

# Utilizing Bilingual Storytelling in a Learner Centered, L2 Classroom

---

**Donna Chambers, Ph.D.**

Penn State Berks  
USA

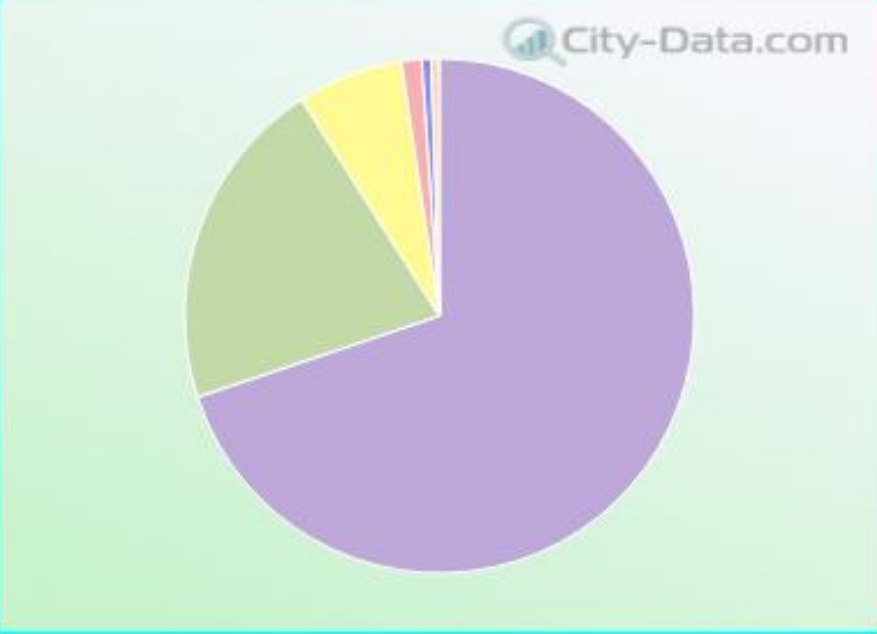
*dmc6004@psu.edu*



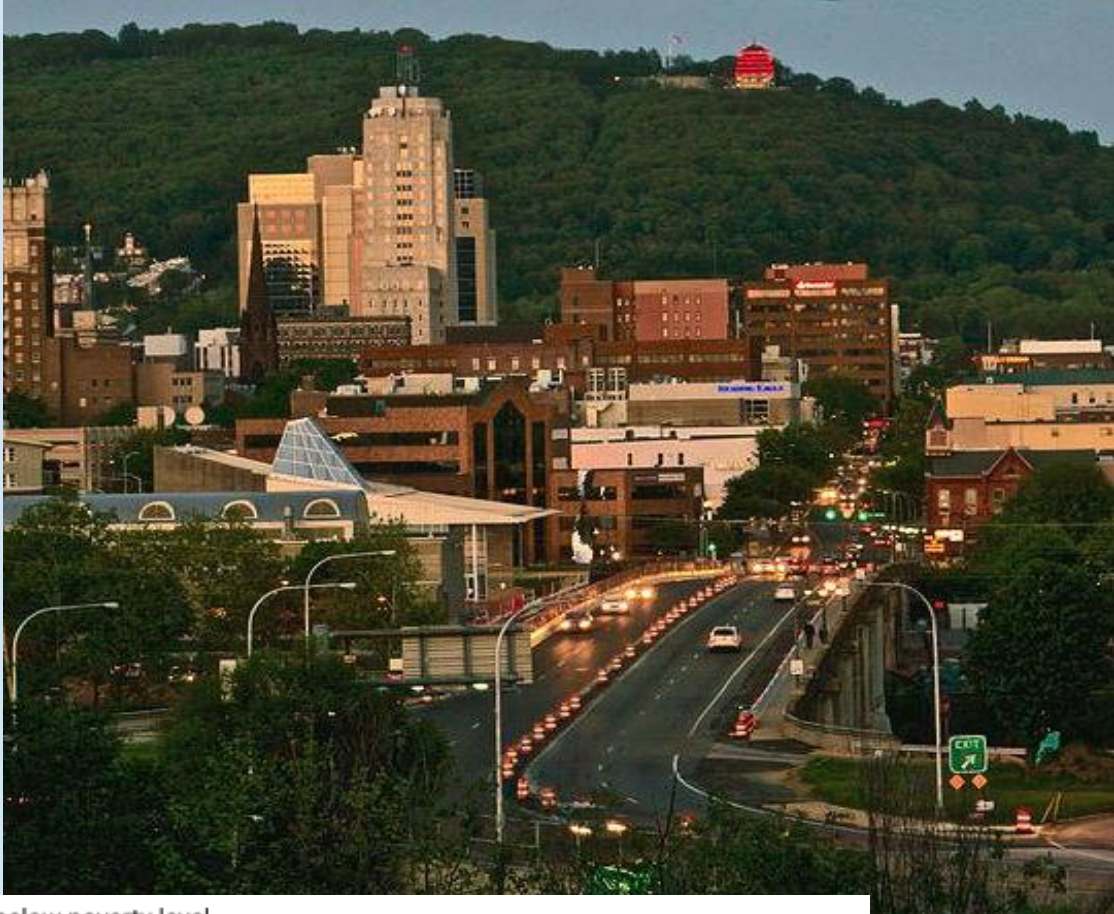
**PENN STATE  
BERKS**

# Reading, PA

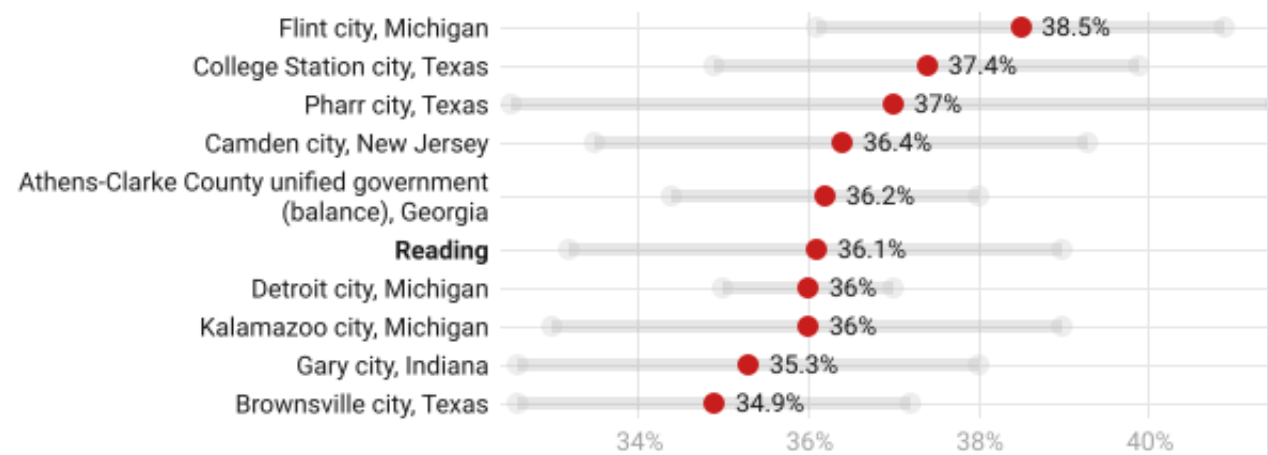
Races in Reading, PA (2021)



- Hispanic (69.9%)
- White (21.0%)
- Black (6.7%)
- 2+ races (1.3%)
- Other (0.6%)
- Asian (0.5%)



● Lower ● Upper ● Percent below poverty level



2018



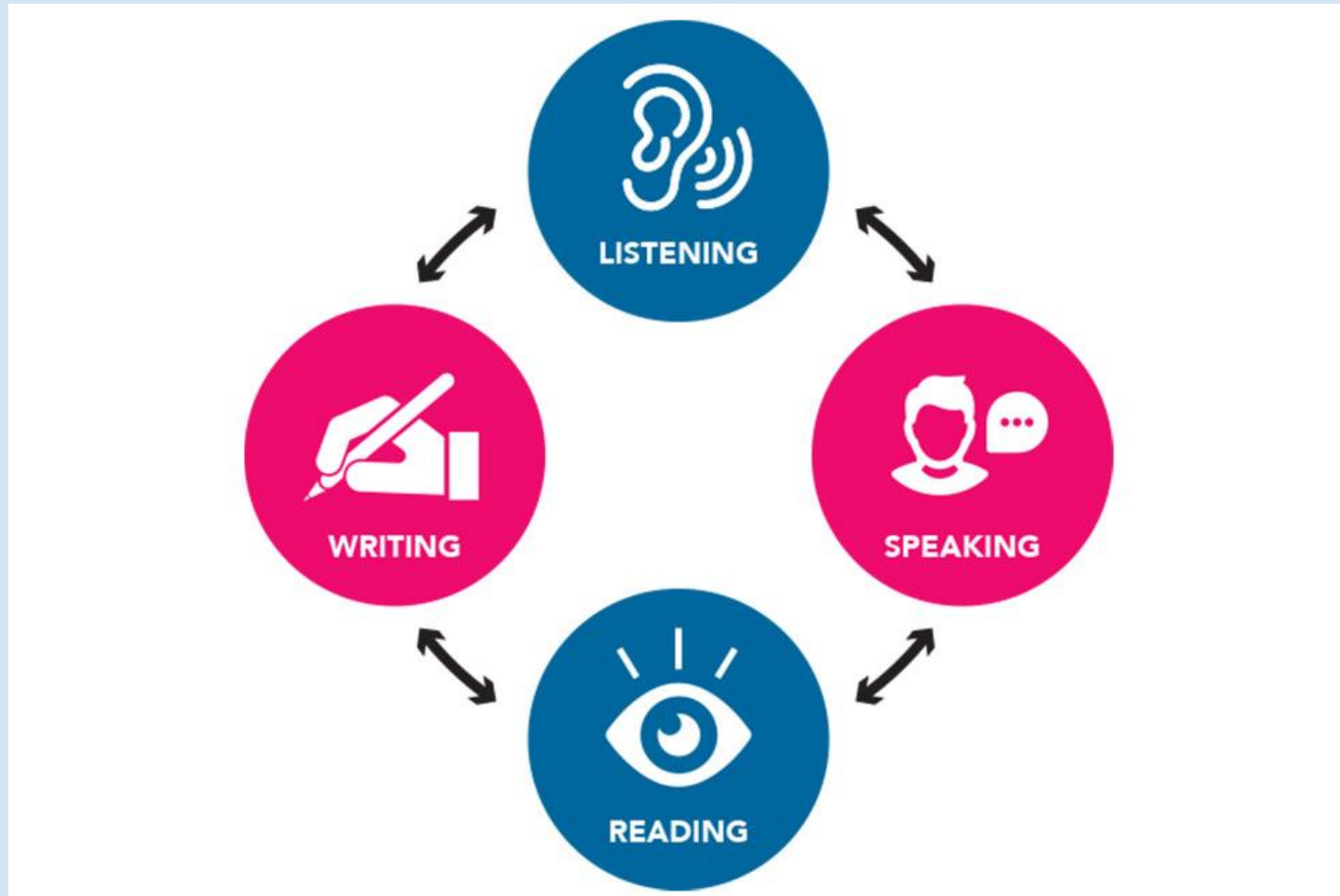
2023

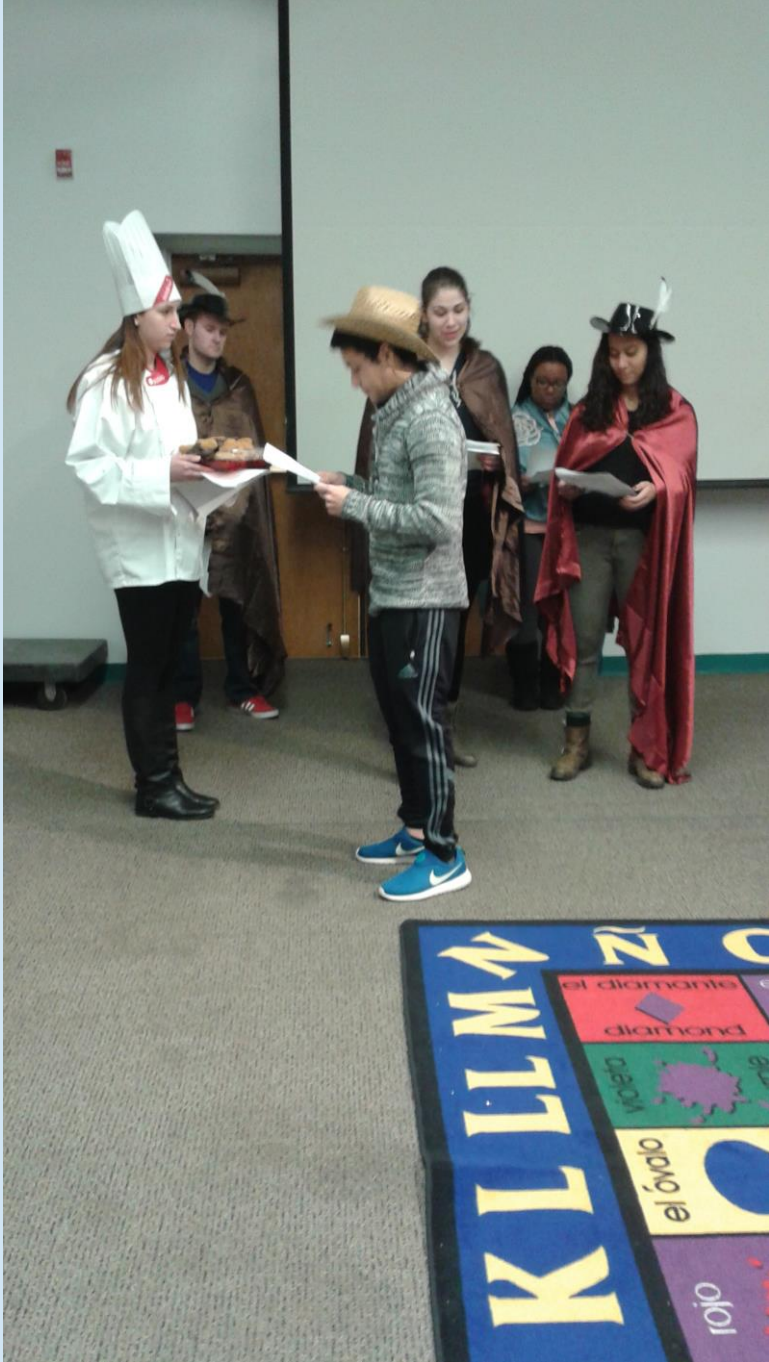


# 85.7% of the Reading School District is Latino



# Four core language skills





**Real- life  
experience**

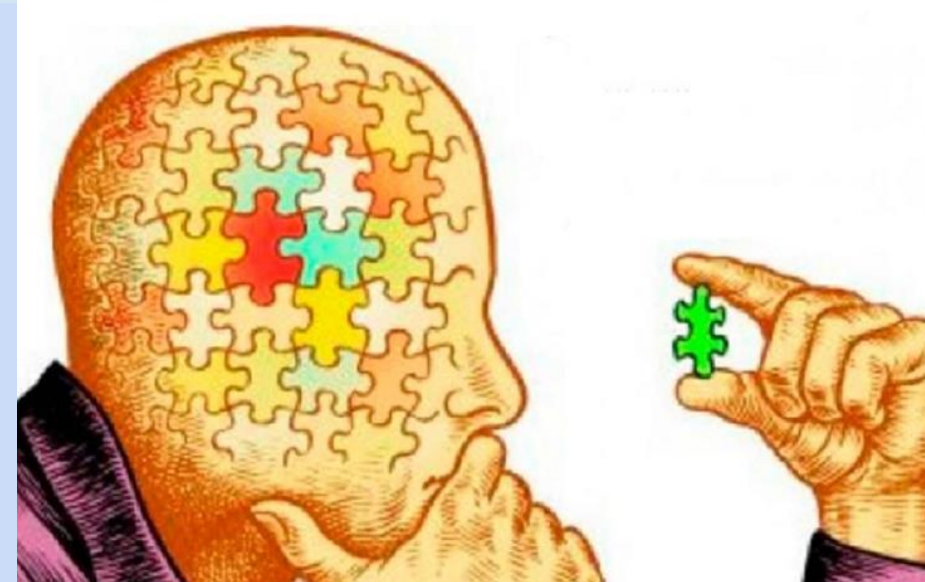


# Weimer on Learner Centered Teaching:

**Learning**

**Collaboration**

**Reflection**



# The Comprehensible Input Umbrella

**Embedded Reading**

TPR:

Total Physical Response

Reader's Theatre

**Read & Discuss**

Content-Based  
Instruction

**The Natural Approach**

**Movie Talk**

TPRS:

Teaching Proficiency through  
Reading & Storytelling

**Picture Talk**

PQA:

Personalized Questions  
& Answers

Listen & Draw

Based on Dr. Krashen's Theory.

Visual concept inspired by Diana Noonan & expanded with ideas from The Georgia Classicist.



**Enjoyment > Motivation > Output**



# IMPACT

- Bilingual Storytelling builds empathy and cultural awareness.
- Enriches social awareness by opening doors to new cultures & traditions.
- Communicates information in an interesting and engaging way which is more effective than just simply hearing plain facts. Facts are twenty times more likely to be remembered if they are told as part of a story.
- Addresses UN SDGs #s 4,10, and 16



# Conclusion

## High-Impact Practices

Learning community

Service-learning

Research with faculty

Internship or field experience



*Thank you!*

**Donna Chambers, Ph.D.**

Penn State Berks USA

*dmc6004@psu.edu*

