

# RESEARCH ON ENGLISH TEACHING INCENTIVE STRATEGIES FOR STUDENTS' CLASSROOM ANXIETY

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## SUMMARY

**Background:** Anxiety can be summarized as a vague and unpleasant emotional state. Patients may have psychological characteristics of anxiety, fear, pain and anxiety. The emergence of anxiety is a long process and varies from person to person, mainly because everyone is affected by various conditions or factors. Generally speaking, when people feel nervous about something, their thoughts will be disturbed by it repeatedly and make all kinds of exaggerated imagination and assumptions. When it exceeds the critical point, anxiety begins to appear. English learning anxiety is a unique and complex psychological phenomenon in language learning. Anxiety is usually manifested in negative emotions such as self-doubt and tension. For various reasons, some college students often have different degrees of anxiety in English learning. How to treat students' anxiety objectively and find out the causes of anxiety is an important research direction in English teaching. This study constructs an English teaching incentive platform based on network and computer technology. Taking college students' English classroom learning as an example, this paper studies the improvement of the platform in college students' classroom anxiety.

**Subjects and methods:** 200 college students with mental anxiety in a university were randomly selected. Before and after the intervention, all subjects were evaluated by self-designed learning strategy scale and classroom anxiety scale to evaluate the effect of English teaching incentive platform after the intervention.

**Results:** According to the scores of classroom anxiety scale, the subjects were divided into high anxiety group, medium anxiety group and low anxiety group. There were significant differences in the scores of each dimension between the three groups ( $P < 0.01$ ).

**Conclusions:** In order to comprehensively improve college students' English learning ability and comprehensive quality, English teaching should pay attention to the cultivation of students' nonintellectual factors, so that students can obtain positive emotional experience in English learning and learn effective learning strategies, which will play a positive role in students' lifelong development.

**Key words:** colleges and universities - classroom anxiety - English teaching - incentive strategy

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## INTRODUCTION

Anxiety can be summarized as a vague and unpleasant emotional state. Patients may have psychological characteristics of anxiety, fear, pain and anxiety (Park et al. 2017). Anxiety psychology is different from ordinary mental diseases. It will not only cause serious negative emotions to college students, but also the accumulation of all kinds of negative emotions (Kumar et al. 2020). Anxiety is different from fear, because anxiety usually has no object, while fear has a specific object of fear, such as people or things (Gabriel et al. 2019). Anxiety comes from excessive irresistible stimulation. Unlike tension, anxiety is the result of long-term inhibition. Anxiety occurs when tension accumulates in some people and breaks through a critical point (Mccusker et al. 2017). Research shows that the emergence of anxiety is a long process and varies from person to person, mainly because everyone is affected by various conditions or factors (Kim & Jang 2016). Generally speaking, when people feel nervous about something, their thoughts will be disturbed by it repeatedly and make all kinds of exaggerated imagination and assumptions. When it exceeds the critical point, anxiety begins to appear. Some scholars have pointed out that English learning anxiety is a unique and complex psychological phenomenon in language learning. Anxiety is usually manifested in

negative emotions such as self-doubt and tension (Wang & Qian 2019). English learning anxiety is a unique and complex psychological phenomenon in language learning. There are many reasons for anxiety in language learning. For example, learning competition will lead to anxiety of language learners, interaction between teachers and students in class may lead to anxiety of students, and examination may also lead to anxiety (Hong et al. 2019; Skolarus et al. 2017). How to objectively treat the anxiety of middle school students in English learning and find out the causes of anxiety is an important research direction in English Teaching (Gong et al. 2018). For various reasons, some college students tend to have varying degrees of anxiety in English learning (Bai & Tian 2018). How to treat students' anxiety objectively and find out the causes of anxiety is an important research direction in English teaching. English anxiety and learning motivation strategies have an important impact on English learning, but there are few studies on their role in English learning. Learning motivation strategies and foreign language anxiety belong to learners' individual factors, which should be included in the discussion of the impact of English learning. Only studying a single factor will lead to a one-sided understanding of the problem. In addition, the investigation of research in this field found that the investigation of undergraduate students was more, and less attention was paid to vocational college students.

For vocational college students with a particularly weak foundation of English, they must have experienced greater difficulties and obstacles in the process of English learning. It is of practical significance to study their anxiety and learning strategies. Therefore, this study takes non-English majors in higher vocational colleges as the research object, constructs an English teaching incentive platform based on network and computer technology, and takes college students' English classroom learning as an example to study the improvement of the platform in college students' classroom anxiety.

## SUBJECTS AND METHODS

### Study setting

Based on the learning requirements and psychological characteristics of college students, this study constructs an English teaching incentive platform based on students' classroom anxiety. The content of the platform mainly includes curriculum guidance, online learning, learning evaluation, main activities, psychological counseling and other modes. Users are divided into administrators, teachers and students according to different permissions (Karlsen et al. 2017). In the English teaching incentive platform, course teachers use the Internet to publish course content, learning activities, mental health and other discussion topics. Learners use various social learning tools, including course discussion space, course resource sharing tools, etc. to participate in learning, or use the course center platform to record and share their learning experience. The course organizer filters the English course content and the content generated by learners, and shares it with learners by e-mail. Under the English teaching incentive platform, teachers no longer play the leading role in the traditional curriculum, but the initiator of the curriculum and the propagandist of students' mental health education. Students are no longer knowledge recipients, but use various social tools to participate in curriculum learning, jointly undertake the important task of curriculum builders, and have a more open and interactive learning environment.

For students with high anxiety, actively participating in more English activities can exercise their adaptability. When high anxiety students dare to express themselves, their anxiety in English learning will be greatly weakened. Secondly, college students should have an objective evaluation of their English level, correct their shortcomings, formulate a specific and feasible goal and plan, and exercise their English expression ability according to the goal and plan. Instead of blindly comparing with other students and belittling themselves, college students should encourage themselves more, believe in their abilities, face their weaknesses and overcome them. College students should form a good habit of learning English and not cram. Before the English class, carry out sufficient preview and review, and practice more repeatedly, which can alleviate the

anxiety of English expression. When asking questions, teachers should first let students understand their problems and slow down their speaking speed. Secondly, you can ask questions in the way of continuous train driving, and leave enough time for students to think when asking questions. Finally, the teacher should give correct feedback to the students in time to let them understand where they don't answer well, so as to better improve their speech in the future. Teachers should design reasonable and efficient classroom activities to enable more students to participate in English teaching activities. In addition to the activity forms of question and answer in English class, teachers should provide more diversified English practice modes to help students with different degrees of practice, such as story role-playing, dubbing and group dialogue. These relaxed and interesting learning atmospheres can better stimulate students' enthusiasm for practicing English and ease their anxiety about English expression.

### Design

In order to verify the effectiveness of the English teaching incentive platform, 200 college students with mental anxiety in a university were randomly selected. All the students were aged between 18 and 21 years, with an average of  $19.9 \pm 1.4$  years. Before and after the intervention, the anxiety status of the two groups of students was tested for 4 months. The calculation of sample size determination is shown in formula (1).

$$n = t^2 P(1-P) / e^2 \quad (1)$$

In formula (1),  $n$  represents the sample size,  $P$  represents the overall proportion,  $t$  represents the probability degree, and  $e$  represents the limit sampling error.

Before and after the intervention, all subjects were evaluated by self-designed learning strategy scale (Wang et al. 2018) and classroom anxiety scale (Mousavi et al. 2021) to evaluate the effect of English teaching incentive platform after the intervention. Among them, the classroom anxiety scale is divided into four dimensions: worry, nervousness, fear of speaking English and fear of classroom questioning, including 33 questionnaire questions. Each question has 5 answers to choose from, with a score of 1-5. The higher the score, the more consistent it is. The specific design scheme is shown in Table 1. The internal consistency coefficient is 0.886, indicating very good reliability and institutional validity (Yasuoka & Bahmanioskooee 2019).

The learning strategy scale includes direct and indirect strategies, including six sub strategies: memory, cognition, compensation, social interaction, emotion and metacognition. There are 26 items in total. The 5-level scoring method is applied, and the score is 1-5. The higher the score, the more consistent with the students' own situation (Desouky et al. 2015). The relevant data adopts Excel software and SPSS17.0 software for calculation and statistics.

**Table 1.** Classroom Anxiety Scale

Dimension	Content	Topics
Dimension 1 Worry	I'm worried that oral English learning can't keep up with the teaching progress	1、13、14、17、18、24、27、30、33
Dimension 2 Nervous and tense	Tension caused by negative comments from teachers or classmates	2、4、15、16、19、20、23、29
Dimension 3 Afraid to speak English	Worried about poor English communication	3、8、9、10、20、21、31、32
Dimension 4 Fear of classroom	Fear of teachers' questions or classroom tests in English classroom situations	5、6、7、12、17、22、25、26

## RESULTS

Table 2 shows the evaluation results of the overall anxiety of college students in English classroom by using the classroom anxiety scale. It can be seen from the results in Table 2 that the average score of the

subjects' English learning anxiety is 3.12, which is higher than the average score of the national norm. The lowest and highest scores of each dimension of anxiety are 3.13 and 3.19 respectively, indicating that the students do have different degrees of anxiety in the process of English classroom learning.

**Table 2.** The general situation of college students' anxiety in English classroom

Factor	Maximum	Minimum value	Average	Standard deviation
Worry	1.12	4.68	3.15	0.68
Nervous and tense	1.51	4.90	3.19	0.69
Afraid to speak English	1.58	4.72	3.13	0.63
Fear of classroom	1.59	4.73	3.18	0.72
Total learning anxiety	1.92	4.28	3.12	0.56

College students' English anxiety is common in colleges and universities. The English learning anxiety of the subjects in this study is at or above the medium level. The average scores of students' four English anxiety factors such as worry, tension, fear of speaking English and fear of classroom questioning are above the medium level. The anxiety level of the latter two factors is particularly high, indicating that college students' English learning anxiety is indeed a large psychological obstacle, and anxiety makes college students nervous and afraid, and often deny themselves and lack the motivation to learn, mainly because most students lack confidence in their English communication ability due to their weak English foundation, and their anxiety is high. If teachers cannot correctly guide, students will have a negative learning attitude and eventually escape psychology. More serious anxiety caused by avoiding losing learning opportunities makes the learning state more negative. Although appropriate anxiety can become the driving force of English learning and help to master the knowledge learned, excessive anxiety will sharply reduce the learning motivation, produce a negative attitude and hinder the achievement of good learning results. The results of this study show that the prevalence of college students' English anxiety and the trend of excessive anxiety in English learning show that college students' learning anxiety has had a negative impact on their English learning and communication. This study suggests that teachers should not only create a more relaxed classroom atmosphere and use error

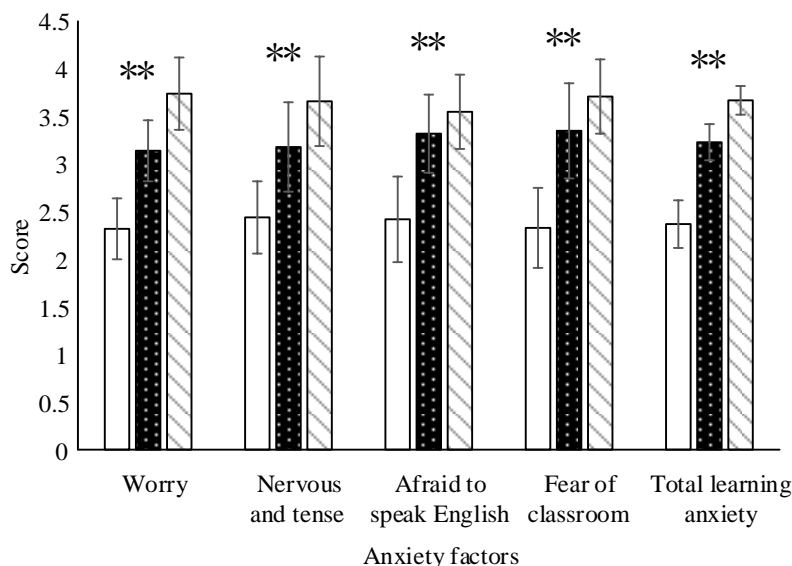
correction methods differently for students with different levels of anxiety, but also pay attention to cultivating students' confidence and pressure resistance, so as to improve their learning enthusiasm and reduce their sense of learning anxiety.

According to the score of classroom anxiety scale, the subjects were divided into high anxiety group, medium anxiety group and low anxiety group. The comparison results of three groups of college students in each dimension of anxiety are shown in Figure 1. There were significant differences in the anxiety group and the high anxiety group ( $P < 0.01$ ). There were significant differences in the scores of each dimension between the three groups ( $P < 0.01$ ), which reflected that the grouping of this study was effective and representative.

As can be seen from the results in Figure 2, the test scores of college students with low anxiety in the four factors of worry, nervousness, fear of speaking English and fear of classroom questioning are significantly lower than the other two categories, and the level of English anxiety is at the lowest level on the whole. In English class, college students will not feel uneasy because they can't understand. They are not afraid to speak English with their classmates. When speaking English, they don't worry about being teased by others, and they don't worry about the consequences of poor English learning or failing the exam. Generally speaking, such students do not feel tension and pressure in English learning. The scores of the four factors of English anxiety of secondary and higher vocational students are at the

middle level of the sample, indicating that these students have a moderate degree of anxiety about their English learning and English communication. In general, such students are not very worried about their English level and do not always avoid communicating with others in English, but they are not confident in their English ability, especially before the English test, when completing English tasks, answering questions that are not prepared in advance, and so on. The scores of four factors of English anxiety in the high anxiety group were significantly higher than those in the first two groups. This kind of students showed a high level of anxiety in

all aspects of English learning. They were worried that they could not keep up with the teacher's progress in English class, were afraid to speak or be asked by the teacher, and were annoyed by English class; Because they are worried that their pronunciation is not allowed to make fun of others, they will avoid speaking English with others after class. Students with high anxiety often feel very insecure about their English ability, feel that others' English level is better than themselves, and fear that the English test is not ideal, resulting in negative emotions such as nervousness.



**Figure 1.** The scores of each dimension of anxiety in the three groups were compared  
 Note: The difference probability value \*  $P < 0.05$ , \*\*  $P < 0.01$ .

Through the evaluation of college students' English classroom learning through the learning strategy scale, the scores of compensation strategy, emotional strategy, memory strategy, cognitive strategy, social strategy and metacognitive strategy are  $3.30 \pm 0.72$ ,  $3.16 \pm 0.82$ ,  $3.10 \pm 0.92$ ,  $3.04 \pm 0.75$ ,  $2.81 \pm 0.74$  and  $2.69 \pm 0.76$  respectively. According to the results of the learning strategy scale, students' frequency of using each strategy is not high. By further analyzing the relevant factors in the learning strategy scale and classroom anxiety scale, it is found that the correlation coefficient interval between them is  $[-0.09, -0.41]$ , and the result shows a significant negative correlation, indicating that there is a certain correlation between the scales, but they are independent psychological structures. The correlation between the factors in the classroom anxiety scale and the memory strategies in the learning strategies scale is less than  $-0.21$ , and the correlation interval of other strategies is  $[-0.26, -0.41]$ . There is a close correlation between the two scales. Among them, the fear of classroom questioning and fear of speaking English in the classroom anxiety scale mainly reflect the students' psychological obstacles in the classroom. Therefore, there is a significant negative correlation between them in the learning strategy scale ( $P < 0.01$ ), and other factors are mainly the overall concern of English

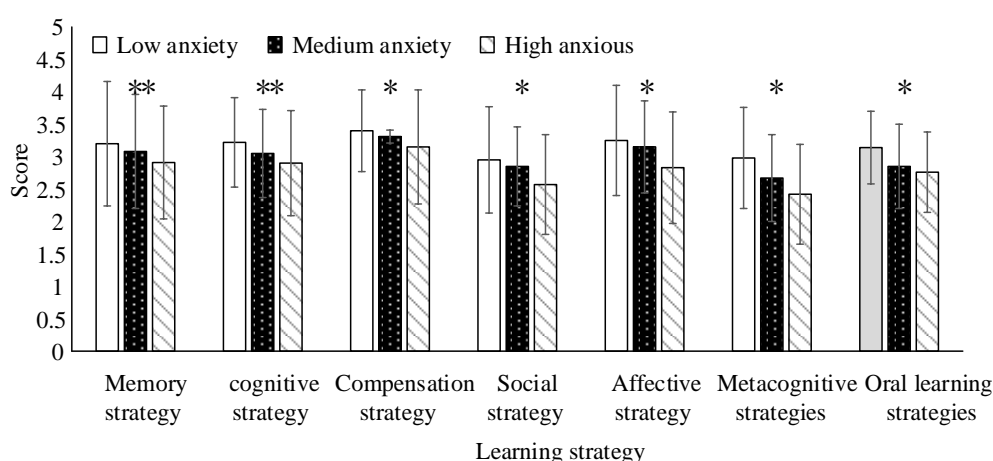
learning, which has a relatively low correlation with learning strategies.

The comparison of the use of English learning strategies among high anxiety group, medium anxiety group and low anxiety group is shown in Figure 2. There are significant differences in the total score and dimensions of learning strategies among high anxiety group, medium anxiety group and low anxiety group ( $P < 0.01$ ). In terms of each learning strategy factor and total score, the highest frequency of use is the low anxiety group, followed by the medium anxiety group, and the least is the high anxiety group, which reflects that the higher the anxiety level of college students, the less they will use learning strategies to improve English learning efficiency.

The three groups of strategies used more frequently are compensation strategy, memory strategy and emotional strategy, while the frequency of cognitive strategy, social strategy and metacognitive strategy is lower, but there are small differences in the specific use of learning strategies among students with different anxiety levels. The frequency of learning strategies used in low anxiety group from high to low is: compensation strategy, emotional strategy, memory strategy, cognitive strategy, metacognitive strategy and social strategy. The order of learning strategy use in the middle anxiety

group is: compensation strategy, emotional strategy, memory strategy, cognitive strategy, social strategy and metacognitive strategy. High anxiety group: compensation strategy, memory strategy, cognitive strategy, emotional strategy, social strategy, metacognitive strategy. The low and medium anxiety groups ranked second in the use of affective strategies, while the high anxiety group ranked fourth. The above differences may be due to the high anxiety group's lack of confidence in their English learning ability. They often feel nervous and afraid because they are worried that they will make mistakes, and they are unable to face English learning and anxiety with a positive attitude due to the lack of self-regulation of negative emotions, affective strategies are strategies for learners to control and adjust their emotions, attitudes and motivations in

the process of language learning. Therefore, due to the lack of emotional regulation ability, high anxiety students are not good at using emotional strategies in English learning. Secondly, metacognitive strategies are the least used strategies of middle and high anxiety students. Although the low anxiety group does not often use this strategy, it does not mean that they are the worst at using this learning strategy. It may be because the low anxiety students still have a certain metacognitive awareness in English learning. They may put forward learning plans and arrangements and urge themselves to complete learning tasks according to the plan. In this study, the three groups of college students did not realize the importance of metacognitive strategy for high-quality learning, nor did they really practice this important learning strategy in learning.



**Figure 2.** A study on the correlation between students' learning anxiety and learning strategies  
 Note: \*  $P < 0.05$ , \*\*  $P < 0.01$ .

## CONCLUSIONS

In today's globalization, English is one of the important tools for college students to "go global" after graduation. College students need not only professional skills, but also strong English communication skills. This study constructs an English teaching incentive platform based on network and computer technology. Taking college students' English classroom learning as an example, this paper studies the improvement of the platform in college students' classroom anxiety. Through the methods of difference and correlation analysis, 200 college students with college English learning anxiety were taught based on the English teaching incentive platform, in order to alleviate college students' English learning anxiety. In order to comprehensively improve college students' English learning ability and comprehensive quality, English teaching should pay attention to the cultivation of students' nonintellectual factors, so that students can obtain positive emotional experience in English learning and learn effective learning strategies, which will play a positive role in students' lifelong development. The results showed that the average score of English learning anxiety was 3.12, which was higher than the national norm. There were

significant differences in the anxiety group and the high anxiety group ( $P < 0.01$ ). There were significant differences in the scores of each dimension between the three groups ( $P < 0.01$ ). It shows that there is a significant negative correlation between college students' English learning anxiety and English learning strategies. The higher the students' anxiety level, the less they will use learning strategies to effectively improve English learning efficiency. In order to comprehensively improve college students' English learning ability and comprehensive quality, college English teaching should pay attention to the cultivation of students' nonintellectual factors, let students obtain positive emotional experience in English learning, and learn effective learning strategies, which will play a positive role in students' lifelong development.

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# ANALYSIS ON THE POSITIVE EFFECT OF DANCE PERFORMANCE ON ALLEVIATING PATIENTS WITH DEPRESSION

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## SUMMARY

**Background:** Depression is an affective mental disease, which is mainly manifested in pessimism, cognitive and sleep disorders. In severe cases, it can also lead to self-mutilation, suicide and other behaviors. Long term negative emotion makes patients with depression show poor physiological function in controlling themselves and regular life. Dance performance can convey the performer's psychological state and emotional value with the help of dance movements and forms. It is the expression of externalization of psychological activities. With the help of dance training, it can effectively intervene patients with depression in order to improve their mental health level.

**Methods:** 500 students with depression were randomly divided into dance performance experimental group and psychological intervention control group. The intervention time was 12 weeks. With the help of self-rating depression scale and statistical analysis tools, the data of depression and mental health level of the subjects were collected and analyzed.

**Results:** As a mental disease with complex pathogenesis, depression seriously threatened human physical and mental health. Dance performance can effectively alleviate the negative emotions and psychological problems of patients with depression.

**Conclusion:** Dance performance can guide individuals to transfer their negative emotions through action learning, make patients with depression pay attention to the perception of their own internal value and psychological characteristics, and help them improve their mental health level and interpersonal skills.

**Key words:** dance performance - depression - Emotional guidance

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## INTRODUCTION

With the rapid development of social economy and the acceleration of people's pace of life, people have to play different social roles and deal with different interpersonal relationships in life, so that they will face different degrees of psychological pressure when dealing with individual self-development and the relationship between individuals and groups, which makes the problem of psychological diseases increasingly prominent, especially depression (Shin 2020). Different individuals have different views and understanding of the same thing due to the differences of age structure, cognitive level, psychological tolerance and other factors, which makes them suffer from depression differently. The physical and mental development of teenagers is not yet fully mature. Under the stimulation of environment, academic examination and interpersonal communication, they are prone to emotional fluctuation and pressure. In the face of setbacks, stress and misfortune, it is difficult to alleviate and eliminate negative and pessimistic emotions, so they are prone to depression, and depression has great damage to their physical and mental health (Af et al. 2020). The etiology and pathological mechanism of depression are affected by many factors, often manifested as a series of symptoms, such as depression, energy loss, pessimism, despair, helplessness and so on, which are harmful to individual physical and mental health. To find an effective treatment for depression, the key is to help patients get rid of persistent negative emotions, divert attention and realize the emotion regulation mechanism. As a form of

kinesthetic art movement, dance can convey the performer's psychological state and internal value in the form of performing actions and rhythmic music, effectively mobilize and meet individual emotional value, and reduce depression and other negative emotions. Dance movements, dance training and dance performances can maximize the psychological acceptance of individuals and pay more attention to their relationship and value among social groups.

The common treatment methods of depression include drug intervention and psychological counseling, and many mathematicians have conducted relevant research on the treatment of patients with depression. Schimmel believes that appropriate psychedelic drugs can effectively help patients with depression and anxiety (Schimmel et al. 2022); Barr alleviated the depression and anxiety of patients by means of Internet, effectively reduced their eating disorders and improved their mental health level (Barr et al. 2021). Kahalnik strengthened the treatment and intervention of patients with depression in primary health care clinics with the help of network self-report software, and corrected the misunderstanding of antidepressant drugs (Kahalnik et al. 2019). Bargiel matusiewicz intervened with cognitive means on the psychological status and emotional problems of dialysis patients with nephropathy. The results showed that cognitive narrative intervention could effectively reduce the anxiety level and depression level of patients (Bargiel et al. 2019); Nayak R B found that video conference can effectively conduct psychological counseling and emotional intervention on the depression of mild to moderate family members (Nayak et al. 2020).