

Abstract

The purpose of this study is to investigate the story-writing performance of college English majors in Taiwan in terms of narrative structure. A total of twenty stories composed by twenty junior English majors of one national university were analyzed based on the conventional English story structure. The collected stories were part of the students' normal school work rather than specially designed tasks.

Through a narrative structure analysis of the collected data, different structural patterns were discovered, including (1) *Description*, (2) *Abbreviated Story*, (3) *Complete Story*, (4) *Lengthened Story*, and (5) *Complex Story*. The structural uses not only reflect the learners' writing styles but also represent their strengths and weaknesses in writing. Overall, the results show that although these students have possessed the basic knowledge of the structural conventions, they still need instruction in terms of content, editing, genre-distinction, or formal devices to enhance their story-writing skills.

In addition, cultural characteristics were discovered in the writings. The preferences observed coincide with the characteristics of narrative writings of Bhutanese, Vietnamese, and Thai cultures in many ways. Therefore, the findings of this study may also serve as evidence for the great similarities that existed among Asian cultures.