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Characteristics and Differences Between Written and Oral Language: The case of 'Mandi'

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Abstract

There are several differences between written and oral language. All communication includes the transfer of information from one person to another, and while the transfer of information is only the first step in the process of understanding a complex phenomenon, it is an important first step. Writing is a fairly static form of transfer. Speaking is a dynamic transfer of information. The study of language communication- written or spoken is called discourse. So, there are many systems that discourse analysts can study such as, deixis. . In linguistics, deixis refers to words and phrases, such as “me” or “here”, that cannot be fully understood without additional contextual information. It is an expression whose interpretation is relative to the extra linguistic context of the utterance. Consequently, it is common to notice deixis in speech rather than writing. An excellent example is a native English speaker, Mandi who represents these differences between writing and speech. Mandi is an American lady from Florida. She is 32 years old. She is a dental hygienist. She is one of my best friends in the U.S. She is very elegant, smart and well-educated. She narrates a personal experience that she has never forgotten, in both written and oral form. She recorded her experience and has been speaking for approximately 8:36 minutes. Then she wrote the same experience again on a paper. The goal behind that, is to compare and contrast between writing and speech. Also, to show that writing and speech are characterized by different features.

Keywords: Oral, Written, Communication, Discourse, Utterance



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الخصائص والاختلافات بين اللغة المكتوبة والشفهية: دراسة حالة "ماندي"

مستخلص الدراسة

ديما صالح القحطاني
باحثة دكتوراه – لغويات انجليزية

هناك العديد من الاختلافات بين اللغة المكتوبة والشفهية. وبما ان جميع اشكال التواصل تتضمن نقل المعلومات من شخص إلى آخر، ونقل المعلومات ما هو الا خطوة أولى في عملية فهم ظاهرة الاتصال المعقدة، لكنه خطوة أولى مهمة. فنجد ان الكتابة هي شكل ثابت من النقل إلى حد ما. اما التحدث فهو نقل تفاعلي ديناميكي او ربما نطلق عليه نقل نشط للمعلومات. وبما ان دراسة التواصل اللغوي - المكتوب أو المنطوق - هي دراسة للخطاب والنص. لذلك هناك العديد من الأنظمة التي يمكن لمحلي الخطاب دراستها مثل الكلمات والعبارات **deixis** مثل "أنا" أو "هنا"، التي لا يمكن فهمها بالكامل دون معلومات سياقية إضافية. وهذا ما يرتبط تفسيره بالسياق اللغوي الإضافي للمفوض. وبالتالي، فمن الشائع أن نلاحظ **deixis** في الكلام الشفهي دون الكتابة. ومن الأمثلة الممتازة على ذلك المتحدثون الأصليون للغة الإنجليزية، ومنهم ماندي، التي تمثل هذه الاختلافات بين الكتابة والكلام. فهي سيدة أمريكية من فلوريدا. عمرها 32 سنة. تعمل أخصائية في مجال صحة الأسنان. وهي واحدة من أفضل أصدقائي في الولايات المتحدة. وهي أنيقة للغاية وذكية ومتعلمة جيداً. تروي تجربة شخصية لم تنساها أبداً، كتابياً وشفهياً. سجلت تجربتها وتحدثت لمدة 8:36 دقيقة تقريباً. ثم كتبت نفس التجربة مرة أخرى على ورقة. الهدف من ذلك هو المقارنة والتباين بين الكتابة والكلام. وهذا اظهر أن الكتابة والكلام يتميزان بسمات مختلفة.

الكلمات الرئيسية: الكلام الشفهي، الكلام المكتوب، التواصل، الخطاب، النص

Characteristics and Differences Between Written and Oral Language: The case of Mandi



I. Introduction

There are several differences between written and oral language. However, studying language should not be separated from the study of so many other related things; culture, translation, literature, politics, translation, cognition, etc. (Abu-hassoub & Mazid, 2020). While taking their first step to transfer information, people communicate in a quite complex way; the process of understanding and producing written and oral text is a real complex phenomenon, it is an important first step to transfer, however, it needs a deep consideration. Writing is a fairly static form of transfer. Speaking is a dynamic transfer of information. The study of language communication- written or spoken is called discourse. Hassan (2023) has argued for the same idea and stated some characteristics of WhatsApp Communicative Acts. So, there are many systems that discourse analysts can study such as, deixis. In linguistics, deixis refers to words and phrases, such as “*me*” or “*here*”, that cannot be fully understood without additional contextual information. It is an expression whose interpretation is relative to the extra linguistic context of the utterance. Consequently, it is common to notice deixis in speech rather than writing. An excellent example is a native English speaker, Mandi who represents these differences between writing and speech. Mandi is an American lady from Florida. She is 32

years old. She is a dental hygienist. She is one of my best friends in the U.S. She is very elegant, smart and well-educated. She narrates a personal experience that she has never forgotten, in both written and oral form. She recorded her experience and has been speaking for approximately 8:36 minutes. Then she wrote the same experience again on a paper. The goal behind that, is to compare and contrast between writing and speech. Also, to show that writing and speech are characterized by different features. For instance, written language is kind of monologue, however, spoken language is sort of dialogue. In addition to that, written language is formal, abstract, planned, and expository, while oral language is informal, concrete, spontaneous, and narrative.

In order to explore these differences, Chafe mentions that: “it is important to know that speaking is faster than writing, and that speaking interact with their audience directly, whereas writers do not.” (Chafe, 1982, p.36). So, the paper highlights these differences including examples to support different features. This paper identifies and discusses the characteristics and differences between written and oral language through various features, such as: length, vocabulary, syntax, grammar, conversation, and Labov’s narrative features.

II. Length

In writing, our thoughts must constantly get ahead of our expression of them in a way to which we are totally unaccustomed when we speak. As we write down one idea, our thoughts have plenty of time to move ahead to others. The result is that we have time to integrate a succession of ideas into a single linguistic whole in a way that is not available in speaking. However, in speaking, we normally produce idea units. Idea units have a mean length including hesitations of approximately 2 seconds or approximately 6 words each. It is different from clause or sentence in which idea unit has pauses. Idea units typically have a coherent intonation contour, they are typically bounded by pauses, and they usually exhibit one of a small set of syntactic structures. Mandi’s written language contains 34 organized, full sentences while her

oral language contains 76 idea units/ utterances. So, her written sentences are longer than her oral idea units. It is clear that in writing she expresses her idea in a cohesive, full sentence, however, in her speech she produces idea units bounded by pauses. Moreover, sentences in the written version are much longer than utterances in the oral version, For instance:

Written version:

“ In addition to that, I haven’t had a GPS yet to get to my friend’s graduation ceremony.”

(line 4)

“ So, I printed the directions and a map from a website called quest.com.” (line5)

Oral version:

“ I .. I .. at that time .. you know .. aa I didn't have a GPS” (line 4)

“and also, I didn't know the area very well” (line 5)

“ so, I printed out a map “(line 6)

In addition to that, the word length which shows that she uses more words in the spoken version than in her written one. There 586 words in her writing compared to 743 words her speech. In general, people talk more than write.

III. Vocabulary

Vocabulary is one of the aspects that affects written or oral communication. Surprisingly, Mandi uses the same vocabulary in her both writing and oral speech. First feature of vocabulary is the length of words. It is quite clear that Mandi as an educated lady doesn’t have a big difference between her writing and her oral speech in using short and long words. For example:

Written version:

Short words: “*a mini store* “

Long words: “*graduation, ceremony*”

Oral version:

Short words: “*Well, like*”

Long words: “*congratulated, graduation*”

Second feature is adjectives, which show a slight difference in using adjectives in both written and oral version. Mandi frequently uses the same adjectives to describe her experience due to her level of education. For example:

Written version:

“*safe, frustrated, afraid, dangerous, memorable*”.

Oral version:

“*alone, safe, unforgettable, unsure, funny, depressed, afraid, frustrated, clear, wrong, awful, horrible*”.

Another aspect is the use of adverbs in the written language such as “*completely*” (line 13), “*fortunately*” (line 14), and “*finally*” (line 20). And in the oral language such as “*finally*” (line 58) and “*hopefully*” (line 75).

IV. Syntax

One of the most noticeable characteristics is the use of coordinating conjunctions. A conjunction placed between words, phrases, clauses, or sentences of equal rank. The fragmentation of spoken language shows up partly in the stringing together of idea units without connectives. It is common with coordinating conjunctions, e.g. “*and*”, “*but*”, and “*or*”. In the written version the total of coordinators is 25; such as: “*and*” 17, which equals 68%, “*but*” 2, “*so*” 5, and “*yet*” 1. While in the oral version there are 30 coordinators: “*and*” 18 which equals 60%, “*but*” 6, “*so*” 6. On the other hand, there are 9 subordinators in the writing between around 18% and 9%; such as: “*although*” 2, “*if*” 1, “*after*” 2, “*before*” 2, and “*until*” 2. While there are 5 subordinators in the oral version; such as: “*although*” 1, “*because*” 1, “*after*” 1, “*until*” 2.

Additionally, according to Jenkins there are more other features. In her book Jenkins indicates to some characteristics of writing and speech (J. Jenkins, 2015, p.129-130). One of

these characteristics is that writing is syntactically complex while speech is simple. For instance, in the written version “*And I have no idea about how to get there.*”(line 3). And in the oral version “*and also, I didn't know the area very well*”(line 5). Second characteristic is that writing has clear sentence boundaries such as: “*My friend live in an area that I haven't been to before.*” While speech has lack of clear sentence boundaries, such as: “*oh..it..I remember*” (line3). Last characteristic is that writing is highly structured, such as “*This is a story about my experience trying to get to a friend's graduation, before I owned a GPS*” (line 1). However, speech is loosely structured, such as “*Well... umm I wanna tell you about my experience on my friend's graduation day*” (line 1). Other syntactic features and differences also exist. (Abu-hassoub & Monem, 2022) have discussed shift of tenses that are considered a feature of Syntax of too.

V. Grammar

In fragmented language, a typical idea unit consists of a single clause, containing one predictive element and the noun phrases which are directly associated with that element as subject, and object. Language meaning and Grammar are related, as stated by Abu-hassoub (2022). Sometimes it may consist of nothing more than a noun phrase or prepositional phrase. On the other hand, integrated language makes use of a variety of devices incorporating additional elements into an idea unit, such as: nominalization, participles, and consequences of prepositional phrases. So, there are many features that show the difference between written and oral language such as; nominalizations, participles and prepositions. First, the clearest feature is nominalization where a verb is changed into a noun. Mandi's writing and speech show a slight difference in using nominalization. So, she uses nominalizations equally when she writes or speaks which is interesting. For instance:

Written version:

“*experience, graduation, direction, entrance, stranger, trusting, building, driving, location*”

Oral version:

“experience, graduation, direction, entrance, stranger, building, driving, location”

Another feature is using participles. Actually, Mandi rarely use participles. In her writing there is *“the printed map”* (line 13). Interestingly, her speech doesn't include any participle. The last feature is using prepositions. The total of prepositions in both her writing and speech is approximate. Her writing has 22 prepositions, such as: *“on”* 7, *“in”* 6, *“for”* 6, *“at”* 1, *“of”* 7, *“forward”* 1, and *“by”* 1. And her speech has 23 prepositions, such as: *“on”* 9, *“in”* 1, *“for”* 2, *“at”* 5, *“of”* 4, *“forwards”* 1, and *“by”* 1. Overall, the differences between her written and oral language in using the previous features are negligible.

VI. Conversation

Conversation features are commonly used in oral rather than written language such as; hedges, monitoring of information flow, or repetition of sounds. First, hedges are markedly used in Mandi's speech, like: *“Well”* (line 1), *“kinda”* (line 46), *“sorta”* (line 41), and *“like”* (line 21, 22, 23, 31, 56) more than her writing which contain only *“somewhat”* in (line11). Second, using 1st person pronouns. It clearly shows that Mandi uses 1st person pronouns more in her speech. There are 69 1st person pronoun in her speech, such as: *“I”* 57, *“my”*, and *“me”* 4. Third, monitoring of information flow is not occurred in Mandi's writing at all. Whereas, there are some in her speech, like *“you can't imagine”* (line 61) and *“you know”* (line 4, 7, 31, 74). Also, emphatic particles which is not available in Mandi's writing, however, there are some in her speech. For instance, *“really”* 3, *“just”* 6, *“so”* 1, and *“too”* 1. Additionally, there are some repetition of sounds in both written as; /f/ *“fill frustrated”* (line 13) and oral language as; /r/ *“this was really.. really. a problem”* (line15).

VII. Labov's narrative features

There are some clear differences between oral and written language that have been seen when exploring narratives from a particular person. The most influential model of the structural

schema underlying spontaneous conversational narrative has been the one developed by Labov (Labov, 1997). According to Labov, any narrative includes at least two "narrative clauses." A narrative clause is a clause that cannot be moved without changing the order in which events must be taken to have occurred. Labov has described the structure of narratives in details. Most narratives contain: abstract, orientation, narrative, evaluation, and coda. All these five features have been identified in both written and oral versions. (See Appendix A).

Written version:

1- Abstract:

"This is a story about my experience trying to get to a friend's graduation, before I owned a GPS." (line 1)

2- Orientations:

"My friend live in an area that I haven't been to before." (line 2)

"And I have no idea about how to get there." (line 3)

"In addition to that, I haven't had a GPS yet to get to my friend's graduation ceremony."
(line 4)

3- Narrative clauses:

"I drove and followed the directions to the letter." (line 6)

"I made the right and left turns it indicated, trusting that I would be soon at the ceremony."
(line 7)

4- Evaluation:

"It was a memorable experience getting to my friend's graduation ceremony." (line 33)

5- Coda:

"After what happened, I bought a GPS so as not to repeat such bad incident again." (line 34)

Oral version:

1- Abstract:

“Well... umm I wanna tell you about my experience on my friend’s graduation day”. (line 1).

2- Orientations:

“I.. I.. at that time .. you know .. aa I didn’t have a GPS.” (line 4)

“and also, I didn’t know the area very well.” (line 5)

“so, I printed out a map .” (line 6)

3- Narrative clauses:

“umm .. I drove on the freeway.” (line 8)

“uh .. I went right and left as the GPS directed me.” (line 9)

4- Evaluation:

“any way .. it was unforgettable experience that I ever have got.” (line 72)

5- Coda:

“umm .. that’s all.” (line 76)

VIII. Conclusion

In conclusion, Chafe describes the differences in writing and speech in terms of integration and detachment for writing and fragmentation and involvement for speech. And that fragmentation is characterized by “idea units” or utterances which strung together without connectives. While integration is the packing of more information into an idea units than the rapid pace of spoken language normally allows. However, Ochs, on the other hand describes the differences in writing and speech in terms of planned vs. unplanned language. So, when exploring Mandi’s transcriptions we clearly notice these differences.

Generally speaking, although Mandi has differences between her written and oral language, these differences are negligible. However, she uses some features that characterized her oral speech more than in her writing which is normal, such as hedges” like”, hesitations “umm”, and pauses “ ...”. Surprisingly, Mandi uses similar features in both writing and speech due to her educational status. It is noticeable through her transcriptions that her high level of

education affects her writing and her speech, as well. These findings are clearly shown in her use of vocabulary, adjectives, prepositions, and nominalizations. Interestingly, she selects similar words when she speaks or writes. Also, she uses around 22 prepositions in her writing and 23 in her speech. This provides evidence that some features are approximate. As a consequence, the difference between her written and spoken language is slight

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Appendices

Appendix A**a. General features:**

Written Version	Oral Version
Formal	Informal
Abstract	concrete
Planned	Spontaneous
Expository	narrative
A monologue	a dialogue

b. Length:

Features / components	Written Version	Oral Version
Sentences vs. utterances length	34 sentence	76 idea units (utterances)
Word length	586 words	743 words

c. Vocabulary :

Features / components	Written Version	Oral Version
Length of words	<i>Short words</i> “ a mini store “ <i>Long words</i> “graduation, ceremony”	<i>short words</i> “Well, like” <i>long words</i> “congratulated, graduation”
Adjectives	“safe, frustrated, afraid, dangerous, memorable”	“alone , safe, unforgettable, unsure, funny, depressed , afraid, frustrated, clear, wrong, awful, horrible”
Adverbs	“completely, fortunately, finally”	“finally”

d. Syntax :

Features / components	Written Version			Oral Version		
Coordinators	Total 25:	“and” 17 “but” 2 “so” 5 “yet” 1	68% 8% 20% 4%	Total 30:	“and” 18 “but” 6 “so” 6	60% 20% 20%
Subordinators	Total 9:	“ although” 2 “if” 1 “after” 2 “before” 2 “until” 2	18% 9% 18% 18% 18%	Total 5:	“ although” 1 “because” 1 “after” 1 “ until” 2	2.5% 2.5% 2.5% 5%
Other features : (Jenkins, 2015, p.129-130)	Syntactically complex: 2. My friend live in an area that I haven't been to before. 3. And I have no idea about how to get there. 4. In addition to that, I haven't had a GPS yet to get to my friend's graduation ceremony.			Syntactically simple: 4. I .. I .. at that time .. you know .. aa I didn't have a GPS 5. and also, I didn't know the area very well		
	Clear sentence boundaries : 2. My friend live in an area that I haven't been to before.			lack of clear sentence boundaries : 3. oh .. It .. I remember		
	Highly structured: 1. This is a story about my experience trying to get to a friend's graduation, before I owned a GPS.			loosely structured: 1. Well... umm I wanna tell you about my experience on my friend's graduation day		

e. Grammar :

Features / components	Written Version	Oral Version
Nominalizations	“experience, graduation, direction, entrance, stranger, trusting, building, driving, location”	“experience, graduation, direction, entrance, stranger, building, driving, location”
participles	-ed “the printed map”	
prepositions	on 7 in 6	on 9 in 1

	for 6 at 1 of 7 forward 1 by 1	for 2 at 5 of 4 forwards 1 by 1
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f. Conversation features :

Features / components	Written Version	Oral Version
Hedges	“somewhat” 1	“Well , kinda, sorta, like”
First person pronouns	“I” 46 “my” 5 “me” 3	“I”57 “my” 8 “me” 4
Monitoring of information flow	∅	“you know” 2 “you can’t imagine”
Emphatic particles	∅	“really” 3 “just” 6 “so” 1 “too” 1
Repetition of sounds	/f/ “fill frustrated”	/r/ “this was really.. really. a problem”

g. Labov’s Narrative features :

Features / components	Written Version	Oral Version
Abstract	1. This is a story about my experience trying to get to a friend’s graduation, before I owned a GPS.	1. Well... umm I wanna tell you about my experience on my friend’s graduation day
Orientation	2. My friend live in an area that I haven’t been to before. 3. And I have no idea about how to get there. 4. In addition to that, I haven’t had a GPS yet to get to my friend’s graduation ceremony. 5. So, I printed the directions and a map from a website called quest.com .	4. I .. I .. at that time .. you know .. aa I didn't have a GPS 5. and also, I didn't know the area very well 6. so, I printed out a map
Narrative clauses	6. I drove and followed the directions to the letter.	8. umm .. I drove on the freeway 9. uh .. I went right and left as the GPS directed me

	<p>7. I made the right and left turns it indicated, trusting that I would be soon at the ceremony.</p> <p>8. But on one point on the freeway, I missed to turn to the right lane on the fork, instead I drove to the left of the fork.</p>	<p>10. and ... but.. on some point .. I missed right lane on the fork</p> <p>11. I drove to the left of it</p> <p>12. oh gosh .. I missed the exit</p>
Evaluation	<p>13. I began to feel frustrated so I decided to guide myself completely with the printed map.</p> <p>33. It was a memorable experience getting to my friend's graduation ceremony.</p>	<p>3. oh .. It .. I remember ,, it was awful</p> <p>22. I felt .. umm .. like so afraid and .. umm depressed</p> <p>72. any way .. it was unforgettable experience that I ever have got</p>
Coda	<p>34. After what happened, I bought a GPS so as not to repeat such bad incident again.</p>	<p>76. umm .. that's all</p>

Appendix B**Written version:**

1. This is a story about my experience trying to get to a friend's graduation, before I owned a GPS.
2. My friend live in an area that I haven't been to before.
3. And I have no idea about how to get there.
4. In addition to that, I haven't had a GPS yet to get to my friend's graduation ceremony.
5. So, I printed the directions and a map from a website called quest.com.
6. I drove and followed the directions to the letter.
7. I made the right and left turns it indicated, trusting that I would be soon at the ceremony.
8. But on one point on the freeway, I missed to turn to the right lane on the fork, instead I drove to the left of the fork.
9. To solve this problem, I thought it would be best to take the next exit and drive the opposite direction to find a way to get back on the freeway and then drive to the right of the fork.
10. And I kept going on the wrong direction.
11. What I soon found out is, that's the next exit was several miles away and the direction of the freeway was no longer in a straight line, instead it curved, somewhat.
12. Once I got off the freeway, I drove on the street thinking how I would be able to find the entrance again.
13. I began to fill frustrated so I decided to guide myself completely with the printed map.
14. Fortunately, the name of the streets were big enough to identify each street as I drove.
15. I knew that I am lost and I need to ask for help.
16. After driving for about 20 more minutes, I decided to stop and ask for directions.
17. It was new area that I haven't been there before and I was afraid to talk with people there.
18. It is dangerous to ask strangers on the streets.
19. So, I was looking for any store to be safe.
20. Finally, I found a mini store.
21. I entered there and told a clerk that I am lost.
22. Then I asked him to help me to get to the right direction.
23. I showed the address and name of the building to the clerk to see if I was close.
24. The clerk said to me that he didn't know where the location of the building was, but suggested that I should keep driving forward in the same direction.
25. Although he said that, I felt that I drove far too long and should had found the building by then.
26. So, I decided to go back and drive west, instead of east.
27. I drove west until I passed the freeway I got off from.
28. I drove for another 10 minutes and until I found the building I was looking for.
29. It was then that I realized that the building was not far away from the freeway I had gotten off from.
30. It was then that I learned is that the directions in map quest.com had given me were wrong.
31. I supposed everything work out for the best.
32. I got to see my friend's graduate and congratulate her in person, although I arrived late.
33. It was a memorable experience getting to my friend's graduation ceremony.
34. After what happened, I bought a GPS so as not to repeat such bad incident again.

I would like you to write an incident that happened to you, accident that you never forget, how did you meet you beloved... etc. Or narrate an event from personal experience. Describe that in around a page , please.

Thank you

This is a story about my experience ~~of~~ trying to get to a friend's graduation, before I owned a gps. ~~Little did I know I was going to meet~~
~~One day, before my friend's graduation, I entered the address~~
~~where the ceremony was going to take place.~~

To get to my friend's graduation ceremony, I printed the directions and a map from mapquest.com. I ~~completely relied~~ drove ~~about fifteen miles away~~ and followed the directions to the letter. I made the right and left turns it indicated, trusting that I would soon be at the ceremony. But on one point on the freeway, I missed ~~an exit~~ to turn to the right lane on a fork, instead I drove ^{to the} left of the fork. To resolve this problem, I thought it would be best to take the next exit and drive the opposite direction to find a way to get back on the freeway and ^{then} drive to the right ^{of} the fork. What I soon found out is that the next exit was several miles away and the direction of the freeway was no longer in a straight line, instead it curved, somewhat. Once I got off the freeway, I drove on the streets thinking how I would be able to find the entrance again. I began to feel frustrated so I decided to guide myself completely with the printed map. Fortunately, the name of the streets were big enough

to identify each street as I drove.

After driving for about 20 more minutes, I decided to stop and ask for directions at a mini-store. I showed the address and name of the building to the clerk to see if I was close.

The clerk said to me that he did not know where the location of the building was but suggested I should keep driving forward in the same direction.

Although he said that, I felt that I drove far too long and should have found the building by ~~now~~ then.

So, I decided to go back and drive west, instead of east. I drove ^{west} until I passed the freeway I got off from. I drove for another ten minutes and ~~to my surprise~~ ^{until} I found the building. ^{I was looking for} It was then that I realized that the building was not far away from the freeway I had gotten off from. It was then that I learned that the directions mapquest had given me

~~were~~ wrong. I supposed everything work out for the best. I got to see my friend graduate and congratulate her in person, although I arrived late. It was a memorable experience getting to my friend's graduation ceremony.

Appendix C**Oral Version :**

1. Well... umm I wanna tell you about my experience on my friend's graduation day
2. at that day... umm my friend's graduation
3. oh .. It .. I remember ,, it was awful
4. I .. I .. at that time .. you know .. aa I didn't have a GPS
5. and also, I didn't know the area very well
6. so, I printed out a map
7. a printed map .. you know.. because . to guide me to my friend's place
8. umm .. I drove on the freeway
9. uh .. I went right and left as the GPS directed me
10. and ... but.. on some point .. I missed right lane on the fork
11. I drove to the left of it
12. oh gosh .. I missed the exit
13. now.. I hafta find a way to get back
14. I want to get back on the way
15. this was really.. really. a problem to me
16. umm .. I just kept driving on the wrong way
17. and ... the way was too far .. far .. I don't know how many miles
18. the freeway .. was .. wasn't straight .. but curved
19. oh .. [giggling] oh my god
20. I was looking for the entrance again
21. I drove .. ummm .. like .. 20 minutes
22. I felt .. umm .. like so afraid and .. umm depressed
23. I felt .. like [sobbing] frustrated
24. I started to look at the map again and guide my self
25. oh .. the names of the streets on the map were clear enough
26. so I can read them [giggling]
27. oh .. umm ...
28. I .. just want to get to the right way
29. I am lost [sobbing]
30. I really know that
31. so I decided to .. like .. ask someone to help me
32. I think about safe place
33. um .. I . I don't know the area very well .. so ...
34. so .. I was scared to stop
35. but .. da da da.. finally [laughing]
36. then. I found a store
37. so .. I just stopped there
38. it is a safe place to stop
39. as you know . I am a girl and alone
40. and .. it is scary to ask strangers
41. and in sorta new area
42. umm .. I entered and asked the clerk to .. that I am lost
43. and pleeeeee help meee
44. I just want ..to know how to get to that building
45. uh .. but he looked at the map
46. he seemed kinda unsure
47. and told me that he don't know the location of the building

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48. and .. umm . but .. yeah
49. he told me just keep driving forwards to the same way that shown on the map
50. but .. I felt that I drove far away and
51. and .. I . sho .. should find the building
52. so . [thinking]
53. I .. remember that I decided to drove west .. not east
54. I drove until the freeway .. that I got off from
55. I passed the freeway and ..
56. I drove until . like .. umm [thinking] 10 minutes
57. then guess what
58. I finally found the building
59. the building that I was looking for
60. oh .. lord [sobbing]
61. you can't imagine
62. what is funny . th .. that the building wasn't that far from the freeway
63. I just drove far away by mistake
64. with the wrong exit
65. I noticed that the direction on the map that .. I printed was wrong
66. oh my god [sobbing]
67. but at least I have arrived now [laughing]
68. I entered the building and saw my friend's graduation
69. and I congratulated her
70. um .. although I arrived too late ... but
71. you know
72. any way .. it was unforgettable experience that I ever have got
73. yeah.. I bought a GPS after that horrible day
74. I don't want to repeat that again [laughing]
75. hopefully
76. umm .. that's all [giggling]
[silence]
[the end of the record]