The two examples shown how a group of teenagers adapt their language depending on their audience which is clearly shown by the turn-taking found in the second example where the teenagers are speaking with some teachers. This turn-taking is found less in the first example as turn-taking is a feature of more formal spoken language.

In the first example the utterances tend to be quite short and the conversation flows rapidly. There is also a lot of overlap in the first example, though it is not necessarily bad as in line 5 Grace leaves off the end of her sentnece but Eliza seems to understand what she is saying and so she takes over. In the second example there is also overlap but in this example it was usually one of the teachers (Mr Sumner) speaking over one of the pupils rather than the other way around. This shows that the students are cautious to not speak over their teachers as it would be considered rude, however the teachers are aware of their higher status and they know that they can speak over the pupils: ‘but now we’ve got this//’ ‘That will be great//’ – Mr Sumner starts speaking before Eliza has properly finished. This clearly shows the different power relationships and outlines the formality of the situation in example 2 in comparison with example 1.

Teenagers will use an informal tone when speaking among friends and this is shown by the use of non-standard grammar and non-standard sentence structure. For example, the word ‘gonna’ appears on several occasions in transcript 1 though it is not a proper word, it is a combination of the words ‘going’ and ‘to’. This highlights the informality of the teenagers’ talking among themselves. Also, in lines 32 and 33 of the first transcript, there is an example of a non-standard sentence. Eliza pauses frequently in that one sentence, maybe because she is trying to organise her thoughts but she uses fillers so that she keeps her ‘turn’ and ‘holds the floor.’ She uses the phrase ‘you know’ so that her audience knows that she has not finished speaking but that she cannot quite find the words to voice her thoughts. In addition, if you left out the numerous pauses the sentence would not make sense which shows her use of a non-standard sentence. However, in general, the teenagers in the second transcript speak using standard grammar and sentence structure and it seems that it is only the teachers who use non-standard grammar, perhaps indicating their higher status and their ability to be informal while the students must be formal and respectful.

In transcript 1 there is the use of ellipsis in line three where Tara is talking but she leaves off the end of her sentence as she is aware that the other teenagers know what she is talking about and so she can just not finish her sentence. On the other hand, the pupils adapt their language to coinside with the formality of the situation of the second transcript and we can see that there is no use of ellipsis by the pupils for transcript 2.

The language used by the teenagers also demonstrates how they adapt their spoken language to different situations. One example is the change in feedback which the teenagers give. In the first transcript the teenagers frequently respond to both questions and statement with the word ‘yeah.’ In comparison, in the second transcript most of the time the feedback given by the teenagers is altered from ‘yeah to ‘yes’ which show the change in formality and how the pupils would express their lower status in the second, more formal situation. However, there are some similarities in the language used by the teenagers in both situations. For example, hedges are used frequently in both: ‘I think’, ‘If you can’ ‘we should’. For the first situation, hedges are used because the teenagers do not want to force their opinions on each other because the others might take offence. In the second transcript the hedges are used because the teenagers are trying to get the teachers to agree with them and so the do not want to be forceful in case the teachers do not take kindly to it.

In conclusion, it is clear that conversation that is among teenagers is more spontaneous whereas conversation with teenagers and adults tends to be more rehearsed on the teenagers’ part. This is due to different power relationships as when it is just teenagers they are meeting on level ground, however, with teenagers and adults there is a degree of respect that is naturally demanded by adults so the teenagers adapt their spoken language to match the situation at hand.