

**LEARNING OPPORTUNITIES IN STORY-BASED EFL PRIMARY
CLASSROOMS: AN EVALUATIVE MULTIPLE CASE STUDY DESIGN**

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ABSTRACT

This study evaluated the innovative introduction of a story-based approach in EFL classrooms in southern Taiwan. It aimed to understand what learning opportunities the story-based approach can afford through detailed analyses of teacher-pupil interaction in a teacher-fronted classroom setting together with a consideration of participants' viewpoints.

This study employed a multiple case study design. Data were gathered by means of classroom observation and interviews. The recorded lessons were transcribed and analyzed according to the Conversation Analysis approach combined with Cameron's (2001) task framework. In addition, baseline data (the standard lessons) were provided for comparisons.

As an in-depth investigation of this innovation in Taiwan by multi-level qualitative analyses of classroom interaction supplemented with interview data, this study contributed to our knowledge of what goes on inside the story-based EFL classrooms, raised the issues of the classroom implementation of the story-based approach, and provided implications for pedagogy in this EFL context.