

Effectiveness of the “Learning English by Laughing” method in reducing stress in English learners

Eficacia del método “Learning English by Laughing” para disminuir el estrés en estudiantes de inglés

1. Bluidson Pablo Cárdenas Ledesma
<https://orcid.org/0009-0005-9023-9369>
bcardenas@une.edu.pe
Universidad Nacional de Educación
Enrique Guzmán y Valle. Lima-Peru

2. Hans Manuel Jalixto Erazo
<https://orcid.org/0000-0003-3108-9370>
hjalixto@une.edu.pe
Universidad Nacional de Educación
Enrique Guzmán y Valle. Lima-Peru

3. Liliana Isabel Castillo Vento
<https://orcid.org/0000-0002-6902-2211>
lcastillo@une.edu.pe
Universidad Nacional de Educación
Enrique Guzmán y Valle. Lima-Peru

4. Karina Mercedes Ascarza Hinojosa
<https://orcid.org/0000-0001-6283-3743>
kascarza@une.edu.pe
Universidad Nacional de Educación
Enrique Guzmán y Valle. Lima-Peru

5. Yanina Elizabeth Rojas Camacho
<https://orcid.org/0000-0002-9163-6287>
yrojas@une.edu.pe
Universidad Nacional de Educación
Enrique Guzmán y Valle. Lima-Peru

6. Jhonny Richard Rodríguez-Barboza
<https://orcid.org/0000-0001-9299-6164>
jrodriguez@ucal.edu.pe
Universidad de Ciencias y Artes de América
Latina. Lima-Peru



Received: 06-02-2025 Accepted: 16-04-2025

2026. V6. N 1.

Abstract

This study explores English language teaching at the “Jorge Chávez” Educational Institution, located in Comas, Peru, in the post-COVID-19 pandemic context. To this end, the Learning English by Laughing method was implemented, inspired by laughter therapy and laughter yoga, with the aim of reducing academic stress in high school students. The research adopted a quantitative, applicative approach and quasi-experimental design, involving two intact groups: the experimental group, made up of 25 third-year “B” students, and the control group, made up of 25 third-year “A” students. Data collection was conducted through a survey adapted from the SISCO Inventory, and analysis was carried out using SPSS and Excel. In the experimental group, the pretest results showed that 76 % of the students presented high levels of stress, 24 % a medium level, and none a low level. However, after applying the method, the post-test results indicated that 48 % of students reached a low level of stress, 28 % maintained a medium level, and 24 % continued to report a high level of stress. In conclusion, academic stress levels were significantly reduced, validating the effectiveness of the method as an alternative pedagogical strategy to promote emotional well-being and improve English language learning in vulnerable

educational contexts. Thus, this approach not only contributes to reducing stress but also fosters a more conducive environment for meaningful learning.

Keywords: English language teaching, academic stress, educational laughter.

Resumen

El presente estudio explora la enseñanza del inglés en la Institución Educativa “Jorge Chávez”, ubicada en Comas, Perú, en el contexto posterior a la pandemia de COVID-19. Para ello, se implementó el método Learning English by Laughing, inspirado en la risoterapia y el yoga de la risa, con el objetivo de reducir el estrés académico en estudiantes de secundaria. La investigación adoptó un enfoque cuantitativo, de tipo aplicativo y diseño cuasiexperimental, involucrando a dos grupos intactos: el grupo experimental, conformado por 25 estudiantes del tercer año "B", y el grupo de control, integrado por 25 estudiantes del tercer año "A". La recolección de datos se realizó mediante una encuesta adaptada del Inventario SISCO, y el análisis se llevó a cabo utilizando los programas SPSS y Excel. En el grupo experimental, los resultados del pretest mostraron que el 76 % de los estudiantes presentaban un alto nivel de estrés, el 24 % un nivel medio y ninguno un nivel bajo. Sin embargo, tras la aplicación del método, los resultados del postest indicaron que el 48 % de los estudiantes alcanzaron un nivel bajo de estrés, el 28 % mantuvieron un nivel medio y el 24 % continuaron reportando un alto nivel de estrés. En conclusión, los niveles de estrés académico se redujeron considerablemente, lo que valida la efectividad del método como una estrategia pedagógica alternativa para promover el bienestar emocional y mejorar el aprendizaje del inglés en contextos educativos vulnerables. Así, este enfoque no solo contribuye a la disminución del estrés, sino que también favorece un ambiente más propicio para el aprendizaje significativo.

Palabras clave: enseñanza del inglés, estrés académico, risa educativa.

Introduction

The learning of the English language in school contexts has become a strategic priority for the formation of global citizens capable of interacting in multicultural environments. Its significance lies not only in its status as a global lingua franca (Kachru, 1986) but also in its instrumental value across educational, professional, and social spheres (Fernández, 2025). In this context, mastering English involves not only acquiring grammatical structures but also developing authentic communicative competencies, which can be influenced by emotional factors such as stress and academic anxiety (Gardner & MacIntyre, 1992; Scovel, 1978). If not managed appropriately, these factors pose barriers that limit effective learning.

In this framework, the Learning English by Laughing (LEL) method emerges as an innovative pedagogical strategy based on humor and playful interaction, aimed at creating an emotionally positive environment and reducing stress levels during the English teaching-learning process.

Internationally, academic stress related to foreign language learning has been extensively documented. Research by Horwitz et al. (1986) and MacIntyre et al. (1997) indicates that linguistic anxiety can limit student participation and negatively impact performance. Moreover, it has been identified that traditional methodologies often overlook the affective dimension of learning, which exacerbates tension and frustration levels among learners (Reid, 1999; Stevick, 1999). In response to this issue, some initiatives have incorporated the use of humor in the classroom as a tool to alleviate emotional burdens and enhance readiness to learn (Abarca et al., 2024; Villán Gaona et al., 2018). However, empirical evidence demonstrating its systematic effectiveness in specific school contexts remains scarce.

In Peru, the situation reflects a concerning landscape. Although the Ministry of Education has mandated the inclusion of English in the school curriculum from secondary education onward (Ministerio de Educación, 2016), various structural and psychosocial factors limit effective learning. In public institutions serving lower-income sectors, such as the N.º 3061 “Jorge Chávez” Educational Institution in the Comas district, there has been a significant incidence of academic stress, particularly following the pandemic. According to a diagnostic evaluation conducted in 2020, 85% of third-grade students exhibited clear symptoms of anxiety and resistance toward the English course. Most students come from overcrowded contexts, with parents who did not complete primary or secondary education and have limited economic resources. This situation not only complicates language acquisition but also directly affects students' emotional well-being. Therefore, the need to implement innovative strategies to mitigate these effects becomes imperative.

To address this issue, a study was developed to analyze the impact of the Learning English by Laughing method on reducing academic stress among third-year secondary students at the N.º 3061 “Jorge Chávez”

Educational Institution. The study employed a hypothetical-deductive method, utilizing tools such as the SISCO Academic Stress Inventory (Barraza, 2007) and a checklist to monitor the implementation of the method.

The research question was formulated as follows: How does the Learning English by Laughing method influence the reduction of academic stress among students in the 3rd year B of the N.º 3061 “Jorge Chávez” Educational Institution, located in the Comas district?

Ultimately, this study aims to provide evidence on the effectiveness of an innovative pedagogical strategy in the national context, with the goal of promoting inclusive, participatory learning that is oriented toward students' emotional well-being.

Key conceptual definitions

Academic stress constitutes a psychophysiological response of students to school demands perceived as overwhelming or threatening. According to Barraza (2007), who developed the SISCO Inventory, this type of stress arises when school situations are interpreted as challenging, exceeding the student's coping capacity. This phenomenon not only triggers emotional manifestations such as anxiety and irritability but also directly interferes with academic performance and motivation to learn. As noted by Villán Gaona et al. (2018), academic stress negatively affects the comprehensive development of students, deteriorating both their emotional well-being and cognitive skills.

On the other hand, the Learning English by Laughing method presents itself as an innovative didactic strategy centered on humor as a pedagogical resource to facilitate English learning and reduce stress. In this sense, Abarca et al. (2024) explain that this approach is based on the principle that laughter and play create an emotionally safe environment, promoting active participation and reducing anxiety. The method incorporates playful dynamics, theatrical representations, verbal games, and cooperative activities aimed at building meaningful learning from an affective perspective.

In this framework, meaningful learning is understood as the active construction of knowledge based on the student's prior knowledge, facilitated by an emotionally and socially supportive environment (Ausubel, 2002). Precisely, the LEL method is grounded in this conception, using humor as a catalyst for learning by creating positive emotional connections that reinforce content retention.

Relevant findings from previous research

Numerous studies have evidenced high levels of academic stress among secondary students. For instance, according to data from Villán Gaona et al. (2018), 78% of students evaluated in public institutions exhibited medium to high stress levels, showing symptoms such as chronic fatigue, lack of concentration, and aversion to study. Similarly, in research conducted by Abarca et al. (2024), 65% of students reported feeling stressed during English classes, identifying this subject as one of the most associated with school anxiety.

Regarding the use of humor in educational contexts, it has been shown that its incorporation in the classroom significantly impacts stress reduction. This is illustrated by the study of Carrillo et al. (2023), where humorous strategies applied in language classes resulted in a 48% decrease in perceived anxiety among students. In line with this, the results of Abarca et al. (2024) revealed that the LEL method reduced academic stress levels by 52% among secondary students, while also improving their participation and motivation in English classes.

Concerning the relationship between academic stress and school performance, Villán Gaona et al. (2018) reported a negative correlation of -0.64 between these factors, indicating that higher levels of stress are associated with lower academic achievement. This finding underscores the urgent need to implement strategies that integrate the emotional dimension into learning processes, prioritizing student well-being as a central focus of educational practice.

General and specific theories related to the variables

From a psychological and pedagogical perspective, various theories have addressed the role of stress in learning and how the emotional environment of the classroom influences knowledge acquisition. First, the theory of meaningful learning proposed by Ausubel (2002) posits that learning is more effective when content is connected to prior knowledge and presented in an emotionally favorable context. This view directly supports the logic of the LEL method, prioritizing a positive affective environment as the foundation for academic development.

Second, the anxiety theory in foreign language learning, developed by Horwitz et al. (1986), suggests that learning a second language involves an emotionally intense experience, where anxiety can become a barrier inhibiting participation and performance. In response to this challenge, strategies like LEL aim to counteract such anxiety through playful elements that reduce tension in the classroom and promote more relaxed interaction.

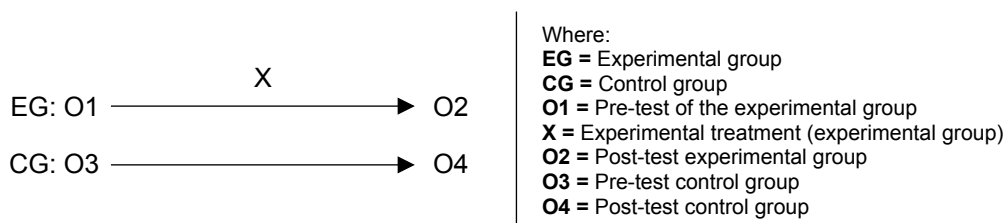
Lastly, the emotional intelligence theory proposed by Goleman (1996) highlights that the ability to recognize, understand, and manage one's own and others' emotions is fundamental for academic and personal success. From this perspective, the LEL method not only develops linguistic skills but also strengthens emotional self-regulation and fosters collaborative work among students.

In summary, the theoretical framework analyzed allows for a better understanding of key concepts such as academic stress, meaningful learning, and the Learning English by Laughing method. Through a review of empirical research, the high incidence of academic stress in Peruvian school contexts has been evidenced, along with the preliminary effectiveness of humorous strategies in English teaching. The reviewed theories—meaningful learning, linguistic anxiety, and emotional intelligence—provide a solid foundation for understanding how the emotional classroom environment relates to academic performance.

However, there remain theoretical and empirical gaps, particularly in the systematic evaluation of the LEL method in public school contexts in Peru with high socioeconomic vulnerability. Therefore, this research aims not only to validate an innovative teaching strategy but also to contribute to the development of more humane, inclusive, and emotionally healthy pedagogical practices for learning English as a foreign language.

Methodology

This research was conducted under a quantitative, longitudinal applied approach, utilizing a quasi-experimental design that allowed for the comparison of the effects of the Learning English by Laughing method on student stress levels before and after its implementation. A longitudinal scheme with two groups (experimental and control) was employed, detailed as follows:



The hypothetical-deductive method was applied, enabling the validation of the proposed hypotheses through a general-to-particular approach. Additionally, the study adopted an experimental design by implementing the Learning English by Laughing method to demonstrate its influence on the reduction of academic stress among third-year "B" students at the "Jorge Chávez" Educational Institution located in the Comas district.

The population consisted of students enrolled at the N.º 3061 "Jorge Chávez" Secondary Educational Institution. It was a non-probabilistic sample, as groups were already established prior to the commencement of the research, according to the internal organization of the institution. It is noteworthy that most students came from a low socioeconomic background, with parents who had incomplete primary or secondary education and lived in overcrowded conditions.

Table 1

Population of the third year at the N.º 3061 "Jorge Chávez" Educational Institution in Comas-Lima district

Year	Section	Shift	N	%
3°	A	Morning	25	32%
3°	B	Morning	25	32%
3°	C	Morning	30	36%
TOTAL	3	3	80	100%

In this case, a coin toss was used as a technique to select 25 students from the 3rd year "B" (experimental group) and 25 students from the 3rd year "A" (control group).

Table 2

Sample of third year "A" and "B" from the N.º 3061 "Jorge Chávez" Educational Institution in Comas-Lima district

Year	Section "A"	Section "B"	Total
	CONTROL G.	EXPERIMENTAL G.	
3º	25	25	50
PERCENTAGE	50%	50%	100%

The techniques employed for data collection included surveys, record-keeping, and observation, aimed at gathering information related to the studied variables. The following field techniques were implemented:

a. Pre-test: A questionnaire was administered as the main instrument to all students in both groups before exposing them to the experimental stimulus. This process, conducted individually, aimed to identify the initial level of academic stress.

b. Post-test: Following the intervention, the same questionnaire was administered to both groups to evaluate the effectiveness of the Learning English by Laughing method in the experimental group.

For variable 02 (academic stress), an adapted survey from the SISCO Academic Stress Inventory (Barraza, 2007) consisting of 22 questions was applied to both groups. Additionally, a checklist was used to evaluate variable 01 (implementation of the LEL method), verifying whether the researcher fulfilled the planned activities (Yes/No).

Regarding monitoring the LEL method, a checklist was exclusively applied to the experimental group at the end of the experience to ensure the correct use of the proposed techniques.

For measuring academic stress, a 23-item survey with a Likert scale was utilized, based on an adaptation of the SISCO Inventory. This scale included response options from (1) Never to (5) Always. It is noteworthy that the instrument was validated by a panel of experts consisting of doctoral faculty from the Enrique Guzmán y Valle University and other institutions, who evaluated aspects such as clarity, objectivity, relevance, organization, sufficiency, intent, consistency, coherence, methodology, and pertinence. For this purpose, they were provided with the consistency matrix, operational variable matrix, the questionnaire, and a validation sheet.

After analysis, the instrument demonstrated high reliability, with an average rating of 93 and a validation coefficient of 0.93. Additionally, reliability was confirmed through Cronbach's alpha coefficient, validating that the questionnaire is consistent and suitable for the objectives of this research.

Formula:

$$\alpha = \frac{k}{k-1} \left[1 - \frac{\sum s_i^2}{s_t^2} \right]$$

Where:

k = Number of Items

$\sum s_i^2$ = Sum of Item Variances

s_t^2 = Variance of the Sum of Items

α = Cronbach's Alpha Coefficient

a. Pilot test and reliability: to ensure the reliability of the instruments, a pilot test was conducted with a sample of 10 students from the 3rd year "A" of secondary education at the N.º 3061 "Jorge Chávez" Educational Institution (UGEL No. 04 Comas). Subsequently, the definitive instrument was applied to determine the degree of reliability through statistical analyses.

b. Internal consistency analysis: reliability was estimated using Cronbach's Alpha coefficient, calculated with SPSS software to ensure accuracy in the results. This method allowed for the evaluation of the internal consistency of the items and validated the stability of the instrument.

The statistical analysis of Cronbach's Alpha, processed through SPSS, is summarized in Table 3:

Table 3
Reliability statistics

Cronbach's Alpha	Cronbach's Alpha based on standardized items	Number of Items
0.970	0.971	23

The obtained coefficient (0.97) confirmed that the instrument possessed reliability classified as excellent.

Results

The distribution of data is reflected in the scores obtained by the control and experimental groups before and after the intervention. According to the descriptive results from the analysis conducted with SPSS for the pre-test and post-test of both groups, the following findings were observed:

Table 4
Pre-test control group. Variable II: Stress

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	MEDIUM	9	36.0	36.0	36.0
	HIGH	16	64.0	64.0	100.0
	Total	25	100.0	100.0	

Table 4 shows that 64% of students in the control group (16 out of 25) experience high stress, while 36% (9 students) experience medium stress, with no students (0%) showing low stress. These data reflect that all students in the group face concerning levels of stress, reinforcing the urgency to implement solutions, as outlined in the research objectives.

Table 5
Pre-test experimental group. Variable II: Stress

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	MEDIUM	6	24.0	24.0	24.0
	HIGH	19	76.0	76.0	100.0
	Total	25	100.0	100.0	

In Table 5, it can be observed that 19 out of the 25 students in the experimental group (76%) show a high level of stress, while 6 students (24%) are at a medium level. No students (0%) reported a low level of stress. These results indicate that the vast majority of the experimental group exhibits medium or high stress levels, confirming the need for intervention in this issue, in line with the specific objectives of Variable II of the research.

Table 6
Post-test control group. Variable II: Stress

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	MEDIO	9	36.0	36.0	36.0
	ALTO	16	64.0	64.0	100.0
	Total	25	100.0	100.0	

In Table 6, it is observed that 16 out of 25 students in the control group (64%) display a high level of stress, while 9 students (36%) are at a medium level. No students (0%) recorded a low level of stress. These results demonstrate that the entire control group presents medium or high stress levels, confirming the persistence of the problem in this group, consistent with the premises outlined in the research proposal.

Table 7
Post-test experimental group. Variable II: Stress

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	LOW	12	48.0	48.0	48.0
	MEDIUM	7	28.0	28.0	76.0
	HIGH	6	24.0	24.0	100.0
	Total	25	100.0	100.0	

In Table 7, it is observed that 12 out of 25 students in the experimental group (48%) demonstrate a low level of stress, while 7 students (28%) are at a medium level. Meanwhile, 6 students (24%) report a high level of stress. These results allow us to deduce that more than half of the group (76%) has managed to reduce their stress levels to medium or low, indicating significant progress in the effectiveness of the applied method.

Table 8
Mann-Whitney U Test for general hypothesis independent tests Post-Test

		GROUP	N	Mean ranks	Sum of ranks
POSTV2		CONTROL	25	33.86	846.50
		EXPERIMENTAL	25	17.14	428.50
		Total	50		

Table 9
Signed ranks Mann-Whitney U test independent tests

POSTV2	
Mann-Whitney U	103.500
Wilcoxon W	428.500
Z	-4.059
Asymp. Sig. (2-tailed)	0.000

In Tables 8 and 9, corresponding to the post-test results of the control and experimental groups, the Mann-Whitney U test was applied. The obtained bilateral significance value (Sig. = 0.000) was below the pre-established significance threshold ($\alpha = 0.05$), allowing for the rejection of the null hypothesis (H_0). Thus, Hypothesis 1 is confirmed with a confidence level of 95%.

These findings provide robust statistical evidence to assert that significant differences exist between the post-tests of both groups. Practically, the experimental group recorded a significantly lower level of stress than the control group following the intervention, validating the effectiveness of the applied method in reducing academic stress.

Discussion

The results of this research demonstrate that the implementation of the Learning English by Laughing method significantly contributed to reducing academic stress among secondary students in a public institution in

Cárdenas, B., Jalixto, H., Castillo, L., Ascarza, K., Rojas, Y., & Rodríguez-Barboza, J. (2026). Effectiveness of the "Learning English by Laughing" method in reducing stress in English learners. *Revista InveCom*, 6(1). 1-10. <https://zenodo.org/records/15253147>

Comas (Lima). This finding aligns with previous studies that highlight humor and laughter as transformative pedagogical resources (Abarca et al., 2024; Villán et al., 2018; Vásquez-Villanueva et al., 2022), which not only foster a positive emotional climate but also enhance cognitive readiness for learning.

In the specific realm of language learning, humor has been recognized as an effective strategy for improving attention, motivation, and information retention (Stevick, 1980; LeDoux, 1996). Particularly in contexts where anxiety acts as a barrier (Horwitz et al., 1986; MacIntyre et al., 1997), laughter serves as a mechanism that reduces affective blockages, facilitating a more receptive and relaxed environment. These results reinforce the Affective Filter Hypothesis proposed by Krashen (1985), which posits that emotional factors influence language acquisition: by lowering this filter through laughter, student engagement is enhanced, and academic tension is alleviated.

Moreover, the findings reaffirm the perspectives by Gardner & MacIntyre (1992) on the impact of affective variables—such as motivation, self-esteem, and anxiety—on second language acquisition. Similarly, the model of the social psychology of learning provided by Gardner (1985) emphasizes the role of positive attitudes in this process. In line with this, Reid (1999) argues that the affective dimension should not be underestimated, as it directly affects student engagement.

Conversely, research by Scovel (1978) and Spolsky (1989) warned that excessive anxiety can deteriorate linguistic performance, even with adequate input. In contrast, a playful and empathetic environment—such as that promoted by LEL—can strengthen communicative competence by reducing stress, as supported by Skehan (1989) and Stevick (1999) in their analyses of the relationship between emotions, memory, and learning.

In the Peruvian context, characterized by educational inequalities and emotional limitations in the classroom (Ministerio de Educación, 2016; Cárdenas, 2012), LEL emerges as an innovative alternative tailored to sociocultural realities. Furthermore, the use of culturally relevant humor fosters a sense of belonging and participation, enhancing language internalization, in accordance with the non-native English models proposed by Kachru (1986).

Finally, given the growing global relevance of English (Fernández, 2025), methodologies like LEL not only address academic needs but also develop global competencies, shaping students with communicative skills that transcend technical proficiency. As Barraza (2004) noted, reducing academic stress not only improves performance but also prevents complex emotional consequences throughout the educational journey.

In summary, this research not only empirically validates the affective approach to language learning but also proposes new pedagogical pathways centered on emotional well-being, positioning laughter as an essential tool for constructing meaningful learning experiences.

Conclusions

The study demonstrated that the Learning English by Laughing method significantly impacts the reduction of academic stress among third-year students from the English major at the N.º 3061 "Jorge Chávez" Educational Institution (UGEL 04 - Comas). According to the post-test results of the experimental group, 64% of students exhibited a low level of stress, 36% a medium level, and none recorded a high level. These findings were statistically validated through the Wilcoxon test, which yielded a value of 14.50 and a bilateral significance of 0.000, confirming the method's effectiveness.

The marked difference between the control and experimental groups highlights the potential of LEL to transform the educational context and enhance the quality of learning. Additionally, the application of the method proved effective in reducing stress across the four evaluated dimensions: academic problems, negative physical reactions, negative psychological reactions, and negative behaviors.

This impact was specifically observed in the students of third-year "B" at the mentioned institution, suggesting that LEL could be replicated as an innovative teaching strategy in similar contexts.

References

- Abarca Vázquez, M. G., Rugerio Ramos, M., Barranco Cuevas, I. A., Ramírez Dueñas, L. K., & Cabrera Jimenez, M. (2024). Risa y aprendizaje: cómo el humor y la risa transforman el entorno educativo. *Ciencia Latina Revista Científica Multidisciplinar*, 8(6), 3575-3582. https://doi.org/10.37811/cl_rcm.v8i6.15110
- Barraza, A. (2004). El estrés académico en los alumnos de postgrado. *Psicología Científica.com*. <https://psicologiacientifica.com/estres-academico-postgrado>
- Cárdenas B. (2012). Using popular English songs as a didactic strategy in TEFL and its influence in the communicative competence in the fourth-grade students at "Jorge Chavez" school in Comas, Peru, 2011 [Tesis de Maestría, Universidad Nacional de Educación Enrique Guzmán y Valle]. <https://repositorio.une.edu.pe/bitstreams/6103eb47-3b7f-4ef2-8e9f-214fa623cd50/download>
- Cárdenas, B., Jalixto, H., Castillo, L., Ascarza, K., Rojas, Y., & Rodríguez-Barboza, J. (2026). Effectiveness of the "Learning English by Laughing" method in reducing stress in English learners. *Revista InveCom*, 6(1), 1-10. <https://zenodo.org/records/15253147>

- Fernández, R. (2025). *Los idiomas más hablados en el mundo en 2024*. Statista. <https://es.statista.com/estadisticas/635631/los-idiommas-mas-hablados-en-el-mundo/#:~:text=El%20ingl%C3%A9s%20es%20en%202023,esta%20lengua%20como%20segundo%20idioma>.
- Gardner, R.C. & MacIntyre, P.D. (1992). A student's contributions to second language acquisition. Part 1: Cognitive variables. *Language Teaching*, 25, 211-220. <https://www.cambridge.org/core/journals/language-teaching/article/abs/students-contributions-to-second-language-learning-part-i-cognitive-variables/9BCA1B3F715C75F0664F5EA8DA2570C0>
- Gardner, R. C. (1985). *Social psychology and second language learning: the role of attitudes and motivation*. Edward Arnold. <https://doi.org/10.1037/h0083787>
- George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference. 11.0 update (4thed.)*. Allyn & Bacon. <https://www.scirp.org/reference/ReferencesPapers?ReferenceID=1457632>
- Horwitz, E.K., Horwitz, M.B. & Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70(2), 125-132 <https://www.jstor.org/stable/327317>
- Kachru, B. (1986). *The Alchemy of English: The spread, functions and models of non-native Englishes*. Pergamon Press.
- Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. Longman.
- LeDoux, J. (1996). *The Emotional Brain*. Simon & Schuster.
- MacIntyre, P.D., Noels, K.A. & Clément, R. (1997). Biases in self-ratings of second language proficiency: the role of language anxiety. *Language Learning*, 47(2), 265-287.
- Ministerio de Educación. (2016). *Curricular Nacional de la Educación Básica Regular*. Ministerio de Educación. <https://www.minedu.gob.pe/curriculo/pdf/curriculo-nacional-de-la-educacion-basica.pdf>
- Reid, J. (1999). Affect in the classroom: problems, politics and pragmatics. In J. Arnold (Ed.). *Affect in Language Learning* (pp. 297-306). Cambridge University Press.
- Stern, H. H. (1983). *Fundamental Concepts of Language Teaching*, Oxford University Press.
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning*, 28(1), 29-42
- Skehan, P. (1989). *Individual Differences in Second Language Learning*. Edward Arnold.
- Spolsky, B. (1989). *Conditions for Second Language Learning*. Oxford University Press.
- Stevick, E. W. (1980). *Teaching Languages: a Way and Ways*. Newbury House.
- Stevick, E. W. (1999). Affect in learning and memory: from alchemy to chemistry. In J. Arnold (Ed.). *Affect in Language Learning* (pp. 43-57). Cambridge University Press.
- Vásquez-Villanueva, S., Vásquez-Campos, S., Briceño, L., Vásquez-Villanueva, C., & Vásquez-Villanueva, L. (2022). La risa: niveles y factores demográficos, en el contexto de la Covid-19. *Revista de la Facultad de Medicina Humana*, 22(1), 50-59. http://www.scielo.org.pe/scielo.php?pid=S2308-05312022000100050&script=sci_arttext&lng=en
- Villán Gaona, J., Gaona Ordoñez, C., & Carrero Gutiérrez, Z. (2018). Risoterapia: una terapia complementaria a la medicina occidental. *Revista Med*, 26(2), 36-43. http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0121-52562018000200036&lng=en&lng=es

AUTHORSHIP CONTRIBUTION:

1. Conceptualization: Bluidson Pablo Cárdenas Ledesma.
2. Data curation: Liliana Isabel Castillo Vento.
3. Formal analysis: Liliana Isabel Castillo Vento.
4. Research: Bluidson Pablo Cárdenas Ledesma y Jhonny Richard Rodríguez Barboza.
5. Methodology: Hans Manuel Jalixto Erazo.
6. Project management: Hans Manuel Jalixto Erazo.
7. Resources: Karina Mercedes Ascarza Hinostroza.
8. Software: Hans Manuel Jalixto Erazo.
9. Validation: Jhonny Richard Rodríguez Barboza.
10. Writing – proofreading and editing: Yanina Elizabeth Rojas Camacho.