

Narrative Discourse: A Comparative Study of the Written and the Spoken Real-Life Experiences

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Abstract

This research investigated the similarities and differences between the written and the spoken discourse of personal life narratives. This comparison was conducted between a written narrative from internet source and a spoken narrative of a friend's real-life incident that was transcribed for this research. William Labov's six schema narrative model with descriptive qualitative research approach was used to analyze the selected data and compare the written and the spoken discourse. The results indicated the similarities on structural level of both discourses. As, both samples contained all parts of Labovian model except abstract that is an optional component of the model. Abstract was present in written discourse only. Meanwhile, the result also exhibited the differences between both forms of discourse at micro level. The spoken discourse narrative was less-grammatical with false starts, repetitions, self-corrections and lengthy sentences. Whereas,

written discourse was more structured, grammatically correct and precise. Additionally, this research concluded that written discourse is more structured and balanced as compared to the spoken discourse because spoken discourse has to be delivered immediately and written discourse can be considered many times. This research paper aims to provide guidance for meaningful and structured narratives to benefit the readers in future contexts. Finally, a case study on the comparison of the results of before and after public speaking training on personal life narratives is recommended.

Keywords: Written discourse, Spoken discourse, Personal life narratives, Structural study

Introduction

Narrative discourse is the style of conveying stories through written and spoken languages. People use narrative techniques to present and make sense of their real-life experiences. According to Labov (1972), Narrative is a method of recalling past where verbal chain of phrases is attached to the actual chain of events. In narrative discourse, story is presented in a coherent and meaningful way to help listener or reader understand the event. William Labov developed a six schema model to study the structure of the oral narratives. Pratt (1977) used this Labovian approach to study first person narrative novels. A research used the Labovian model to perform macro and micro level analysis on a short story sample (Zaib, Anwar, Irfanullah, Asmat, & Shakir, 2022). Several researchers have used this model to evaluate narrative structure at different levels and contexts. However, this research focused on the comparative analysis of spoken and written narrative discourse of real-life experiences. The main focus of the current research was to examine the structural differences that occur in written and spoken narration of events. Moreover, this research helped in constructing the understanding of the key differences between written and spoken discourse and helps to bridge the gap between these distinctions. Furthermore, the findings of this study assisted readers to improve the narrative structure to make delivery of the content comprehensible and coherent.

The above discussion presents the written and spoken discourse as essential components of daily life narratives. A structurally and linguistically accurate discourse narrative can deliver the exact feelings and meanings of the narrator accurately.

I.1 Statement of the Problem

Everyone has unique life experiences that they occasionally like to share with others, either verbally or in written form, depending on the circumstances. Although

both narrative formats serve the same purpose, yet they are different. Narrative discourse is most commonly used form of discourse in daily life. If a narrator don't follow the narration rules, the narrative lacks coherence and organization, which causes confusion and disinterest in listeners. This research focuses on the comparative study of the narrative structure of the written and the spoken discourse. By using Labov's narrative model, this paper examines the structural pattern of a spoken and written real-life narratives. Moreover, this research paper provides a set of key differences to highlight the major problems in both forms of narratives, which helps the readers to improve their narrative style. The present study adds a significant contribution to the vast body of literature on narrative analysis and initiates the research on the comparative analysis of written and oral narratives about the real-life experiences.

1.2 Research Objectives

1: To compare the elements of William Labov's six schema narrative model in the written and the spoken discourse.

2: To identify the similarities and differences between the written and the spoken discourse of personal life narrative at micro level.

1.3 Research Questions

2: How can the Labov's model be used to analyze the structural pattern of spoken and written discourse?

2: What are the main differences between written and spoken narrative discourse structure?

1.4 Significance of the Research

The purpose of this study is to examine how Labov's narrative model might be utilized to recognize the structural differences between spoken and written discourse. Labovian narrative model is widely used for structural analysis of oral narratives and provides a pattern to investigate, how meanings are constructed in narratives. This research provides an understanding of the major differences between these two kinds of narratives according to the framework of Labov's model. Additionally, this study aids in bridging the gap between oral and written discourse in all areas of communication study and provides a better understanding of the meaning construction in real life experience narratives.

Literature Review

This section covers the basic concepts and definitions of the topic, different approaches to the study, previous works in the field and research gap which is focused in this study.

2.1 Basic Concepts

Discourse analysis is the study of language in use. There are many approaches to it, which focus on content, grammar, and context of language use. These approaches have their origin in the study of language (Gee, 2010). Narrative is one of the most

common and prevalent type of discourse. Narrative is considered to be the only genre which has been widely studied and plays a prominent role in the reproduction of society and culture. It works as a base for storytelling and presenting personal experiences. Narratives has impacted almost every field through the analysis of occupational narratives and life experiences. It kept focus on recalling actual events and personal experiences than on fictional creation (Cortazzi, 1994). In addition, Telling stories about personal experiences is a universal activity that is shared by all cultures, regardless of whether the culture is literate or illiterate. Hymes describes it as a ‘universal function’ because this discourse is extensively used such as in speech activities like daily casual conversation (Lambrou, 2005) William Labov is well known for his work on oral narratives about personal experiences. He got interested in the study of narrative abilities demonstrated by preadolescents and teenagers, as he studied the Black English dialect. He began his analysis of the relevant stories by assuming the preferences of events. He defines narrative as “a method of recapitulating past experiences by matching a verbal sequence of clauses to the sequence of events”. Further, he argues that the narrator’s main goal might not be to present a series of events as the definition of narrative suggests, but to tell a story that is not dismissed as being pointless (Culler, 2002).

2.2 Approach

Following on his definition, William Labov further differentiated between minimal narratives and fully developed narratives. Labov stated minimal narratives as a set of two clauses, while fully developed narratives include orientation and evaluation (Junqueira, 2010). Labov and Waletzky proposed an approach to personal experience narrative that is both formal and functional, using clause by clause linguistic analysis to describe the structural units of personal experience narratives (Junqueira, 2010). According to Labov narrative is more than just talking about the past, rather it is series of sentences connected to a series of actual events. He proposed six schema sociolinguistic model of narrative analysis which includes Abstract, Orientation, Complicating action, evaluation, resolution, and coda. At the same time it is not necessary that all these six components should be present in the narrative. Labov claimed that narratives in various cultures seems to be delivered with the same organization and pattern.

2.3 Previous Researches and Gap

Moreover, William Labov’s model is widely accepted as an ideal type in definition of narratives, as it can be applied onto all narratives in both English speaking and non-English speaking communities. However Labov never made claim about the application of his model universally. He states the main reason of his work was to research ‘close correlations of the narrator’s social characteristics with the structure of their narratives’ and his findings were limited to the speech community, he researched on (Lambrou, 2005). Numerous researchers have frequently used Labov model to analyze oral narratives and personal experiences of people. Lambrou in his

research used Labov model of narrative analysis to study the oral patterns of London Greek Cypriot community (LGC). This study investigated which factors are responsible for causing structural and Lexicon-grammatical variations in personal narratives and determine where they occur and how they can be accounted for. This study tested the often assumed universalism of Labov and Waletzky's narrative schema model, the role of story topic in creating sub-genres, and developed a 'variationist' version. This study found a schematic relationship between personal narratives and cultural characteristics (Lambrou, 2005). In another research, Dr. Sheikh used Labov's six schema model to analyze the short story "The Lottery" by Shirley Jackson. This model was initially used for oral narrative analysis but has also been used to analyze short stories and literary texts. In this paper, Labov's model provided an insight into the author's linguistic and narrative techniques (Sheikh, Awaz, & Sheikh, 2021). Moreover, Uzma Khalil in her study used Labov's model for structural analysis of the narrative "My Mom had only one Eye". This study examined, why certain points in the narrative are placed in certain positions to clarify the meaning of the narrative (Khalil, 2017)

Besides, Labov's model was constructed to study the oral narrative structures but later on researchers started to use it for written narratives as well. There is clear difference between written and oral discourse. Written discourse is considered more organized and complex in structure as compared to oral discourse therefore it is superior to spoken. Whereas, Haliday considers spoken discourse more complex than written discourse. Although he acknowledges that written language has more complex clauses than spoken language, still he claims that spoken language is more complicated due to number of complex clauses (Freiermuth, 2001). Several researchers have worked on the comparative analysis of written and oral discourse using different models and methods. Ochs stated, it is more suitable to use term planned and unplanned rather than formal and informal for written and oral comparison. Freiermuth in his study of comparative analysis of online chat examined the language produced by internet chatters and compared the spoken and written samples of the chat in a specific content domain political disagreement. The model of Chafe and Danielewicz (1987) was used to examine the functional use of language derived from political talk show dialogues, newspaper editorials and compared them to political chat discussion (Freiermuth, 2001). Moreover, a research study investigated the characteristics of discourse that are useful in analyzing and understanding different segments of spoken and written text. The main objective of the researcher was to reveal the features of spontaneous speech and written text to explain how they deviate from each other. Labov's six part model was applied to recorded and transcribed narratives to study the structure of written and verbal narrative and its implication on English teaching as a second language (Jakhar, Shaikh, & Ahmed, 2020).

Verbal narrative has been the subject of a lot of researches but comparatively little research has been done to analyze the differences between oral and written

discourse and how language changes narrating real-life incidents both orally and in written. This research focuses on the role of Labov's model in investigating the differences in narrative structure when interesting incidents are recounted orally versus in written.

RESEARCH METHODOLOGY

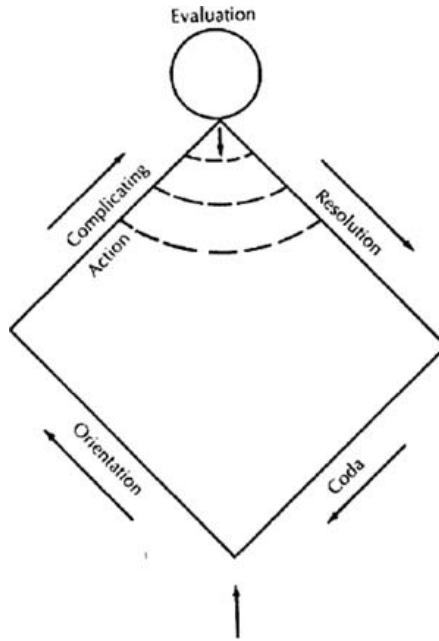
This chapter presents the research design, theoretical framework, sampling, data collection, and data analysis method for the research.

3.1 Research Design

This research is conducted by using a Descriptive Qualitative research approach. Qualitative study focuses on the study of concepts, opinions and experiences and helps to get in-depth understanding of the topic. This paper focuses on the structural differences of written and spoken discourse in narratives. This research uses open ended question in an informal meeting to gather the data. Therefore, qualitative approach is suitable for this study.

3.2 Theoretical Framework

Labov's six schema model of narrative analysis is used as a theoretical framework for the present research. He presented six general components to study narrative structure that include Abstract, Orientation, Complicating Action, Evaluation, Resolution and Coda. He explained the use of these components for narrative analysis and study themes and central ideas in the narration. Abstract and Coda are optional components, as they are not present in every story.



Abstract

Figure I: Narrative schema (Labov 1972)

This Schema depicts the complete structure of a narrative, which starts with abstract and orientation and continues to the complicating action. It briefly pauses at the evaluation of the narration and moves forward to the resolution of the story. Finally reaches the coda, the final stage of the narration. For linguistic analysis of both discourses, any specific model and frame work is not used. For linguistics analysis, few general linguistic terms are used like Coordinating conjunctions, punctuation marks, hyperboles and repetition.

3.3 Sample

Two samples, an oral and a written narrative of personal life incidents are collected for this research study. The sample for Spoken discourse was collected from the audio recording of a personal experience of the researcher’s friend, which is transcribed to use for narrative analysis. For written discourse analysis, a real-life experience narration of “First Day” by an unknown author was selected from the internet.

3.4 Data Collection Method

An informal meeting/Interview with a friend was arranged to collect spoken sample for analysis. Sample was collected through an open ended question and audio recording of the participant’s response. Open ended question provides a flexibility to the participant to deliver their thoughts as one wants. The implication of this method

enables to collect authentic and reliable data. That audio recording was transcribed as per rules for better comparison with written sample. For a written sample, a story of the personal experience of an unknown author was selected randomly from the internet sources.

3.5 Data Analysis Method

This research used the descriptive qualitative approach. Therefore, Labov’s model of narrative analysis is applied to the selected written and spoken discourse narrative separately. Hereafter, a comparative analysis of both forms of data, spoken and written, is conducted to identify the differences and similarities between the two types. For second part of analysis, few general grammatical terms are used to do comparative analysis of both discourses. Eventually, results are analyzed according to the research objectives, and findings are concluded.

DATA ANALYSIS

The six schema Labovian model is used in this section to examine the structural pattern of selected oral and written narratives. Labov’s model helps to understand the role of the language to convey meaning in narratives by emphasizing on the content and context of the language. Labovian narrative model provides six components in the form of a series of question, which includes: Abstract, Orientation, Complicating actions, Resolution, Evaluation, and Coda.

4.1 Written Discourse Analysis

A real-life experience narrative “First Day” by Connor from internet is selected as a sample for written narrative analysis. In this story, the author shares his experience of the first day of preschool. He feels nervous and confused. However, when he entered the room, he found the same expressions on the other children’s faces. The teacher guided them, told them a story, and gave them time to play with friends. At the end of the story, the author appreciated that time and experience.

4.1.1 Story Text. (Title: First Day) New experiences are always good, you learn life lessons and learn from your mistakes. Your first day at school is always different depending on where you go. When I was first starting school it was different from usual because I had never been to school and had no idea what to expect.

After my morning routine of brushing my teeth and getting dressed, I went down to the car and found my bag. I put my bag on my back moaning as if it weighed hundreds of kilograms. As I went into the car, the heat of being out in the sun hit me like a brick. The only sound to be heard in the car was the gentle rattling of the engine. After ten to fifteen minutes of driving the rattling of the engine came to a halt as we stopped outside the school. I was unsure about this place the fences had decorations the looked like the ends of the spears while the gates had large padlocks on them. When I reached the gate there was a blast of cold air as the air-conditioning flooded outside into the tropical heat. We walked into a room with about twenty kids with the same blank confused expression that I had.

My mum then asked “Do you like your new school”

“It looks great,” I reply, unsure about this new place.

“I’ll pick you up when you finish. Just wait outside”

I sat down with the other children and listened to our teacher as she spoke about how fun school was going to be. I looked on the wall and saw colorful paintings from previous classes. The teacher soon had us painting pictures just as bright to replace the ones being taken down. She read the class a story out of a ridiculously large book and let us play for a while with the blocks and other toys. Finally the teacher took us outside to wait for our parents.

At first, I was unsure about pre-school, but I soon came to get ready as fast as I could to get more time to play with my friends. I didn’t know that later on these times and wish I could go back to them. They were my first days of school and some of the best of my life.

4.1.2 Abstract. An abstract is the first component of the Labovian narrative structure, which provides an overview of the story. It works as an introductory part of narratives. According to Labov (1997), an abstract is “an initial clause in a narrative that reports the entire sequence of events of the narratives” (Labov, 1997). The title and opening lines of the story provide the main idea of the story to the readers. The story title “First Day” clearly depicts the central theme of the first day of school. The opening lines provide a clear description of what it is going to be about. “New experiences are always good you learn life lessons and learn from your mistakes. Your first day at school is always different depending on where you go. When I was first starting school it was different from usual because I had never been to school and had no idea what to expect” (Connor).

4.1.3 Orientation. Orientation is the second component of the Labovian model of narrative analysis. The orientation part addresses the Who, What, and Where of the story. For instance, it covers the setting of the story where actions take place, the characters who are involved in those actions, and the time when those actions take place (Iqbal, Ullah, & Shah, 2019). According to Labov (1972), the orientation section is comprised of free clauses, usually at the start of the complexity. In the selected story, the narrator’s description of the morning routine and the journey to the school depicts the time and place of action. “After my morning routine of brushing my teeth and getting dressed, I went down to the car and found my bag. I put my bag on my back moaning as if it weighed hundreds of kilograms. As I went into the car, the heat of being out in the sun hit me like a brick. The only sound to be heard in the car was the gentle rattling of the engine. After ten to fifteen minutes of driving the rattling of the engine came to a halt as we stopped outside the school” (Connor). This part presents the time of the morning, the setting of the author’s home and school, where the action starts and introduces the main character, “I” who is the narrator.

4.1.4 Complicating Action. In the Labovian model of narrative analysis, next category is complication action, where the real story begins and is generally the longest part of the story, where clauses create a tension and to keep readers engaged in the

story. This model depicts the main events of the story (Fatima, 2022). These clauses are in past tense but also include some descriptive clauses. In the selected story, the description of the narrator's arrival at school and the events that follow, serve as complicated action. “I was unsure about this place the fences had decorations the looked like the ends of the spears while the gates had large padlocks on them. When I reached the gate there was a blast of cold air as the air-conditioning flooded outside into the tropical heat. We walked into a room with about twenty kids with the same blank confused expression that I had.....The teacher soon had us painting pictures just as bright to replace the ones being taken down. She read the class a story out of a ridiculously large book and let us play for a while with the blocks and other toys” (Connor). In this part of narrative, writer provides a detailed description of his whole day experience and activities at the school. This part of the story is written in simple past tense and continues until the resolution of the story.

4.1.5 Evaluation. Another main component of Labov's model is evaluation. The evaluation part of the story covers the purpose behind the story and makes the point of the story clear. Here narrator clears why the story is worth telling. Without evaluation, a story seems just a series of connected events without meaning. Labov (1972) defined the evaluation as “that part of the narrative which reveals the narrator's attitude towards the narrative by emphasizing the relative importance of some narrative units compared to others.” (Labov, 1997). In the written narrative, the writer's initial uncertainty about the school is replaced by the positive energy, as the day progresses. “At first, I was unsure about pre-school, but I soon came to get ready as fast as I could to get more time to play with my friends” (Connor). This sentence depicts the satisfaction and excitement of the writer regarding his first day at school. Additionally, this part of the narrative states the worth of whole narration.

4.1.6 Resolution. Everything reaches its peak point and then gradually proceeds towards its downfall. Same is the case with the narrative structure, in which complicating action part touches the climax, then unfolding part starts, and things become clear. Resolution refers to the way, a climax ends in a story (Iqbal, Ullah, & Shah, 2019). In the selected story, when the day ends and the teacher brings them out for wait is the ending point of the story. “Finally the teacher took us outside to wait for our parents.” (Connor). Here, narrator's first day at school ended and he was ready to go back to home. S

4.1.7 Coda. Coda is the final and optional part of a story, where the narrator brings his readers back to the point they started. It represents that part of a story, where the narrator describes the lesson he learned and the reason for his specific behavior. Coda works as a bridge to connect the past with the present. Similarly, the coda is defined as a moral lesson of the story (Iqbal, Ullah, & Shah, 2019). The last sentence of the selected story serves as a coda, as the narrator come again to the present to connect the story with his current life. At the end of the story, narrator looks back fondly on the first day experience of school and feels happy to recall that

day. "I didn't know that later on these times and wish I could go back to them. They were my first days of school and some of the best of my life" (Connor).

4.2 Spoken Discourse Analysis

People share their life experiences with others in the form of oral narratives. William Labov's model was introduced mainly for the oral narratives. An oral narrative of my friend's personal experience is selected as a sample to examine the Labov's model on the oral narratives. Narrator is a main character in the story. She shared her experience of meeting a stranger (lady) who asked her for help and she willingly helped her. After some time it was revealed that lady was a fraud and suspect of a suspicious activity.

4.2.1 Story Transcription. I want to share an incident of helping a stranger lady. It's about two days before. I was coming from my office and it was round about in the midnight about 12 o'clock as I'm working with UK Based Company. So when I reached near the hostel in the corner there was a lady standing and she called me and asked for help. I went near to her and asked, auntie how can I help you? She said, I came here for the sake of some work and got bit late. My hostel is bit far from this area. I want you to help me and drop me there in my hostel. I said, Auntie it is really late and it will not possible for me to go with you. I am sorry. So rather than understanding the situation she got annoyed and she waszzzzz, she started using some emotional sentences like Okay there is no humanity in this area and nobody cares about that and okay you can go. Then I realized that I should help this lady because she is helpless and standing alone. And from that corner my hostel gate was visible and I said just give me a moment. I requested uncle like hostel cook that she is alone and she is asking for help please in the avenue she told me that there is her hostel. Me and uncle decided to go and help her. Uncle was ahead and me and that lady were walking behind the uncle. She was talking and telling about hostel as we were roaming in the streets. After 10 to 15 minutes, uncle asked me that ask from her, where is exactly her hostel because we are just roaming and it's too late and then after 15 to 20 minutes. she took us near to a building it was a deserted building and there was no light darkness. I said, Auntie knock at the door so that somebody could open the door and she said, don't, don't ring the bell because if you will ring it will disturb the people just knock I said okay and then she when I started to knock at the door she said, knock just three times if they will not open the door then I will spend whole night by standing in the Avenue here. I said, Auntie how strange it is like you are living here it is your hostel and why are not knocking the door. Then I asked uncle to open like knock the door so that somebody could open the door. Uncle knocked it hardly and nobody opened that door but a person from the opposite building came out and he said, what happened. I said, Brother is this a hostel? and he said No And that lady suddenly like shout at me that, Hey Why are you creating story When did I say that I am living in a hostel I told you that this is my house. Then uncle realized that there is something wrong uncle just get back on me and said lets go as he already got annoyed and her tone was totally

changed and she said, Go, Go and me and uncle just came back from there and when we reached hostel after 30 minutes somebody knocked at the door. When uncle opened the door the same lady was standing in front of our hostel gate. She said, I want to meet that girl and I want to stay tonight here in this hostel because they didn't opened the door and I was not able to get in So I want you to let me get in your hostel and want to stay with that girl tonight and uncle denied said sorry it is not possible and closed the door. What I personally learn from this incident that never ever like got emotional by someone stranger and if you really want to help someone then do what is secure and possible. I should have asked somebody else to help her but I did a mistake. I was not supposed to go with her anywhere.

(Note: Comma, question mark and Full stop is used to make the reading easy. Full stops are used at the end of every sentence, question marks are used to point out the questions in the transcription, and commas are used to separate the dialogues in the sentences.)

4.2.2 Orientation. Orientation part provides general information about the place, time and characters of a story. In the selected oral narrative, starting part depicts the orientation part of the narrative. “that happened two days before. I was coming from my office and it was round about in the midnight about 12 o'clock as I'm working with UK Based Company. So when I reached near the hostel in the corner there was a lady standing and she called me and asked for help”. These lines provides the setting of the story that is near narrator's hostel, the time of the event that is of midnight, and main characters of the story, the narrator and the lady.

4.2.3 Complicating Action. Complicating action part covers the main plot of the story, where the incident starts and moves toward a resolution. In the oral narrative sample, when that lady starts using emotional language to persuade the narrator for help and narrator decides to help her is starting point of the complicating action part. “I reached near the hostel in the corner there was a lady standing and she called me and asked for help. I went near to her and asked, auntie how can I help you? So, rather than understanding the situation she got annoyed and she was she started using some emotional sentences like Okay there is no humanity in this area and nobody cares about that and okay you can go.” Additionally, the detail of helping process how narrator helped the lady to reach to her hostel and what happened during that time, also comes under the heading of complicating actions. “I requested uncle like hostel cook that she is alone and she is asking for help please in the avenue she told me that there is her hostel. Me and uncle decided to go and help her..... a person from the opposite building came out and he said, What happened. I said, Brother is this a hostel and he said No”.

4.2.4 Evaluation. Evaluation covers the part which tells that why the story is worth telling. “It is the narrative part which shows that narrator's attitude and emotions towards the related events of the situation” (Jakhar, Shaikh, & Ahmed, 2020). Evaluation is not restricted to one part and clause of the story, but most of the

time it is spread out different parts of the story to keep listeners interested in the story (Khalil, 2017). Figure 1 displays the spread of evaluation in all parts of a narrative. In the oral narrative when speaker describes the lady's response as annoying, "she got annoyed" and where speaker realizes the need of helping that lady "Then I realized that I should help this lady because she is helpless and standing alone". Moreover, the speaker describes her response to lady's words, after reaching at the lady's place, "I was shocked and said, Auntie how strange it is like you are living here it is your hostel and why are not knocking the door". Additionally, at one point narrator comments about the lady's tone that suddenly changed when a boy came out of his house to investigate. "and her tone was totally changed". Finally, after the whole incident when narrator and her uncle realized that something is wrong with the lady, they went back to the hostel. "Then uncle realized that there is something wrong, uncle just get back on me and said lets go as he already got annoyed". These sentences contain the narrator's personal feelings and thoughts about the event and represents the narrator's approval of why this event is worth sharing. These sentences keeps the listener engaged.

4.2.5 Resolution. Next step is resolution, where story moves towards the end and complicated situation starts to resolve. The narrator and her uncle decided to go back after realizing something suspicious about that lady "me and uncle just came back from there Uncle denied said sorry, it is not possible and closed the door". This part presents the resolution of the story that situation is resolved. Narrator and her uncle came back safely.

4.2.6 Coda. Coda is the last and optional part of the narration. It refers to the moral lesson of the story that brings the listener back to the present. "What I personally learn from this incident that never ever like got emotional by someone stranger and if you really want to help someone then do what is secure and possible. I should have asked somebody else to help her but I did a mistake. I was not supposed to go with her anywhere". At last, the narrator came back to the present, where she started the story. She reflects on her mistake and learns not to get involved in anything similar in the future.

4.3 Comparative Analysis of Written and Spoken Discourse

This main aim of the research is comparative analysis of the written and spoken discourse. In the first part of the data analysis, written and spoken both discourses are analyzed separately by applying the William Labov's six-part narrative model. This section focuses on the comparative analysis of both written and spoken discourses first under the light of labov's model and then according to some prominent linguistic features.

4.3.1 Comparative Analysis According to Labov's Model. The six schema model provides an ideal frame work for structural analysis of written and spoken discourse. This model is applied to the both discourses and following are the results:

Table I: Comparison of Oral and Written Discourse using Labov’s model

S.No	Labov’s Model	Written Discourse Sample	Spoken Discourse Sample
1	Abstract	(Title) “First Day” (Opening Lines) “New experiences are always good you learn life lessons and learn from your mistakes”	No Abstract because it does not have any title and opening general review lines.
2	Orientation	“After my morning routine of brushing.... as we stopped outside the school”	“two days before. I was coming from my office..... I reached near the hostel in the corner”
3	Complicating Action	“I was unsure about this place..... and let us play for a while with the blocks and other toys”	“I reached near the hostel in the corner there was a lady standing..... let me get in your hostel and want to stay with that girl tonight”
4	Evaluation	“At first, I was unsure about pre-school, but I soon came to get ready as fast as I could to get more time to play with my friends”	“I was shocked and said”, “and her tone was totally changed”, “Then uncle realized that there is something wrong”
5	Resolution	“Finally the teacher took us outside to wait for our parents”	“me and uncle just came back from thereuncle denied said sorry, it is not possible and closed the door”
6	Coda	“I didn’t know that later on these timeswere my first days of school and some of the best of my life”	“What I personally learn from this incidentwas not supposed to go with her anywhere”

4.3.2 Comparative Analysis at Micro Level. This section of the research focuses on the linguistic analysis of the selected written and spoken discourse. Spoken and written both narratives serve the same need but they are different in structure and language use. This research didn’t used any specific model and frame work for linguistic analysis of discourse. General linguistic standards are followed to bring out the major difference between both discourses and to provide a solution for better narrative technique according to labov’s model of narratives. This section will focus on the grammar, sentence structure, language use, transition, repetition and correction in both spoken and written languages. The following table explicitly depicts the major linguistic differences between written and spoken discourse.

Table 2: General Linguistic Analysis of Written and Spoken Discourse

S.No	Linguistic Terms	Written Discourse	Spoken Discourse
1	Transitional Words	When, After, When, After, As, Finally, At First, But, Soon	So, After, If, Like, After, While, Rather than
2	Coordinators	and (9), as(4), but(1), because(1)	But (1), so(1), and(28), as(1), because (1).
3	Repetition	No repetition in the written text.	“she said, don’t, don’t ring”, “she said, Go, Go”,
4	Hyperboles	“bag weighed hundreds of kilograms”, “sun hit me like a brick”, “Ridiculously large book”	No hyperboles in the spoken narratives
5	False start and self-correction	No false start and self-correction in the text.	“and she waszzzzz, she started using”, “and then she, when I started to knock”, “asked uncle to open ,like knock the door”,
6	punctuation	Proper usage of punctuation marks.	No punctuation markers usage as it is a transcription of an audio recording.
7	Language	Formal and precise language	Informal and casual language

4.4 Discussion

The comparative analysis of the discourse using Labov’s model involves examining the role of point of view, narrative order, events description style and the use of the language. In written sample, the point of view is of the main character, the writer. He described the event in chronological order, recounting the process of getting ready, going to school and spending time in the class. Descriptive language is used to present the whole experience and the writer’s feelings. In spoken discourse point of view is of the speaker, who describes the whole experience in an order in which events happened.

4.4.1 Table I Findings. Table I displays the explicit picture of the structure of both discourses using the Labov’s model of narrative. According to the results, written discourse has an abstract at the beginning of the story. It is clear from the title and opening lines of the story where writer explicitly states the importance of new experiences in the life. On the other hand, spoken narrative fails to stick to Labov’s

model, as it begins with orientation. Abstract is not found at the beginning of the story, but within the main body of the story. Abstract is missing in oral narrative.

The orientation part is almost of the same length in both discourses. But written discourse has a detailed orientation including the morning routine of the main character. Meanwhile Spoken narrative provides the location and the time of the incident only. Both narratives effectively delivered the required details regarding the incident.

Complicating Action is the main body part of the story that consists upon the chain of narrative clauses. Although written discourse provides a detailed picture of the whole experience but it is not lengthy and contains a precise language. The written discourse includes detail of the setting to create a more realistic picture of the event. However, the spoken discourse is more focused on the delivery of the main situation rather than the setting. Moreover, spoken discourse is lengthy because of the addition of the characters' dialogues. The speaker uses characters spoken words during that event to deliver the whole situation effectively. While, written discourse made use of dialogue only once in the whole story, as rest of the part is descriptive in nature.

Evaluation states the narrator's personal feelings about the specific event and answers the “So what?” in the story. In written discourse evaluation is the uncertainty of the writer about the school at first day and later on realizing how much fun a school could be. In written sample, evaluation is present at two points, first at the start of the day going to school and second right after the resolution. Whereas, in spoken discourse, Evaluation is present in all over the body of the narrative. It keep on presenting the speaker's feelings, inner thoughts and behavior to add meaning in the chain of narrative clauses in the story.

The resolution usually presents in the final clause after complicating action. After reaching at climax, a final clause appears to resolve the situation. In written discourse, narrator enters into the lesson statement by briefly presenting a blur resolution point. While, spoken discourse presents a proper resolution after encountering a serious situation, which gives a chance of relief to listeners.

Then comes a Coda, which is proof that story has reached to the end. This is usually, a statement which presents the narrator's final reviews about the story and bring the story back to the starting point. Both discourses have a proper coda. In written discourse, writer shows his desire to live those days again and in spoken discourse speaker shows the regret over her decision of helping that lady.

4.4.2 Table 2 Findings. Table 2 provides micro level comparative analysis between written and spoken discourse that is related to grammar and language. This table provides insight into the language pattern of narratives to develop a better understanding of the accurate pattern for narratives. This table highlights the differences between both discourses at different levels, for example punctuation mark usage, repetition, transitional words usage, and co-ordinations etc.

Transitional words enhance the readability of the text by creating a flow in writing and relationship between ideas. Narratives are form of a story telling, where transitional words play a significant role in creating a coherence between the sentences of the narrative to deliver the ideas better. The written sample of this research contains different transitional words like “At first”, “After”, “Finally”, and “When” to successfully move forward to next description. However, such transitional phrases and words are missing in spoken narrative. Although events are presented in a way to create coherence but the overall structure of the narrative lacks cohesion.

Coordinators or coordinating conjunction join two or more linguistic components like phrases and clauses in a sentence. The coordinating conjunctions in English include for, and, nor, but, because, or, yet and so. The written discourse comprises different coordination words like “and”, “as”, “but”, and “because”. Similarly spoken narrative also includes different coordination words. For example, “so”, “but”, “and”, and “because”. However, spoken discourse narrative made use of the co-ordination “and” for 28 time and several lines contain “and” for 3 to 4 times. Its frequency reveals that it is a prominent characteristic of a spoken discourse.

Repetition is an act of repeating words or phrases. Written discourse can be reconsidered and rechecked, so this quality helps in avoiding repetitions. Similarly, repetition is absent in the selected written discourse. Contrarily, the spoken discourse sample has repetitions at different points. For example, when narrator describes the stranger lady’s answers, “She said, don’t don’t ring” and “Go, go”.

Hyperboles is used to put emphasis on something through extreme exaggeration. In storytelling, often narrators exaggerate some points and things to exhibit their importance. The written discourse contains some hyperboles like, “bag weighed hundreds of kilograms”, and “ridiculously large book”. These exaggerations are used to make description more interesting and to provide a clear picture of the narrator’s feelings. On the other hand, the selected spoken discourse lacks the hyperboles as narrator was more focused on delivering the main event rather than presenting the setting.

Punctuation marks are set of defined symbols to separate and clarify the meaning of sentences in a text. These tell the reader where to pause and what the quotations are and where words are omitted. In other words, these marks are used to deliver meaning as a writer wants it to be delivered. This quality is present in written text and sample written discourse also includes different punctuation marks to deliver the idea. Besides, spoken discourse is transcribes for better comparison in this research, so it does not include any punctuation mark. Some punctuation marks are added by the transcriber to make the narration understandable only. Because having no punctuation at all makes transcripts difficult to read.

Sentence structure is another important component of writing. In the selected samples, written discourse is more structures and lexical as compared to spoken discourse. Spoken discourse is spontaneous in nature that’s why it lacks organization

and accurate structural pattern. In spoken discourse, a sentence contains several clauses joined together by co-ordination “and”. Therefore, the selected spoken narrative contains false start and self-correction at different points. For example “and she waszzz, she started using”, “and then she, when I started to knock” and “asked uncle to open, like knock the door”. Above mentioned examples proves that spoken discourse is less organized and structured as compared to the written discourse because spoken discourse is delivered at the point without any preparations.

Language is main component of discourse analysis because it is a study of the function of a language in different contexts. Language is the main factor in the comparative analysis of the written and spoken discourse. Language forms the structure and meaning in the narratives. In the selected samples, the written narrative has formal and precise language, while spoken narrative has informal and casual language. Another main point here is the proficiency in the language and oral narrative skills, which depend on the background of the narrator. For example, if a speaker is from educated background and have active social life, one will be good in speaking and delivering his point of view more effectively and confidently as compared to the one who is not socially active and shy.

CONCLUSION

This chapter covers the summary of the research paper and also provides some future recommendations about the comparative study of the written and spoken discourse. The research has reached at the following conclusion from the comparative analysis of the written and spoken real life experiences.

5.1 Key Findings

The comparison of the written and the spoken discourse demonstrates similarities and differences in term of their structure, language usage and message delivery. Labovian model provided an ideal frame work to study the structural pattern of narratives. Both forms of discourse contains the compulsory parts of Labov’s model of narrative except abstract that is missing in spoken narrative. Because the written discourse is planned in advance and delivered into paragraphs in a systematic manner, while spoken discourse lacks any structural organization.

The analysis chapter clearly depicts that written discourse is more structured and lexical as compared to the spoken discourse. The writer uses the imagery language to paint a picture of everything in readers’ mind, which helps in delivering the story successfully. On the other hand, the spoken discourse is lengthy and contains a series of clauses joined by a conjunction “and” to present the incident. The speaker describes dialogues of the characters frequently rather than just describing the main event which resulted in a lengthy narrative. Therefore, the spoken discourse narrative is less grammatical with false starts, repetitions, self-corrections and lengthy sentences. Contrarily, written discourse is grammatically correct, coherent, and dense.

The written discourse allows for more accurate and in-depth exploration of the event due to its ability to provide a concise description. Meanwhile, the spoken discourse provides a lengthy narrative because it is not pre-planned and is delivered on the spot. The speaker uses some details to keep the listeners engaged and interested.

5.2 Future Recommendations

Written and spoken narratives are central part of the discourse in everyday life. People use it for delivering their thoughts to other and making sense of their life. Several researches have been done on written and spoken discourse both separately and comparatively. Previous researches have provided the list of the different issues faced in written and spoken discourse and lists of the key differences between written and spoken narratives. This research focused on the structural and some general micro level analysis of both type of discourses. A comparative study of spoken discourse in before and after results is recommended for future research. Future researchers could provide a training of public speaking and effective narrative delivery to the participants, which is not possible in the current research because of time limit. Then they can compare the before and after samples of spoken narratives to examine the differences and effectiveness of the training. Future researcher can also do a comparative analysis of the narrative style of introverts with the narrative style of extroverts. Introverts are reserved nature people, who like to spend time alone and extroverts are socially active people.

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