Developing a Practice of Growth Mindset in the Multilingual Family

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Helping children to develop literacy skills is an important goal and challenge for parents and educators of developing bilinguals. Previous research into family language policy and parental interaction strategies indicates that parents' interactions with their children during home literacy activities reflect their beliefs about language (Hu & Ren, 2017). In this self-ethnography study, I analyzed my own interactions with my daughters during monolingual English and bilingual Spanish/English reading sessions. Transcript data is analyzed to identify how reading strategies differed depending on the language of the text, as well as demonstrate how textual features influenced the type of interaction strategies used. The interactions were further analyzed from the perspective of growth mindset (Dweck, 2017). Results indicate that bilingual reading can provide an enjoyable vehicle for interactions focused on explicit language learning, offering opportunities to praise the children for effort rather than intelligence, and could thereby promote a growth mindset.

子どもの読み書き能力を発達させることは、バイリンガルの親や教育者にとって重要な目標であり課題である。家庭における言語ポリシーと親子の関わり方に関する先行研究では、家庭での親の子どもに対する読み書き指導が、言語に関する親の信念を反映していることを示している（Hu & Ren, 2017）。本稿では、多言語読書における筆者自身と娘たちとの関わり方を分析した。トランスクリプトデータを基に、テキストの言語によって読み方がどのように異なるかを明らかにするとともに、テキストの特徴が親子の関わり方にどのような影響を与えたかを示した。さらに、グロース・マインドセット（Dweck, 2017）の観点から分析した。その結果、多言語読書は、楽しく明示的な言語学習であることが示された。このような関わりは、生まれつきの知能ではなく、努力したことを褒める機会を提供し、それによってグロース・マインドセットを促進する可能性が示された。

Parents and educators of young children now have unprecedented access to multilingual media and educational resources, offering new possibilities and support for language education. However, many parents aspiring to raise their children bilingually struggle to keep their children motivated, especially as they tackle the difficult task of learning to read. A number of studies and books on the topic highlight the questions and difficulties that families go through on the road to bilingual literacy (see, for example, Ascough, 2011; Barron-Hauwaert, 2011; Byers-Heinlein & Lew-Williams, 2013). As proposed by Dweck (2017), adopting a "growth mindset" may help people persist through adversity. Dweck has outlined how the growth mindset can be applied in various fields, including education and parenting. She argues that the right kind of praise and criticism can help children attribute their successes and failures to effort rather than intelligence. In this paper, I consider how such a mindset can be developed through interactions during bilingual home literacy activities.

Multilingual Literacy Development

Following Wang (2011), the term multilingual is used in this paper to refer to the learning or use of two, three, or more languages; the term bilingual is more restrictive in referring to two languages. One well-established concept in multilingualism research is that the amount of input that a child receives matters; more time spent using a minority language is beneficial for development (Byers-Heinlein & Lew-Williams, 2013; Hoff et al., 2012). Many parents have high hopes for their children, spending a substantial amount of time, money, and effort in helping them achieve balanced multilingual proficiency (Ascough, 2011; Barron-Hauwaert, 2011). Wang (2011) describes multiliteracy as the ability to actively use more than one language in reading or writing for a particular purpose; it develops along a continuum of proficiency, and is an embodied activity practiced in relation to the environment (pp. 23-24). Multiliteracy encompasses the reading of a variety of genres and is influenced by many factors, several of which relate to parenting. For example, spending more time reading with children at home and

asking more decontextualized questions while doing so is thought to support children's multiliteracy development.

While literacy is often used in reference to written text, it is supported by exposure to the spoken forms of a language. Phonological awareness, including the ability to detect rhymes, alliteration, and count the number of syllables in a word, has been correlated to successful literacy outcomes (e.g., Allen-Tamai, 2012). Thus, children develop literacy not only through reading text, but also through games and songs involving rhyming and the detection of sounds. Such activities can be incorporated into joint reading sessions in which parents read aloud to their children while also emphasizing the sound of the language, such as rhyme-scheme. Reading to children in two different languages may also provide chances to talk together about how languages work, thus promoting metalinguistic awareness (Bialystok et al., 2014). It is to such interaction strategies that I turn to next.

Language Policies and Interaction Strategies

Beliefs about language and language learning are considered to be an important component of family language policies (Spolsky, 2009, 2012). Families generally choose language policies such as one parent one language (OPOL), minority language at home (MLAH), or a mixed approach based on their beliefs about the importance of language education or effectiveness of a given strategy (Barron-Hauwaert, 2011; Hu & Ren, 2017). Interlingual families' choice of strategy matters; families in which both parents actively use the minority language tend to be more successful in helping their children achieve active multilingualism, while the lack of a strategy can lead to passive multilingualism or monolingualism (Yamamoto, 2001, p. 33).

In their research on Singaporean families' language ideologies and interaction strategies, Hu and Ren (2017) noted that parents' values and beliefs regarding language learning were actualized in the interactions they had with their children in the home. Their analysis was based on the Psychological Distancing Model, which categorizes interaction strategies into high-, medium-, or low-distancing based on the level of mental separation from the present moment required on the part of the child (Sigel, 2002, p.197). High-distancing strategies include eliciting evaluations, causal inferences or difference judgments from children, and are more cognitively demanding than low-distancing strategies such as giving directives, eliciting repetitions, and seeking yes/no answers. Hu and Ren found that mothers tended to use interaction strategies consistent with their language ideologies; for example, a mother with a background in education who was eager to help her child develop bilingually focused on her child's cognitive states and intentionally turned interactions into opportunities for explicit literacy learning. Both Hu and Ren (2017) and Wang (2011) discuss the use of decontextualized questions (i.e., high-distancing interaction strategies) as a way to promote literacy development. Does this mean that parents should actively select texts and interaction strategies that stretch their children's cognitive ability? This is one of the questions I aim to address in this paper.

Growth Mindset and Praise

Dweck's (2017) work with mindsets describes our reactions to experiences of success and failure. Early work by Dweck (1975) demonstrated that training in attributing failure to lack of effort was effective in alleviating learned helplessness in children. A key concept for parents and teachers interested in practicing a growth mindset is the appropriate use of praise (Dweck, 2007). Dweck calls for praising a child's quality of effort; she argues that praising intelligence or ability makes children adopt a "fixed mindset" in which they equate their self-worth with inborn characteristics, which are seen as unchangeable. Thus, telling our children that they have a "knack for languages" can lead them to believe that they should be able to learn quickly without studying. Furthermore, children in a fixed mindset may avoid challenging tasks, which they perceive as threatening. The alternative is to focus on effort—praising children for challenging themselves and learning from mistakes. This promotes a growth mindset, in which they view ability as a mutable product of sustained effort. Research into praise in the Japanese EFL classroom context confirmed that praise can have undesired outcomes, and advises that language instructors give timely, precise praise targeted at the learning process rather than outcomes (Leis, 2021, p. 51). For parents trying to engage in home literacy development, appropriate praise could be a useful tool in maintaining their children's interest and desire to learn.

Purpose of the Study

The motivation for this self-ethnography was to better understand my own interactions when reading to my children, whom I am raising in a multilingual household in Japan. I have aimed to put Wang's (2011) advice on actively planned home literacy teaching into practice by regularly recording my home literacy activities and attempting to systematically reflect on my interaction strategies in light of the literature reviewed above. My research questions included:

RQ1. How do interactions differ when reading monolingually in English and bilingually with Spanish texts?

RQ2. What affordances do the above joint-reading activities provide for developing a growth mindset?

Methods

This study involved video recording joint-reading sessions with my daughters, reviewing and transcribing the videos, and finally coding and analyzing the transcriptions to address the research questions listed above. The methodological design is outlined as follows:

Table 1

Outline of the Methodological Design

Design element	Time period
1. Planning and research design	February-April, 2023
2. Procuring equipment, selecting materials	May-July, 2023
3. Trial data collection (testing recording process)	August, 2023
4. Data collection, transcription	September-October, 2023
5. Coding, refining categories, analyzing results	October, 2023-August, 2024

Participants

As a self-ethnography, participants included myself and my daughters (referred to here using pseudonyms). Regina was five years old at the time of data collection. She has lived in Japan since birth and has been raised in a multilingual household. Despite attending a Japanese daycare since she was six months old, Regina was English dominant and developing into a balanced bilingual at the time of writing. Her younger sister Abigail was also present for some of the reading sessions, but at two years old she had limited speaking ability, and her utterances were mostly excluded from transcription.

My first language (L1) is English; I am fluent in Spanish (I studied abroad in Spain, have experience teaching Spanish at the University of Kansas), and highly proficient in Japanese (I use it daily at work and hold JLPT N1). Although not directly involved in the study, I should note that my wife's L1 is Japanese, and she is highly proficient in English (TOEIC ~950).

Table 2

Overview of Family Languages

Participant	Nationality	Languages
Father	USA	English (L1), Spanish (L2), Japanese (L3)
Mother	Japan	Japanese (L1), English (L2)
Regina (daughter)	Japan/USA	English/Japanese (L1), Spanish (L3)
Abigail (daughter)	Japan/USA	English/Japanese (L1), Spanish (L3)

My family follows a flexible MLAH policy, with English as the main mode of communication and the primary language for entertainment in the house, although some Japanese mixing is observed between the mother and daughters. While I have tried to introduce my daughters to some Spanish through music, stories, and games, their ability is limited to understanding and producing a small number of vocabulary and simple phrases. As this study focuses on myself and my own children, informed consent for the children to participate was obtained from my wife.

Data Collection

Reading sessions were recorded with a small portable video camera strapped to my chest to capture sound, text, pictures, and hand motions while reading to Regina or both of my daughters. Recording sessions occurred between September and October, 2023, and typically took place in the evenings in our living room. Over 30 reading sessions were recorded, including reading sessions using Japanese texts. Due to time constraints, only 10 recordings were selected for transcription and analysis; I decided to focus on English and Spanish texts because these are more typical of the literacy activities I conduct with my daughters. The texts included several titles from the graded *Oxford Reading Tree* series (Oxford University Press), and the *Mis Primeros Cuentos* series (European Language Institute). All stories were illustrated books intended for children. For two longer texts (*The Fisherman Under the Sea* and *Las Aventuras de Pinocho*) only the first part of the recording was transcribed; this led to a total reading time of approximately 50 minutes of transcription data in each language.

Table 3

List of Books & Transcription Details

#	English (Monolingual)	Spanish/English
1	*At the Seaside* (ORT Level 3, 2011) 87 running words, 16 pages 2023.10.3, 7 min 32 seconds	*El Perro y su Sombra* (ELI, 1999) ~300 words, 25 pages 2023.10.5, 10 min 22 seconds
2	*Dinosaurs* (ORT Fireflies Level 6, 2008) 700 running words, 24 pages 2023.10.8, 13 min 03 seconds	*La Bella Durmiente* (ELI, 1999) ~300 running words, 25 pages) 2023.10.8, 11 min 0 seconds
3	*The Fisherman Under the Sea* (Parents Magazine Press, 1969) ~2,000 running words, 32 pages 2023.10.11, 13 min 00 seconds (incomplete)	*El Patito Feo* (ELI, 1999) ~300 running words, 25 pages 2023.10.12, 9 min 29 seconds
4	*The Laughing Princess* (ORT Level 6, 2011) 470 running words, 24 pages 2023.10.13, 8 min 30 seconds	*Caperucita Roja* (ELI, 1999) ~300 running words, 25 pages 2023.10.24, 9 min 52 seconds
5	*Paw Patrol Stories to Share: Pit Crew Pups* (Penguin Random House, 2022,) ~1,000 running words, 15 pages) 2023.10.17, 10 min 48 seconds	*Las Aventuras de Pinocho* (La Spiga Languages, 2010) ~2,500 running words, 64 pages 2023.10.25, 9 min 30 seconds (incomplete)

Note: Table lists information in the following order:

- Book name (publisher, year of publication)
- Approximate length in running words, length in pages
- Date of video recording (Year.Month.Day), Length of video recording

Transcription was accomplished with the help of Google Doc voice typing tool. After being revised manually for accuracy, completed transcripts were coded for speaker, language, and source of the utterance (whether the text represented a direct quotation from the book or additional commentary). A sample transcription section can be seen in the Appendix; a link to the coding key and complete transcriptions is available here. Initial coding of the transcripts facilitated the subsequent analysis of interaction strategies. Categories were adapted from Hu and Ren's (2017) analysis of interaction strategies, and then refined and adapted in an iterative process using a coding manual as reference (Saldaña, 2016). As seen in Table 4 a total of 18 individual categories of interaction strategy were adapted from Hu and Ren's coding scheme (2017, p. 203). As an example, see the following excerpt:

Regina: *What does studio mean?*

Father: *A studio is like a place where people can paint or do art. Uncle Alan has a studio.*

Using the coding scheme, Regina's question would be "(LD4) asking simple What-questions." My first sentence in response is "(LD7) describing/defining" because it defined the word in question. The second sentence is "(HD4) connecting with personal experience," achieved by invoking a well-known family member. In addition to these categories, all transcripts were reviewed to identify instances of praise.

The coding process involved a degree of ambiguity, as some phrases could be interpreted as fitting into more than one category. In this respect, the coding process itself required taking an objective view of the interaction and was a useful tool for pedagogical reflection, as recommended by Wang (2011).

Table 4

High- and Low-Distancing Strategies (adapted from Hu & Ren, 2017)

High-distancing strategies	Low-distancing strategies
(HD1) eliciting evaluation	(LD1) using directives
(HD2) eliciting causal inference	(LD2) eliciting clarification
(HD3) eliciting similarity/difference judgment	(LD3) eliciting repetition
(HD4) connecting with personal experience	(LD4) asking simple What-questions
(HD5) extending	(LD5) asking yes/no questions
(HD6) asking open-ended questions	(LD6) labeling
(HD7) eliciting alternatives	(LD7) describing/defining
(HD8) using cognitive state verbs	(LD8) eliciting pointing response
	(LD9) demonstrating
	(LD10) eliciting completion

Results

Examining the transcripts revealed several trends relating to reading style, interaction strategies, and the varying affordances for praise provided by different text types.

Reading Style

English-language books were generally read in a monolingual fashion. Beyond vocalizing the words as written, I often added explanations, definitions, descriptions, or extensions to the text. I used hand gestures, pointing, and different tones of voice to represent dialogue and make the text more accessible and engaging. Occasionally, I directed Regina's attention to specific words and prompt her to sound them out or ask questions to confirm understanding.

I read Spanish-language materials bilingually, reading the printed Spanish followed by an English translation or explanation. Aside from this constant code switching, the reading style was quite similar, with a variety of strategies used to keep my daughters engaged. Discussion and explanation to aid comprehension of the story occurred in English; thus, almost all parent-child interactions were in English, as might be expected given my family's MLAH policy.

Interaction Strategies and Text Language

A total of 601 father-initiated interactions were coded across all 10 transcripts, 61% of which were low-distancing strategies. This is in line with Hu and Ren's (2017) results, in which all of the four focal family mothers' low-distancing strategy interactions were between 56% and 66% of the totals. Of the low-distancing strategies, the most commonly found in my transcription data was (LD7) describing/defining, followed by (LD6) labeling, and (LD1) using directives. Of the high-distancing strategies, the most common was (HD1) eliciting evaluation, followed by (HD2) eliciting causal inference, and (HD8) using cognitive state verbs. While I initiated most interactions, Regina also often initiated interactions through (LD4) asking simple What-questions, and (HD2) eliciting causal inference (i.e., asking Why-questions).

Figure 1 shows the total number of high- and low-distancing strategy interactions by language. The number of high-distancing interactions was similar across languages, but more low-distancing interactions were present in Spanish texts . In line with overall trends, the most commonly used strategies while reading English texts were (H1) eliciting evaluation and (L7) describing/defining. During bilingual Spanish/English readings, the most common strategy was (LD6) labeling, accounting for 63 total interactions; labeling occurred only 11 times in English texts. One explanation for this is that the Spanish texts require more labeling to introduce the unfamiliar spoken forms for known concepts. Take the following excerpt for example, in which I ask Regina to help me label known items:

Father: *Oh look, la carne, that's meat over here, right? El pescado, fish.*

Regina: *Meat. There is meat over here.*

In other cases, alternating between Spanish and English led to (HD3) eliciting similarity/difference judgment, as it promoted comparison of pronunciation or meaning of Spanish and English words:

Father*: That's right, the scarecrow. Scare means like scary and in Spanish espanta means scare and pájaros means birds. So, in Spanish it's called a scare-birds.*

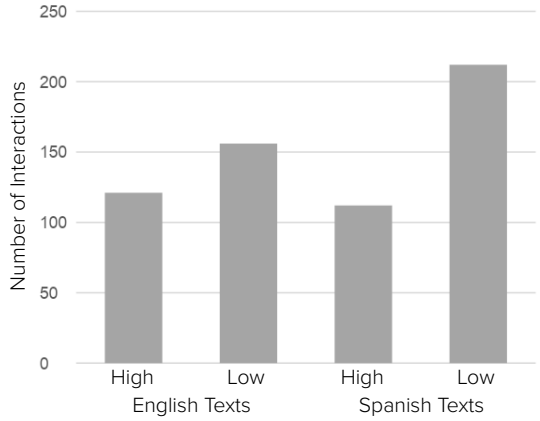
Regina*: You mean a scarecrow.*

Father*: Yeah, but in Spanish it's called a scare-birds because it says espantapájaros, and pájaros means birds.*

In addition to differences due to language, interactions varied based on other text features, as explained below.

Figure 1

Father-initiated High- and Low-Distancing Interactions by Text Language



Influence of Text Characteristics

Particular characteristics of a text also provided affordances for different interaction strategies. Short, easy stories offered more opportunity to focus directly on the written text on the page, and thus tended to promote interactions focused on explicit language learning such as labeling, describing, or completion. Stories from the *Mis Primeros Cuentos* series included pages of labeled illustrations which lent themselves to games involving (LD8) eliciting pointing response. For example, in the following game I asked Regina to confirm her understanding of the Spanish vocabulary for 'cow' and other animals:

Father*: Hey, let's play a game touch the animals. Ready? ¿Dónde está la vaca?*

Similarly, the Oxford Reading Tree stories feature short, repetitive text that allowed for explicit focus on language form. In the following example, Regina asked me to read the story backward, which prompts (HD3) eliciting similarity/difference judgment:

Father: *Everyone said sorry! Hey, that sounds normal. Sorry! Said everyone. I guess it's the same almost, backwards or forwards, either one is okay.*

Regina: *Hahaha. How about this one?*

Father: *Full was hotel every. That sounds kind of funny.*

On the other hand, longer stories with more difficult vocabulary, such as the English translation of the Japanese folktale *The Fisherman Under the Sea*, included many opportunities for (LD7) describing/defining new words in English:

Father: *He was ASTONISHED!*

Regina: *What does astonished mean?*

Father: *He was amazed. Astonished means like amazed.*

Similarly, the more difficult Spanish text introduced more difficult vocabulary and plot lines. These challenged my proficiency in L2 Spanish, causing me to note gaps in my own understanding:

Father*: ...pero como Pinocho se escapó nuevamente el guardia le llevó preso al pobre Gepeto. But Pinocchio escaped again and so the guard man took Geppetto as a prisoner. Is that right? Did he take Geppetto as a prisoner or did he take Pinocchio as a prisoner?*

The more complicated plot and difficult vocabulary prompted more discussion including causal inferences, open-ended questions, and alternative courses of action. *Dinosaurs*, the one informational text included in the study, provided more affordances for high-distancing strategies such eliciting causal inferences and extending on topics. Regina was able to initiate such interactions:

Regina: *Why did it die?*

Father: *I guess the Earth became very cold when the clouds covered the Sun.*

Regina: *But how did they die when the Earth got really cold?*

Praise

Reviewing the transcript revealed 14 instances of praise across four reading sessions; six reading sessions did not include any instances of praise. 12 of the instances of praise occurred while reading Spanish texts, and were generally in response to Regina's showing engagement by repeating phrases or answering questions. The two instances of praise during English texts were directed toward Abigail for actively speaking and pointing to pictures:

Abigail: *Look, water!*

Father: *Look, water! Yeah! Good job, Abigail.*

There was one instance of praise that was more specific in nature, in which I praised Regina for paying close attention after being impressed that she could remember a word in Spanish:

Father: *Good job! You remembered it! I guess you were listening carefully and learning, good job.*

On the other hand, there was also one instance of praise directed at intelligence:

Regina: *La muñeca.*

Father: *Yeah, la muñeca. Good job, you're so smart!*

Discussion

The transcription coding process provided insights into how I interact with my daughters during monolingual and bilingual joint reading activities. In this section I discuss the results in relation to interaction strategies and growth mindset.

Interaction Strategies

The transcript analysis revealed more instances of low-distancing strategies during bilingual reading as compared to monolingual reading in English. Monolingual reading, especially with more challenging texts, lends itself to high-distancing strategies such as evaluating, making causal inferences, and extending. However, when considering the role of high- and low-interaction strategies in a child's cognitive development, high-distancing strategies are not necessarily "better"; rather, they should be employed progressively in step with the child's development. Low-distancing strategies, such as (LD6) labeling, (LD7) describing/defining, or (LD10) eliciting completion, allow children to focus explicitly on language form, and these interaction strategies can be employed during game-like interactions as shown above. This can serve to make reading more fun, and may help children develop phonological or metalinguistic awareness (Allen-Tamai, 2012; Bialystok et al., 2014). In practical terms, it is probably best to read a variety of different materials with children, observe the kind of interactions that arise, and try to engage them in the reading process as actively as possible.

Bilingual Reading and Growth Mindset

As reviewed above, bilingual reading sessions provided chances for children to remember unfamiliar words through interactions such as pointing responses, repetition, and completion. In this way, multilingual reading is akin to an explicit language learning activity that provides opportunities to praise a child's effort. As reviewed above, timely, specific praise directed at effort could be useful in developing a growth mindset in language learners (Dweck, 2007, 2017; Leis, 2021). However, caution is needed; the transcript data also showed an example of praising intelligence, which could undermine a growth mindset. Since starting this project, I have noticed myself praising my daughter's intelligence when instructing her in phonics, and noted similar interactions with grandparents who often praise her as a "genius" when she demonstrates her English ability. Moving forward, I intend to adjust my praise to focus more on her effort and improvement.

Aside from praise, bilingual reading also allowed me to model the growth mindset as a lifelong learner. When reading in Spanish, for example, I was able to show what multilingual proficiency looks like and talk with my daughters about the importance of regular practice. As demonstrated by the transcript data, bilingual reading also forced me to continue developing my own Spanish ability, modeling the process of noticing gaps in my own knowledge. When attempting bilingual reading, my experiences have shown the value of careful material selection; by selecting simple Spanish texts, I can rely on the text to support my weaker Spanish ability. An increasing amount of bilingual reading materials are available in print and online, and such materials can provide the support needed for parents interested in multilingual reading and related activities.

Conclusion

In this paper, I have reviewed literature related to multilingual literacy development, interaction strategies, and growth mindset. Becoming literate in multiple languages involves developing a range of skills over time, and parental involvement is instrumental in the process. By analyzing bilingual and monolingual reading sessions, I have outlined several reading strategies and noted how different types of text tend to influence parent-child interactions. Finally, I have argued that joint bilingual reading allows parents to model multilingual literacy while also providing appropriate interaction strategies to deepen engagement with minority languages.

Although I have endeavored to be open, I am sure to have my own biases and blind spots. The ideas and findings outlined here are not necessarily generalizable to the unique situations of other families. In future studies I would like to recruit other local families and enlist the help of another researcher to check for agreement with my coding scheme. Imperfect as it is, I hope that the study has offered food for thought and inspiration to like-minded parents and educators.

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Appendix

Transcript Sample

Coding Key & Complete Transcripts can be found at: https://osf.io/a8rqz/?view_only=bee89f6ca0824ad796eab4a6e6088a1f

Coding Variables & Key

Variable	Coding Key	
Speaker	Father: Black font	Regina: Red font / Abigail: Blue font
Language	English: Normal	Spanish: Italic
Source	Commentary, questions, etc.: Normal	Read directly from story text: Bold font
Interaction code	Comments on text: HD1-HD8, LD1-LD10 (See Coding Key document).	
Praise	Green font	

Transcript

[1]She's licking her lips because I guess it smells good. ***Su mamá le pone la tarta y una botella de leche en la cesta.*** **Her mother puts the cake and a bottle of milk in the basket for her.** ***A la abuela le gustan mucho las tartas pero también le gusta...*** **Her mother really likes cakes but she also likes...** [2]*hohohoho a mí me encantan* ***las verduras,*** [3]*me encanta* ***el pan,*** I love the bread, [4]*me encanta* ***el te*** I like tea *me gusta* ***el helado*** I like ice cream [5]*me gusta el pollo* I like chicken *me gusta la arroz,* I like rice ***el pescado*** *claro el pescado* of course fish as well, *y* ***las frutas*** *claro claro que sí me encantan las frutas* of course I love the fruits...

1 (HD2) eliciting causal inference

2 (HD5) extending. Note: Extended session including labeling (L6) in Spanish and defining in English, Influence by the format of the book. I added extra grammar structures and changed my voice to introduce it as lines spoken by the grandma.

3 (LD6) labeling

4 (LD6) labeling

5 (LD3) eliciting repetition. Note: Labeling can also be read as inviting repetition, as Abigail does next

[6]I like chicken!

[7]Oh good job Abigail. *y el queso y los huevos*

[8] I want a bread, I like cookies…

[9] and cookies that's right *las galletas*

[10]Hey which one do you like the most, Regina?

[11]Ice cream

[12] *el helado?* Can you say *me gusta el helado?*

[13] *me gusta el helado*

[14] qué bien. And Abigail, how about you which one do you like the most?

6 (HDA4) connecting with personal experience
7 (HD1) eliciting evaluation
8 (LDA6) labeling
9 (LD6) labeling
10 (HD4) connecting with personal experience
11 R
12 (LD3) eliciting repetition
13 R
14 (HD4) connecting with personal experience