Venezuelans? (Circle):

Yes / No / I'm not employed

11. On a scale from 1 - 5, how important do you think it is to be a part of a society or culture in order to learn its language? (Circle):

1	2	3	4	5
---	---	---	---	---

Not important at all

Extremely important

INDIVIDUAL FACTORS

12. How do you feel about living in Trinidad?

Strongly dislike	Dislike	Neither like nor dislike	I enjoy living here	I love living here
------------------	---------	--------------------------	---------------------	--------------------

13. How would you rate your level of English? (Select):

I don't speak any English

Beginner

Elementary  
Intermediate  
Advanced  
Fluent

14. Have you personally experienced discrimination in Trinidad? (Circle): Yes / No

15. What level of education have you attained? (Select):

I haven't received any formal education                      Primary                      Secondary  
University (Undergraduate)                      Postgraduate                      Technical/Vocational

16. What type of exposure did you have to the English language prior to your arrival in Trinidad? (Tick all that apply):

Formal English classes  
Media (movies, social media, news, etc.)  
Friends/parents who speak English  
Other (Specify): \_\_\_\_\_  
I hadn't received any exposure to the English language.

17. Which of the following best describes you? (Select one):

I am a person who clings to my culture even if I am in a country where the culture is different

I spend little time with other Venezuelans and I try to express as many things that are "Trini" as possible, including the language

I value my culture and I think it's also important to value Trinidadian culture, so I socialise with both Venezuelan and Trinidadian people.

I socialise with Venezuelan people only because I feel discriminated against by people from Trinidad.

18. What were your reasons for coming to Trinidad?

Economic/Financial                      Political                      For my safety                      To help my family  
To learn new things about Trinidad                      Other: \_\_\_\_\_

OPEN-ENDED QUESTIONS

19. What was your date of arrival to Trinidad and Tobago?

---

20. Do you have any difficulties living in Trinidad? If yes, what are they?

---

---

21. Do you receive or have you received any assistance from any organisation in Trinidad? If yes, what type of assistance have you received?

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***End of questionnaire. Thanks so much for your participation. If you have any questions, you may contact me at +1 (868) 267-8553 (mobile) or tessamohammed765@gmail.com (email).***

## Appendix D

## Questionnaire Completed by Subjects of the Study (Spanish)

Hola, me llamo Tessa Mohammed y soy estudiante de la UWI (University of the West Indies). Para mi proyecto de último año, realizo un estudio titulado “El Papel de la Aculturación en la Adquisición Lingüística Entre los Jóvenes Venezolanos en Trinidad.” Las categorías de esta encuesta incluyen datos demográficos, vida social y factores individuales. Ten en cuenta que tu participación en este estudio es voluntaria y que todas tus respuestas serán anónimas. Tu información personal se mantendrá confidencial y no se utilizará para ningún otro motivo que no sea este estudio. ¡Muchísimas gracias por tu participación!

DATOS DEMOGRÁFICOS

1. ¿Qué edad tienes? (Encierra en un círculo):  
15    16    17    18    19    20    21    22    23    24
  
2. ¿Cuál de las siguientes opciones describe mejor tu identidad de género? (Marca la que corresponda):  
Mujer            Hombre            Mujer trans            Hombre trans            No binario  
Prefiero no revelarla            Otra
  
3. ¿Cuál es tu estado civil? (Marca con un círculo):  
Soltero/a            Casado/En concubinato            Separado/a            Divorciado/a            Viudo/a
  
4. ¿Eres padre/madre? (Marca con un círculo): Sí / No
  
5. ¿Cuál es tu situación laboral actual? (Marca la que corresponda):  
Estudiante / Clases de inglés  
Trabajo a tiempo completo  
Trabajo a tiempo parcial  
Ninguna de las anteriores
  
6. ¿Cuál es tu corporación de gobierno local? (¿Dónde vives?)  
Diego Martín            Puerto España            San Juan/Laventille  
Tunapuna/Piarco            Penal/Debe            Otra: \_\_\_\_\_

SOCIALIZACIÓN Y DISTANCIA SOCIAL

7. ¿Cómo ha sido afectada tu rutina diaria/estilo de vida por las restricciones pandémicas en Trinidad? (Marca todas las que correspondan)

    Mi vida laboral se vio afectada

    Mi vida social se vio afectada

    Mi vida familiar se vio afectada

    Mi estado mental se vio afectado

    De otra manera (especifica): \_\_\_\_\_

8. ¿Qué lugares frecuentas? (Marca todas las que correspondan):

    Iglesia                  Parques                  Cine                  Playas                  Centro comercial

    Centro comunitario                  Otro/s (Especifica): \_\_\_\_\_

9. Normalmente, ¿con quién pasas tu tiempo / ¿Con quién sales mayormente? (Selecciona):

    Otros latinos de mi comunidad                  Gente trinitense

10. (Si estás empleado/a) ¿Trabajas con otros venezolanos?

    Sí / No / No estoy empleado/a

11. En una escala de 1 a 5, ¿qué tan importante crees que es ser parte de una sociedad o cultura para aprender su idioma? (Marca con un círculo):

1	2	3	4	5
---	---	---	---	---

Sin importancia

Extremadamente importante

FACTORES INDIVIDUALES

12. ¿Cómo te sientes viviendo en Trinidad?

Me disgusta mucho	No me agrada	Neutral	Disfruto vivir aquí	Me encanta vivir aquí
-------------------	--------------	---------	---------------------	-----------------------

13. ¿Cómo calificarías tu nivel de inglés? (Marca la que corresponda):
- No hablo nada de inglés
  - Principiante
  - Básico
  - Intermedio
  - Avanzado
  - Experto
14. ¿Has experimentado personalmente discriminación en Trinidad? (Marca con un círculo):  
Sí / No
15. ¿Qué nivel de educación has alcanzado? (Selecciona):
- |                      |                    |            |               |
|----------------------|--------------------|------------|---------------|
| Sin educación formal | Primario           | Secundario | Universitario |
| Posgrado             | Técnico-Vocacional |            |               |
16. ¿Qué tipo de exposición tuviste al idioma inglés antes de tu llegada a Trinidad? (Marca todas las que correspondan):
- Clases formales de inglés
  - Los medios (películas, redes sociales, noticias etc.)
  - Amigos/padres que hablan inglés
  - Otro (Especifica): \_\_\_\_\_
  - No tuve exposición al idioma inglés.
17. ¿Cuál de las siguientes frases te describe mejor?
- Me aferro a mi cultura incluso si estoy en un país donde la cultura es diferente
  - Paso poco tiempo con otros latinos y trato de expresar tantas cosas “trini” como sea posible, incluyendo su idioma.
  - Valoro mi cultura y creo que también es importante valorar la cultura “trini,” por lo que socializo con personas venezolanas y trinitarias.
  - Paso tiempo con venezolanos, pero solo porque me siento discriminado/a por la gente en Trinidad.
18. ¿Cuáles fueron tus motivos para venir a Trinidad?
- |  |           |              |                          |
|--|-----------|--------------|--------------------------|
| Económicos                             | Políticos | Mi seguridad | Para ayudar a mi familia |
| Para aprender nuevas cosas de Trinidad | Otra:     | _____        |                          |

PREGUNTAS ABIERTAS

19. ¿Cuál fue tu fecha de llegada a Trinidad y Tobago?

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20. ¿Tienes alguna dificultad viviendo en Trinidad? En caso afirmativo, ¿cuál es?

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21. ¿Recibes o has recibido alguna ayuda de alguna organización en Trinidad? En caso afirmativo, ¿qué tipo de ayuda?

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***Fin del cuestionario. Muchas gracias por tu participación. Si tienes alguna pregunta, puedes contactarme al +1 (868) 267-8553 (celular) o tessamohammed765@gmail.com (correo)***

## Appendix E

## Questionnaire for Pilot Phase (English)

Hello, my name is Tessa Mohammed and I am a student at the University of the West Indies. For my final year thesis, I am conducting a study entitled “The Role of Acculturation in Second Language Acquisition Among Venezuelan Youth in Trinidad.” The categories of this questionnaire include demographics, social life and individual factors. Please note that your participation in this study is voluntary and that all of your responses will be anonymous. Your personal information will be kept confidential and will not be utilised for any reason other than this study. Thank you so much for your participation!

DEMOGRAPHIC DATA

1. What is your age? (Please circle):  
 15    16    17    18    19    20    21    22    23    24
  
2. Which of the following best describes your gender?  
 Female  
 Male  
 Trans M  
 Trans F  
 Non-binary  
 Prefer not to say
  
3. What is your marital status? (Please circle):  
 Single            Married/Common law relationship            Separated            Divorced  
 Widowed
  
4. Are you a parent? (Please circle): Yes / No
  
5. What is your current occupation? (Tick):  
 Student/Enrolled in English classes  
 Employed full-time  
 Employed part time  
 None of the above
  
6. What is your regional corporation? (Where do you reside?)  
 Diego Martin            Port of Spain            San Juan/Laventille    Tunapuna/Piarco  
 Other (Specify): \_\_\_\_\_

SOCIALISATION AND SOCIAL DISTANCE

7. How have pandemic restrictions in Trinidad affected your daily routine/lifestyle? (Tick all that apply):

They have affected my work life

They have affected my social life

They have affected my family life

They have affected my mental health

Other (Specify): \_\_\_\_\_

8. What places do you/your family frequent? (Please circle):

Church

Parks

Cinemas

Beaches

Malls

Other/s (Specify): \_\_\_\_\_

9. (If employed) Do you work with other Venezuelans? (Circle):

Yes / No / I am not employed

10. On a scale from 1 - 5, how important do you think it is to be a part of a society or culture in order to learn its language? (Circle):

1	2	3	4	5
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Not important at all

Extremely important

11. Do you prefer to spend time with other Latinos in your community or with your Trinidadian peers?

My Latino friends

People from Trinidad

12. How would you rate your level of English? (Tick):

I speak no English at all

Beginner

Basic

Intermediate

Advanced

Fluent

INDIVIDUAL FACTORS

13. How much do you like living in Trinidad?

Not at all	I dislike living here	Neither like nor dislike	I enjoy living here	I love living here
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14. Do your parents speak English? (Please circle): Yes / No

15. Are most of your neighbours from Trinidad or from your own Venezuelan community?

Most of them are Trinidadian

Most of them are Venezuelan

16. Have you personally experienced discrimination in Trinidad? (Please circle): Yes / No

17. What level of education have you attained?

Primary

Secondary

University

Postgraduate

18. What type of exposure did you have to the English language prior to your arrival in Trinidad? (Tick all that apply):

Formal English classes

Media (movies, social media, news, etc.)

Friend(s)/parent(s) who speak English

Other (Specify): \_\_\_\_\_

I received no exposure to English prior to my arrival..

OPEN-ENDED QUESTIONS

19. What were your reasons for coming to Trinidad?

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20. Do you have a hard time communicating with the people of Trinidad?

If yes, why?

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## Appendix F

## Questionnaire for Pilot Phase (Spanish)

Hola, me llamo Tessa Mohammed y soy estudiante de la UWI (University of the West Indies). Para mi proyecto de último año, realizo un estudio titulado “El Papel de la Aculturación en la Adquisición Lingüística Entre los Jóvenes Venezolanos en Trinidad.” Las categorías de esta encuesta incluyen datos demográficos, vida social y factores individuales. Tenga en cuenta que su participación en este estudio es voluntaria y que todas sus respuestas serán anónimas. Su información personal se mantendrá confidencial y no se utilizará para ningún otro motivo que no sea este estudio. ¡Muchísimas gracias por su participación!

DATOS DEMOGRÁFICOS

1. ¿Qué edad tiene usted? (Encierre en un círculo):  
15    16    17    18    19    20    21    22    23    24
  
2. ¿Cuál de las siguientes opciones describe mejor su identidad de género? (Marque la que corresponda):  
Mujer  
Hombre  
Mujer trans  
Hombre trans  
No-binario  
Prefiero no revelarla
  
3. ¿Cuál es su estado civil? (Marque con un círculo):  
Soltero            Casado/En concubinato            Separado            Divorciado            Viudo
  
4. ¿Es usted padre/madre? (Marque con un círculo): Sí / No
  
5. ¿Cuál es su situación laboral actual? (Marque la que corresponda):  
Estudiante / Clases de inglés  
Trabajo a tiempo completo  
Trabajo a tiempo parcial  
Ninguna de las anteriores
  
6. ¿Cuál es su corporación de gobierno local? (¿Dónde reside usted?)  
Diego Martin            Puerto España            San Juan/Laventille            Tunapuna/Piarco  
Otra (Especifique): \_\_\_\_\_

SOCIALIZACIÓN Y DISTANCIA SOCIAL

7. ¿Cómo han afectado las restricciones pandémicas en Trinidad su rutina diaria/estilo de vida? (Marque todas las que correspondan)

Han afectado mi vida laboral

Han afectado mi vida social

Han afectado mi vida familiar

Han afectado mi estado mental

De otra manera (especifique): \_\_\_\_\_

8. ¿Qué lugares frecuenta usted/su familia? (Marque con círculos):

Iglesia          Parques          Cine          Playas          Centro comercial

Otro/s (Especifique): \_\_\_\_\_

9. (Si está empleado) ¿Trabaja usted con otros venezolanos? (Marque con un círculo):

Sí / No / No trabajo

10. En una escala de 1 a 5, ¿qué tan importante cree usted que es ser parte de una sociedad o cultura para aprender su idioma? (Marque con un círculo):

1	2	3	4	5
---	---	---	---	---

Sin importancia

Extremadamente importante

11. Prefiere pasar su tiempo con otros latinos en su comunidad que con sus pares de Trinidad?

Con mis amigos latinos

Con la gente de Trinidad

12. ¿Cómo calificaría usted su nivel de inglés? (Marque la que corresponda):

No hablo nada de inglés

Principiante

Básico

Intermedio

Avanzado

Experto

FACTORES INDIVIDUALES

13. ¿Cuánto le gusta vivir en Trinidad?

Para nada	No me agrada	Neutral	Disfruto vivir aquí	Me encanta vivir aquí
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14. ¿Sus padres hablan inglés? (Marque con un círculo): Sí / No

15. ¿La mayoría de sus vecinos son de Trinidad o de su propia comunidad venezolana?

(Marque la que corresponda):

La mayoría son trinitenses

La mayoría son venezolanos

16. ¿Usted ha experimentado personalmente discriminación en Trinidad? (Marque con un círculo): Sí / No

17. ¿Qué nivel de educación usted ha alcanzado?

Primario

Bachillerato

Universitario

Posgrado

18. ¿Qué tipo de exposición tuvo al idioma inglés antes de su llegada a Trinidad? (Marque todas las que correspondan):

Clases formales de inglés

Los medios (películas, redes sociales, noticias etc.)

Amigos/padres que hablan inglés

Otro (Especifique): \_\_\_\_\_

No tuve exposición al idioma inglés.

PREGUNTAS ABIERTAS

19. ¿Cuáles fueron sus razones para venir a Trinidad?

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20. ¿Le cuesta comunicarse con la gente de Trinidad? En caso afirmativo, ¿por qué?

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Appendix G

English Language Elicitation Test (Grammar Questions)

1. Simon ... very tall.  
is  
are  
has
  
2. She ... like football very much.  
don't  
doesn't  
hasn't
  
3. How ... does one lesson cost?  
many  
much  
is
  
4. There ... a big supermarket next to my house.  
is  
are  
have
  
5. I ... agree with you.  
doesn't  
haven't  
don't

6. Magnus can't ... tennis. He's broken his arm.

to play

playing

play

7. ... some more tea?

Would you like

Do you like

You'd like

**Source:** "English Grammar Placement Test." *world-english.org*,

<https://world-english.org/test.htm>.

## Appendix H

## English Language Elicitation Test (Listening)

## AUDIO:

Hello, my name is Pat and I live in Trinidad. In the morning I wake up at about 6 o'clock and then I have breakfast. For breakfast, I have toast, eggs and juice. Sometimes I have fruit. Then I get ready to go to the market. To go to the market, I take a maxi. I pay five TT dollars for the maxi. I buy meat at the market and some other food to cook. When I go home, I cook lunch for me and my family. I like Trini food but I think Venezuelan food is better. After I eat, I relax and watch TV with my family.

## QUESTIONS:

1. What time does Pat wake up in the morning?
  - A. 6 AM
  - B. 6:30 AM
  - C. 7 AM
  
2. Which of these things does Pat NOT eat for breakfast?
  - A. Eggs
  - B. Fruit
  - C. Cereal
  
3. How does Pat go to the market?
  - A. He goes by car.
  - B. He goes by maxi.
  - C. He walks.
  
4. How much money does he pay?
  - A. \$10 TT
  - B. \$15 TT
  - C. \$5 TT

5. What does he buy at the market?
  - A. Meat
  - B. Fruits
  - C. Potatoes
  
6. Who does Pat have lunch with?
  - A. Friends
  - B. Family
  - C. His dog
  
7. What type of food does Pat prefer?
  - A. Trini food
  - B. Venezuelan food
  - C. He does not like Trini or Venezuelan food.

## Appendix I

### English Language Elicitation Test (Speaking Assessment Questions)

#### PROMPTS:

1. Describing people (“Can you describe your favourite person?”)
2. Ordering food (restaurant scenario) (“Hello, how may I help you?” / “Good day, what would you like to eat?”)
3. Daily routines (“Can you describe your daily routine?”)
4. Food and drink (“Tell me about your favourite food.”)
5. Hobbies, leisurely activities (“What are your hobbies?” / “What do you do in your free time?”)
6. At the store/buying clothing (“Hello, do you need help?”)

## Appendix J

## Results of Target Language Elicitation Tests

Table Showing Participants' English-language Elicitation Test Scores

<b>Participant</b>	<b>Prior English Classes?</b>	<b>GRAMMAR (7)</b>	<b>LISTENING (7)</b>	<b>SPEAKING (6)</b>	<b>TOTAL SCORE</b>	<b>CEFR</b>	<b>Age Group</b>
Georgina	No	4	4	3	11/20	A1	EA
Mariluz	No	5	6	6	17/20	A2/B1	EA
Azucena	No	2	0	0	2/20	Pre-A1	EA
Gaby	Yes	0	0	0	0/20	Pre-A1	EA
Teresa	Yes	4	5	3	12/20	A1	EA
Bella	Yes	3	5	0	8/20	A1	EA
Mariela	Yes	3	3	2	8/20	A1	LA
Marco	No	4	3	6	13/20	A2	LA
Juana	Yes	2	4	0	6/20	A1	LA
Aria	Yes	5	6	6	17/20	B1	LA
Pedro	Yes	6	5	5.5	16.5/20	A2/B1	LA
Margarita	Yes	0	2	1	3/20	Pre-A1	LA
Maya	No	2	2	0	4/20	Pre-A1	MA
Lara	No	7	7	6	20/20	B2	MA
Anabel	Yes	4	5	2	11/20	A1	MA
<b><i>Average Test Scores</i></b>	-	<b>3.4 (45.8%)</b>	<b>3.8 (54.2%)</b>	<b>2.7 (45%)</b>	<b>9.9 (49.5%)</b>	-	-

## Appendix K

Conversion Chart for Elicitation Test Scores/CEFR Rankings

<b>Grammar Score (out of 7 points)</b>	<b>Listening Score (out of 7 points)</b>	<b>Speaking Score (out of 6 points)</b>	<b>Overall Score (of 20 points)</b>	<b>Corresponding CEFR Rank</b>
0 - 2	0 - 1	0 - 2	0 - 5	Pre-A1
2 - 4	3 - 5	1 - 3	6 - 12	A1
4 - 5	4 - 6	4 - 6	12 - 17	A2
5 - 6	6 - 7	6	17 - 19	B1
7	7	6	20+	B2