

DIFFERENCES BETWEEN SPOKEN AND WRITTEN LANGUAGE IN ACADEMIC CONTEXTS

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Annotation. In this article analysis basic differences between spoken and written language in academic purpose. In academia spoken and written language serve crucial roles, shaped by their methods and aims. Spoken language which is used in lectures, seminars or discussions is unprompted and interactive. The crucial aim from research is to identify the structural, lexical, and functional characteristics of oral and written language and to study their impact on students' academic language competence. Leading linguists' research, particularly that of Halliday and Bieber, is used in the essay to emphasize the situational and interactive aspects of spoken language as well as the planned, logical, and formal character of academic writing. The article also addresses the difficulties that can students face in the course of shifting from oral to written academic discourse. The study's findings show that while teaching academic writing, it is important to consider the distinctions between oral and written language. They also offer theoretical and practical suggestions for improving students' academic writing abilities for further researches. The study's findings reveal that when teaching academic writing it is important to take into account the distinctions between oral and written language. They also provide both theoretical and practical suggestions for enhancing student's writing skills in future research.

Keywords. spoken language, written language, academic contexts, academic writing, academic discourse, students' perspective, language skills, academic language development

Introduction

Language is a fundamental tool for the transmission, discussion, and structuring of knowledge in academic contexts. Generally, spoken language is more context-dependent, participatory, and impromptu. University education requires students not only to acquire knowledge in a subject, but also to be able to correctly, clearly, and logically express this knowledge in oral and written form. Therefore, how language is used in an academic context directly affects students' academic success. In academic field oral and written language are the two primary forms of language. Lectures, seminars, speeches, and debates all employ oral language, which is This is often spontaneous, unconstrained, and based on face-to-face communication with the audience. In academic field oral and written language are the two primary forms of language. Lectures, seminars, speeches, and debates all employ oral language, which is this is often spontaneous, unconstrained, and based on face-to-face communication with the audience. Spoken communication relies heavily on tone, tension, pauses, and gestures. Conversely, written language which is used in scientific papers, abstracts, essays, and dissertations, requires logic, clarity, and structural coherence. Academic writing is usually more formal and complex. Students' academic success depends not only on their subject knowledge,

but also on their ability to use oral and written language appropriately in different situations. Most of students can express their ideas more easily in speaking, but they face difficulties when writing academic texts.

Literature review

In modern linguistics the matter of differences between spoken and written language is one of the fundamental theoretical topics. One of the leading researchers in this field, M. A. K. Halliday, analyzes spoken and written language from a functional perspective. As suggested by Halliday (1989), these two language forms differ not only in structure but also in the functions that they perform (pp.38-45). Oral language emerges mainly in the process of communication in conditions of direct contact and interactivity while written language serves to convey more pre-planned, coherent, and accurate information. Halliday emphasizes that a key characteristic of written language is its high vocabulary richness. Because of this written academic texts use more nominalizations, complex syntactic structures, and formal vocabulary. Conversely, oral language is simpler according to the grammar and based on context, situation, and the listener's previous knowledge. According to Halliday, in an academic setting it is written language that poses the greatest difficulty for students. Because it calls for clear thinking, logical structure, and a high level of language control.

An empirical perspective to this issue was widely used by Douglas Bieber in his research. Bieber (1988) analyzes the differences between spoken and written language based on large-scale language corpora. It substantiates with scientific evidence that written academic texts are grammatically more complex and lexically more formal. According to his research, written language relies more on noun-centered (nominal) structures and complex sentences, while spoken language is verb-centered and makes extensive use of short and simple sentences. Furthermore, according to Bieber, spoken language frequently contains repetitions, linking words, and incomplete sentences, whereas written language necessitates clarity and proper form. He highlights that the main function of written academic language is to convey evidence-based, objective, and systematic information, while oral language serves more interactivity and immediate sharing of ideas. These differences are important in understanding the challenges that students face in transitioning from oral to written academic discourse.

In general, Halliday's functional approach and Bieber's corpus-based empirical analyses comprehensively illuminate the differences between oral and written language. The views of these two scientists serve as a solid theoretical foundation for studying language learning in an academic context, especially the development of student's academic written language.

Methodology

This study aims to explore the differences between spoken and written language in an academic context based on quantitative research according to student's perspectives. An online survey was chosen for the study because it is an easy method to effectively collect structured data from participants and analyze general trends in their responses. The study participants consisted of 16 students from 4th year of English language studies at the university, Levels B and C. Each participant had adequate academic experience in both spoken and written English and was enrolled in an English-related field of study. Participation in this study was voluntary, and all responses were collected anonymously.

Research Instrument. 10 closed-ended questions were formulated as the main instrument of the study. The questions were designed to determine students' views on oral

language, written language, and the comparison of these two language forms. More specifically, oral language is the subject of three questions, written language is the subject of three questions, and both writing and oral communication in an educational environment is the subject of four questions. A five-point Likert scale was used for all items, ranging from 1 (Strongly disagree) to 5 (Strongly agree). The survey was administered online using Google Forms. This structure was chosen for ease of use and to guarantee that each participant could finish the questionnaire at their own speed. Before answering the questions, students were informed about the purpose of the study and were assured that their answers would be used for academic purposes only. Following data collection Google Forms was used to automatically calculate the replies into a pie chart in percentages. Pie charts were used to illustrate the findings in order to make the students' answers easier to read and comprehend. The data was analyzed using descriptive statistics, primarily percentages and frequencies, since this approach was thought to be suitable for the small sample size.

Results

This section presents the results of a survey conducted on the differences between spoken and written language. Descriptive statistics, particularly percentages and frequencies, were used to analyze the data. Table 1 and Figure 1 summarize and display the responses from the students.

Table 1 - Overall Agreement Levels Across Survey Items (N = 16)

Category	Number of Items	Agree + Strongly Agree (%)
Spoken language	3	25–38
Written language	3	44–50
Comparison of spoken and written language	4	43–81

According to Table 1, students demonstrated lower levels of agreement with assertions pertaining to spoken language but higher levels of agreement were noted for items that compared spoken and written forms and focused on written language. Particularly, students view written language as more difficult and demanding, especially when it comes to academic writing, according to their comments.

In addition, the results suggest that most students find academic writing more time and effort than oral language. However, while some students reported having sufficient vocabulary to express their thoughts in written academic language, the overall results indicated that they had difficulties in written language.

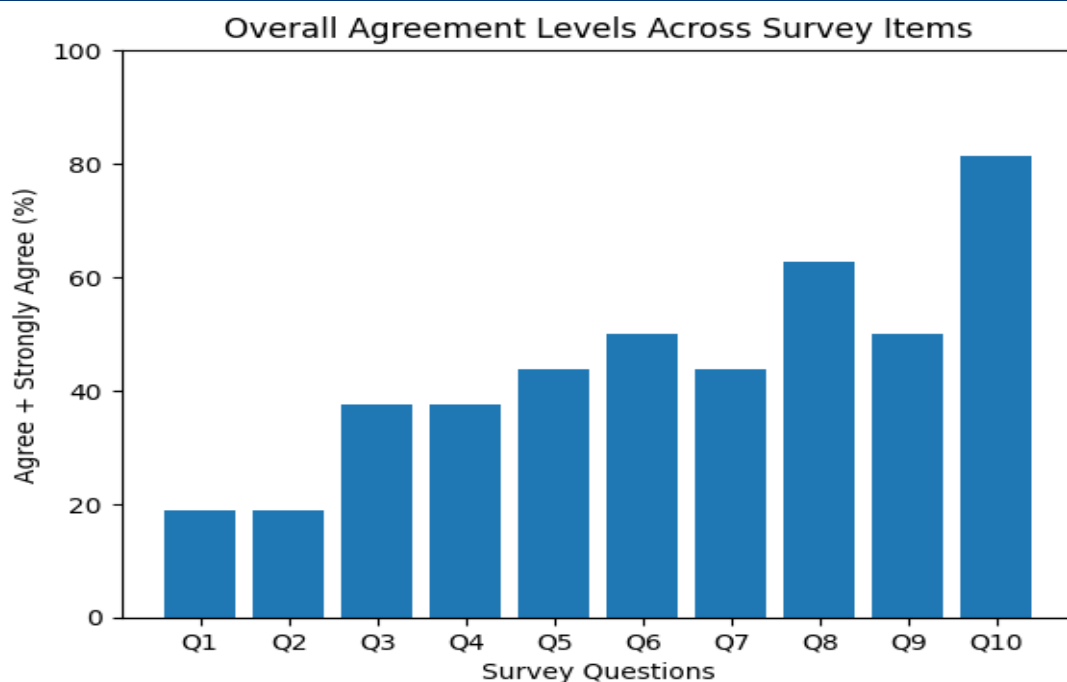


Figure 1- Overall Agreement Levels across survey items

The bar chart in Figure 1 shows the overall level of “Agree” and “Strongly Agree” responses across all survey questions. As can be seen from the diagram, students placed a high level of emphasis on the complexity and importance of academic written language. Simultaneously, the findings indicate that students are becoming aware of the significance of both written and oral language proficiency for academic achievement.

Discussion

This study’s primary goal was to find out what students thought about the distinctions between written and spoken language in an academic setting. The study’s findings demonstrated how students view written and spoken language differently in academic settings. Students generally stated that they felt more comfortable speaking than writing academic technical language. This is in line with the situational and interactive aspects of spoken language that Halliday (1989) emphasized.

On the other hand, high degrees of agreement with written language questions, suggested that students thought academic writing was a more difficult and time-consuming procedure. These results support Bieber’s (1988) findings that written academic texts are grammatically complex and lexically dense. Grammatical difficulties and problems with coherent thought are related to these characteristics for students. High levels of agreement on comparison questions may also indicate that students are aware that spoken and written language have different functions and requirements. Most students acknowledged that academic writing requires more time and mental effort than oral language, while acknowledging that both language skills are important for academic success.

We can say that students showed an understanding of the different roles of oral and written language in academic success. Most of the participants recognized that both language skills are important. These results indicate the need for students to pay special attention to the development of academic written language.

Conclusion

This research focused on exploring students' views on the differences between spoken and written language in an academic context. The results demonstrate that while academic writing is seen as more difficult and demanding, students generally feel more comfortable with spoken language. Grammar, organization, and time management issues in particular make academic writing a more challenging talent for students to master.

The study's findings demonstrate that students are aware of the various roles that written and spoken language play in a classroom setting. Among these, written language necessitates meticulous preparation and a high degree of linguistic control, whereas oral language facilitates greater communication and quick idea exchange. However, pupils selected both language proficiencies as crucial for academic achievement. To sum up, this research suggests that special attention should be paid to the development of academic written language among students. Explaining to students the specific features of written academic language and supporting them with practical exercises in lessons can facilitate the transition from oral to written academic speech. Due to the limited number of participants, it is not possible to generalize the results, but the study provides useful conclusions for future research and educational practice.

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