

# DIFFERENCES BETWEEN SPOKEN AND WRITTEN LANGUAGE

Spoken Language	Written Language
<p>1. <b>Extra lingual</b> information may be derived-</p> <p>sex, age, class, etc. Faster – spontaneous – off-the-top of the head. More ambiguous and immediate. Can be planned.</p>	<p>1. <b>Less extra-lingual</b> information can be clarified e.g. child's writing.</p> <p>Slower – prepared</p> <p>Can refer back at random</p>
<p><b>2. Feedback</b></p> <p>i) <u>Oral</u>: (sound): 'I see', giggles.</p> <p>ii) <u>Visual</u>: nods, smiles, clock-watching, gestures, bewildered expressions etc</p> <p>[Extra-Linguistic} body language, watching, gestures.</p> <p>iii) <u>Para-linguistic</u>: Mood more easily recognised.</p> <p>iv) <u>Special case</u>: telephone conversation – no visual feedback.</p>	<p><i>2 Feedback</i></p> <p>i) 'Delayed' feedback</p> <p>ii) All types of feedback in other column absent</p> <p>iii) Balance of different types of sentences depending on effect required.</p>
<p><b>3. Grammatical Features:</b></p> <p>i) incomplete structures</p> <p>ii) interrupted structures</p> <p>iii) altered structures</p> <p>iv) spoken (voiced) pauses</p> <p>v) Long meandering compound sentences using 'and'.</p>	<p><b>3. Grammatical Features</b></p> <p>Features mentioned in opposite column are tidied up.</p> <p>i) Time allows re-reading and correcting</p> <p>ii) Punctuation helps bring order.</p>
<p><b>4. Vocabulary</b></p> <p>Tendency to use:</p> <p>i) slang and more simple words eg doctor v.</p>	<p><b>4. Vocabulary</b></p> <p>Tendency to use:</p> <p>i) formal words – slang avoided</p>

<p>medical practitioner</p> <p>ii) imprecise references – eg. in time, soon, later, in a minute, refer to people as them/they.</p> <p>iii) swear words</p> <p>iv) colloquial</p> <p>v) limited vocabulary</p> <p>vi) often more monosyllabic words</p> <p>vii) use of ‘fillers’</p> <p>viii) dialect/accent/regional words</p>	<p>ii) technical words; eg legal jargon</p> <p>iii) more precision eg. former, latter, above</p> <p>iv) swear words usually avoided</p> <p>v) ‘educated’ language</p> <p>vi) time taken to select correct word</p> <p>vii) polysyllabic words</p>
<p><b>5. Phonological Features:</b></p> <p>i) Intonation: This can alter the meaning considerably</p> <p>ii) Pauses: These can be used for stress, climax, or may occur prior to selection of a hard-to-find word.</p> <p>iii) Speed: May provide information on the confidence/nervousness/urgency of the speaker.</p>	<p><b>5. Phonological Features:</b></p> <p>i) Intonation: Some direct speech can convey this (eg he said threateningly) and not always clearly.</p> <p>ii) Pauses: These can be conveyed by punctuation, but punctuation is only an approximation to pausing.</p> <p>iii) Speed: Not relevant.</p>
<p><b>6. Functions:</b></p> <p>The purpose of spoken language involves more than just the communication of ideas.</p> <p>Includes:</p> <ul style="list-style-type: none"> <li>- getting things done</li> <li>- letting off steam</li> <li>- filling in embarrassing gaps</li> </ul> <p>Great amount of repetition saying the same thing several times in different ways.</p>	<p><b>6. Functions:</b></p> <p>i) Functions mentioned in opposite column are either irrelevant in a written context or cannot be conveyed in the same way. e.g. anger must be expressed in a more controlled way.</p> <p>ii) Some written language intended to be spoken (spoken prose) eg notice bulletins, formal prayers, play scripts etc.</p>

Argument has more logical development.	Logical development of ideas Argument is easier to follow.
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Source:  
Speech New Zealand. August 2008

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