Chapter One

Introduction

> We often hear the adult lament that adolescents are irresponsible, sloppy, imprecise, faddish, profane and overly flamboyant speakers of English. Some worry that they may even *hurt* the language, as though they were tagging the lexicon with graffiti or kicking up the grammar with their Doc Martens. (Eckert 361)

Americans are well aware of language diversity. The U.S. is home to countless languages and vernaculars. These language varieties bring baggage; they come labeled with the attitudes and stereotypes our society has formed for them. These attitudes reach even into generational language differences, and one group in particular seems to have not only more pronounced speech habits, but also more stereotypes regarding their words and expressions. For years, parents have struggled to understand the language of their teens. Each generation speaks differently, and teenagers have typically fashioned their own style of communication. However, even though their vocabulary is different from adults', it is not sloppy language. Parents, educators, and others who commonly struggle to understand and respect teens' language habits need to realize that the speech is a necessary step on the path to adulthood. Teens' speech performs functions that aid in their development and provides them with a language for their personal world that they can call their own.

Teenage language is much more than a careless vocabulary created in order to drive adults crazy. It is, as Marcel Danesi states, a type of code absorbed by teens:

> . . . the studies show that the ways in which teenagers speak constitutes a distinct and easily recognizable discourse code that children approaching puberty acquire unconsciously from their peers. Teen speech is, in other words, socially coded behaviour that derives its characteristic features from signifying osmosis. (*Cool* 96-97)

These characteristics of teenage language that Danesi refers to, establish more than just a form of generational communication. They help teens develop a sense of belonging, individuality, and a place in society.

Emotion is a large part of teens' lives. According to Danesi, " . . . the ways in which teenagers construct and deliver their verbal messages are governed primarily by emotional needs and by moods of various kinds" (*My Son is an Alien* 56). Like actors, they often use their words to vividly portray their emotions so that listeners truly understand how they feel. Danesi's research points to emotional features that can be shown in a variety of ways, such as the use of prolonged tonic vowels, fillers, and swear words. These features work together to ensure that " . . . one's feelings come out forcibly in the discourse text" (*Cool* 99-100).

Teenage language is also deeply rooted in peer groups and it is ever-changing. As Danesi remarks, " . . . there is no one single form of [teen speech]. It tends to vary according to the specific clique or teen subculture to which an adolescent belongs or aspires to belong" (*My Son is an Alien* 66). Therefore, group language bonds the members of specific peer groups and bans outsiders, such as adults and even other teens who are not accepted into the clique.

In order to better understand how teen dialect functions as a viable communication system, this thesis project investigates the features and functions of teen language. As a whole, the study presents a unique look at teen language; it not only answers the question *what is teen language*—in regard to its most common features—but it goes a step further and describes the *how*. In other words, it explains why teen language is what it is, and how the various features of the language function. The study is a

necessary addition to the small field of teenage dialect studies and provides answers to the following research questions:

- What are the most prominent features of teen dialect?

- How do these features function?

- What are their roles within the lives of teenagers?

Chapter Two

Literature Review

> It is traditional to view adolescents in our society as sloppy (they leave their clothes on the floor), rebellious (they don't do what they're told), and irresponsible (they forget their pencils). This view of adolescents is visited on their language, which is judged sloppy in its imprecision, rebellious in its supposed use of slang and profanity, and irresponsible in its greater use of non-standard grammar. Apparently, adults put their clothes away, do what they're told, and always have writing instruments handy. It remains an empirical issue whether any of the popular characterizations of adolescent language are valid. (Eckert 362)

While much of the general public labels teen speech as *slang*, the professional literature narrows the definition of this term. Researchers cannot agree on a label. Some researchers are comfortable using *slang* as an appropriate term for teen language, while others take the term *slang* as an incorrect label for teen speech and have set out to change the stigma placed upon teens' words. However, regardless of their opinions about labels, most researchers agree that the language unique to teens is normal and has a purpose.

Dialects scholar Walt Wolfram maintains the label *slang* for teenage speech. He points out that slang has several dimensions, one of which is often thought of as "any variety of English that is not Standard English" (67). Wolfram defines slang as a variety of non-standard English. Not surprisingly, he states that most people associate slang with teenagers and the type of slang that teens use is fairly short-lived (Wolfram 67). In addition, Wolfram feels that slang is especially useful for teens because of its cohesiveness and ability to differentiate between age groups and peer groups (67).

There are those who agree with Wolfram. Vivian Goodman, for example, discusses the fact that adults see teenage slang as sub-par, when in fact "[j]ust like their parents, they're using [slang] as a tool for growing up." Tony Thorne indicates that "[s]lang is very much a badge of identity. A whole part of adolescence is the playing

with identity . . . . signs and symbols . . . . and in a sense slang is just one of those" (qtd. in Goodman). However, others in the field—such as the University of Toronto's semiotics and communication theory professor Marcel Danesi, sociolinguist Penelope Eckert, and linguists Lars-Gunnar Andersson and Peter Trudgill—have different views of slang from that of Wolfram and Goodman.

While he agrees with Wolfram and Goodman that language is cohesive, Danesi believes that the term *slang* is often incorrectly applied to all words spoken by teens: "[u]nfortunately, there is a tendency among some adults and some educators to label such patterns as excessive manifestations of slang resulting either from a misuse of language, or from the lack of a proper knowledge of *grammar*" ("Adolescent Language . . . " 311). Danesi agrees that teens have used slang for ages "to set themselves apart from adults" (*Cool* 96), and he emphasizes that it hardly constitutes the majority of their speech. Instead, his focus is on teen language as a whole, which he views as a distinct discourse and feels that its characteristics highlight the tie between language and group relationships.

Penelope Eckert's conclusions about slang are very similar to Danesi's. Instead of seeing *slang* as an appropriate label for teen speech, she defends teenage language and turns the tables on adults' speech. Eckert points out that adults—who don't always use "perfect" speech themselves—are given more freedom with their language, while teenagers' flaws are constantly highlighted: " . . . all kinds of innovations come from adult quarters and barely attract public attention . . . . I am willing to bet that if it were adolescents introducing these forms, we would see a considerable negative public reaction" (366). She equates teen language to their minimal place in society and believes,

like Danesi, that the language they create is a social construct of their world (Eckert 373).

Andersson and Trudgill support the conclusions of Danesi and Eckert, but from a more broad linguistic perspective. Although they discuss only general dialects (as opposed to those specific to teenagers) in their book *Bad Language*, they emphasize a difference between dialect and slang: "[d]ialects are restricted to one region or social class within the language community. This is not *necessarily* the case with slang" (73). They also point out that it is incorrect to think of slang as its own language with its own vocabulary, sound, syntax, and so on. Instead, slang is a type of wording, a type of vocabulary. "There are perhaps a handful of features which could be regarded as typical of slang grammar, but there are very few compared to the enormous number of words belonging to slang. Hence, slang is first and foremost a question of vocabulary" (Andersson and Trudgill 73). Therefore, while most researchers agree that teenagers use slang in order to identify with their peers and develop a sense of identity, some, like Danesi, Eckert, and Andersson and Trudgill, see the feature as just that, one small aspect of teens' vocabulary, rather than an overall dominating quality of their speech.

While stressing the fact that not all labels and definitions can apply to each and every teenager, many agree that adolescence is a crucial time for language growth and experimentation. Danesi has coined the term *pubilect* to refer to "the social dialect of puberty" (*Cool* 97). This particular form of language is always adapting and forming to the pressures of peer groups. Danesi separates pubilect into specific and technical categories based on his work recording and analyzing the speech of teenagers: Emotive Language (teens' tendency to "project one's subjective awareness of feelings" ("Adolescent Language . . . " 314)), Connotative Language (the way teens coin words or

phrases or extend meanings in order to label their world ("Adolescent Language . . . " 315)), and Clique-Coded Language (teens using language "as a means for peer-group identity" ("Adolescent Language . . . " 317)). Like Danesi, Marilyn Nippold has also broken down the components of teenage language, although she takes a deeper linguistic-oriented approach by focusing on "the domains in which language growth is most active during adolescence: pragmatics, syntax, and semantics" (Nippold 15).

Although they take different perspectives on this subject, both Danesi's and Nippold's research stress the importance of peer conversation during the teen years and the emotional side to teen speech. For example, Danesi's work looks at how teens form their speech in order to pull their listener into their world; this he calls "situational focusing" (*Cool* 111). Nippold discusses emotion by referencing a study by Raffaelli and Duckett which found that ninth-grade students "reported significantly higher levels of affect . . . when talking with friends than with family" (Nippold 17). These two sources of teen-speak literature combine to show that emotion is a significant factor in teen speech.

Chapter Three

Methodology

> Social scientists talk of "teen culture" or "youth culture," and people of all
> sorts generalize about the beliefs and behavior of "teenagers." But
> adolescents are as diverse as any other age group. First of all, they do not
> constitute a unified place in the path to adult status. While they all have in
> common their subjection to the national discourse of adolescence, they
> vary hugely in the extent to which they fit into this discourse and the ways
> in which they deal with this subjection. (Eckert 368)

Data Source

The data set for this project was collected from videos on the popular and public

website Youtube.com. Youtube was chosen as the data source over other video websites

because of its popularity and easy navigation, as well as its language-rich videos. Another

key feature was Youtube's public access. Using videos that are part of the public domain

provided a freedom that other research methods did not. Unlike fieldwork, video data

could be accessed immediately without the need for location scouting or permission

granting. Being a public website, when a user uploads a video to Youtube, they are

acknowledging and giving their consent that the public may view the video. Therefore,

the permission has already been granted.

Another positive feature of collecting data online was the broad range of language

Youtube provided. Unlike fieldwork conducted in a local school, Youtube allowed me to

gather language data from teens across the country. The videos studied contained teens

from various parts of the country, as well different ethnic backgrounds. This

methodology also provided the opportunity to ensure that a variety of speech contexts,

ages, and genders were represented in the data set. The age and location of the teens were

evident on the profile of the teen that uploaded the video. In addition, some of the teens

in the videos directly stated their age, or, in some cases, discussed school and stated their

grade, therefore allowing their approximate age to be known. The teens in the videos ranged in age from 13-19 years old; in order to obtain a more accurate sample of teen language, it was important to research language from all teenagers, rather than only those of high school age.

Video Descriptions

Just as no two teenagers are alike, each Youtube video is different from the next. The videos covered a wide range of conversation topics, locations, and actions. In these amateur "home videos" there was no limit to the subjects discussed by the teenagers. In many videos, the topic of conversations changed suddenly and often. Videos contained conversations about everything from weight to skateboarding, to sex and alcohol. Some of the videos were very tame and contained teens and their friends sitting at home discussing school and other events of interest. Others, however, showed teens in much more unruly situations. For instance, many videos contained footage of teens in drunken states, or discussed drug usage. While these videos portrayed relevant teen language and painted a very honest picture of teen life, only those videos containing sober teens were considered for research in order to maintain a data set of accurate, honest, everyday language.

The videos were filmed in a variety of locations. Some were filmed simply as a group of teens sat around a kitchen table, while others were recorded at events such as football games and parties. The majority of videos were filmed by a teenager who held the camera and recorded the conversation—often participating in the conversation, also. Others were filmed from a stationary camera set on a table, tripod, or car dashboard.

Transcribing the Videos

Data collection was based on the language content of the videos as well as the age of those speaking. After viewing dozens of videos, the field was narrowed to 17 of the "best" videos found. This narrowing was based on those videos with the clearest and most abundant use of language. These 17 videos were then transcribed word-for-word based on the conversational analysis method highlighted in the book *Conversation Analysis: The Study of Talk-in-Interaction*, by George Psathas. However, instead of using the very strict form of conversation analysis that measures everything from aspiration to micro-intervals between utterances, I chose to transcribe with measurements that were most relevant to my research—mainly, characteristics such as stressed words, elongated words, pauses, and overlapped speech.

Another decision I made was to transcribe the most relevant parts of each video, rather than transcribing each video in its entirety. Therefore, I chose sections of each video that contained the best display of teenage language features. While quotes from the transcripts are used within the study, the full transcriptions can be found in Appendix A.

Random Sampling

In order to obtain a better understanding of the prevalence of the various speech features and their usage, a random sampling was done. From the 17 total videos looked at for the project, nine of them were randomly chosen to be studied more closely. The random sample set was chosen by assigning each of the 17 videos a number. These numbers were put into a hat and nine were randomly chosen to be the data sample. The nine chosen videos were analyzed for their use of each of the six most prominent teen language characteristics found in the transcriptions and based on Danesi's language categories, as explained in the following section. Each random sample video was viewed

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repeatedly in order to count the number of occurrences of each characteristic. A chart was then created (see Appendix B) to determine totals, averages, and percentages of each speech feature.

Because no two videos are equal in length and a constant sample time was desired, only the first minute of each video was studied. One exception was made to this rule because video number seven was only 59 seconds long. Therefore, the data for that video contained one less second of data analysis.

Marcel Danesi's Model

Marcel Danesi's model was used in order to analyze the data. Each video was viewed in terms of its use of Danesi's three categories: Emotive Language Programming, Connotative Language Programming, and Clique-Coded Language Programming. It was after the data were transcribed and charted that I found the most prominent features of teen language within my data set: emotive and cohesive group language. Another feature of teen language that was not thoroughly highlighted by Danesi's model was self-centered speech. This feature was prominently displayed in the data and prompted me to extend Danesi's model to include a new category: Self-Centered Language Programming.

Chapter Four

Analysis of Data

> . . . one must never forget that teens may have an awful lot of things to
> say that are meaningful and even profound, no matter what subdialect they
> may use to express them. One should always listen to them with an open
> mind . . . . (Danesi, *My Son is an Alien* 71-2)

When approaching the task of analyzing the research, I focused on the features

that were the most common and relevant. Just as Danesi looked at the psychosocial

aspect of pubilect, I, too, decided to find the most common language features used by

teenagers today and then analyze the speech in regard to the life of teens. In other words,

the language data provided insight into the world of teens; it provided information on

their speech patterns and also supplied strength to the argument that teen language is not

sloppy and careless.

Danesi's three language categories were used as a model for analysis: Emotive

Language Programming (ELP), Connotative Language Programming (CLP), and Clique-

Coded Language Programming (CCLP). His psychosocial categories provided a strong

base from which information, comparisons, and new conclusions were gleaned.

Table 1 shows an overview of the category totals from the data analysis. As

shown by the data, ELP is a dominant feature of pubilect. Compared to the other

categories, the numbers show that ELP—with its numerous components, including the

word *like* and elongated words—is at the root of teen language and is the most dominant

trait. ELP features were present in 70% of the data analyzed from the nine Youtube

videos. However, when swearing is added—which is a feature of both ELP and CCLP—

this total jumps to 81%. This is a significant difference from the 65% found in Danesi's

study.

The CLP category, which included a collection of coined and reformatted words, as well as language used as a weapon, included a total of 19 occurrences within the nine videos. This resulted in CLP's presence in 19% of the total analyzed sample set.

Lastly, CCLP, exhibited in the data via swear words, occurred 11 times. Therefore, CCLP was found in 11% of the words analyzed.

Table 1

Totals for the Analyzed Categories

ELP OCCURENCES=	70 (+11)*****	70%
CLP OCCURENCES=	19	19%
ELP/CCLP OCCURENCES=	11	11%
Total Occurrences=	**100**	

* This number shows the 11 instances of swearing which are also counted under the CCLP category. Danesi includes swearing as a feature of both ELP and CCLP because of its emotional and group-cohesive attributes.

Emotive Language Programming (ELP)

Highlighting the always intense and always imperative emotions of teens, Danesi states that "ELP refers to the tendency of adolescents to speak with intensified language markers, revealing an impulse toward the outward expression of strong feelings" ("Adolescent Language . . . " 314). The language is used as an outlet for teens to project their feelings, frustrations, and reactions. The following is a breakdown of the four most common ELP features encountered in the research.

The Word *Like*

While it may be surprising, the word *like* has been a predominant feature of teen language for decades. Use of the word today often evokes stereotypical images of blonde Valley girls who are often credited for its 1980s usage. One such portrayal of this

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stereotype is shown in the popular 1995 movie *Clueless*. The Southern California teen girls in the movie exemplify the Valley girl image and commonly use the word *like*. Interestingly enough, however, *like* is actually a much older term. Danesi mentions a 1954 article in *Time* magazine referring to use of the word as "a mannerism of the teenagers of that era" (*My Son is an Alien* 58). Danesi also found *like* used as a hesitancy device in Scooby-Doo comics and cartoons from the late 1960s (*My Son is an Alien* 59).

The high occurrence rate of *like* in the current data shows that it is a characteristic of pubilect that is still prevalent today and is not concentrated in just one region or clique. *Like* even reaches past teenagers and can be heard coming from adults and in the media. And as Danesi notes, when a word has entered mainstream language—as *like* has done—it is virtually impossible to erase: "I have noticed that these fillers and hedges, like teen clothing fashions, now tend to pass quickly into adult language. They are akin to computer viruses; once they enter a culture's verbal 'hard drive' they are extremely difficult to eradicate" (*My Son is an Alien* 69).

Besides hesitation, *like* can also be used to maintain conversational contact, soften criticism, provide satire, introduce a quotation, and quantify (Danesi, *My Son is an Alien* 58). The word *like* occurred within the data in all but two of its forms; none of the videos contained *like* being used to soften criticism or provide satire.

As shown in Column 1 of Table 2, out of the nine videos selected for data analysis, four contained use of the word *like*. These instances resulted in *like* being used in 22% of the data and, on average, 2.44 times per minute of video.

Table 2

Instances of Emotive Language Programming (ELP) in the Random Sample Videos

Video Number	Video Length	COLUMN 1 # of *like* (ELP)	COLUMN 2 # of elongated words (ELP)	COLUMN 3 # of emotional/dramatic lang. (ELP)	COLUMN 4 # of swearing (ELP/CCLP)*
5	00:00-01:00/02:31	0	2	4	0
11	00:00-01:00/02:20	6	6	4	2
35	00:00-01:00/03:00	0	1	5	0
2	00:00-01:00/04:50	8	2	2	0
7	00:00-00:59/00:59	3	7	1	0
31	00:00-01:00/02:39	0	3	6	1
8	00:00-1:00/01:44	5	1	2	3
27	00:00-1:00/09:59	0	0	0	4
32	00:00-1:00/06:11	0	2	0	1
	Total # of occurrences =	**22**	**24**	**24**	**11**
	% OF THE WHOLE SAMPLE SET =	**22%**	**24%**	**24%**	**11%**

TOTAL ELP OCCURENCES=	**70**
ELP/CCLP OCCURENCES=	**11**
PERCENTAGE OF ELP (+ELP/CCLP)=	**70% (81%)**

*Note that swearing is counted as a feature of ELP and CCLP.

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The research provided evidence that the use of *like* appears in teen speech in a variety of ways and for a variety of functions. Each use of the word provides a glimpse into the minds of teens.

Hesitation Device:

"Like, what, like seriously, I want to know now."

***

"See, I want my body to, like, be, like hooked up on strings . . . "

When used as a hesitation device, *like* acts as a filler; it becomes a word used to fill space and time while teens collect their thoughts. It allows speakers to maintain their "turn" while they simultaneously—and unconsciously—find the right words to continue.

Maintaining Conversational Contact:

"Like, the baby boomers. The baby boomers, like, they fucked up this entire world."

***

"Oh my God! They were, like, my best friend in the seventh grade!"

Similar to a hesitation device, *like* is also used to maintain conversations. In this way, *like* doesn't show uncertainty, but fills time. It is a neutral sentence filler; its presence doesn't add or detract from the conversation, but it does keep it going and makes sure listeners are attentive, "carrying the implicit meanings: 'Are you listening to me?' and 'Don't you agree?'" (Danesi, *My Son is an Alien* 58).

Quotation Marker:

" . . . and I was like, well, can I have some . . . sugar? And they were like, sure."

***

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"I get to go back to school and just, like, walk in, go up to Bob, and be like, hey Bob, you got a deck on you? And he'll be like, why? And I'll just whip out my deck and be like, library now!"

***

" . . . he was like- he was like, 'sup man? I'm gonna fight ya. I was like, do it, then; fight me!"

Acting as an introduction to a quote, the use of *like* as a quotative marker is not only one of the most predominant uses of the word, but also one of the most expressive. The transcription data contained more use of *like* in this form than any other. Introducing quotes in this manner allows teen speakers to give their take on someone else's words. This is not to say that they always relay information inaccurately, but when they imitate others, they often put their own spin on the words. Penelope Eckert sees this reporting as a type of dramatic narration:

> *He's like* invites the listener to interpret the slant on the events being reported. What *like* [and] rising intonation . . . have in common is their ability to dramatize a narration—and narration is a genre central to adolescent discourse . . . . Narrative is a means of holding people accountable and of putting actions on the table for consideration and evaluation. (367)

Using *like* as a replacement for phrases such as "he said" or "she stated" is one more way for teens to put drama and emotion in their language as they quote others.

As a Quantifier:

" . . . making out for, like, 10 minutes."

In this respect, the word *like* acts as a signal that the quantity being reported is not definite; it is similar to saying "approximately" or "about." This usage of the word also allows teens to manipulate and be more flexible with their speech. For instance, if parents

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ask their teenager how much money he spent at the mall, the teen knows that "umm, like, 20 bucks" sounds much more appealing to parents than the exact truth. Based on the same idea as its function of softening criticism, *like* in this sense gives teens a sort of cushion; it allows them to give a kinder answer that others may like better—keeping their parents happy and, therefore, keeping themselves out of trouble.

To Soften Criticism:

"I think the song is, like, bad" (Danesi, *My Son is an Alien* 58)

Just as adults often "beat around the bush" when it comes to giving bad news or stating a negative opinion, teens, too, have a device to soften the blow. *Like* is used to soften criticism so that words do not seem as unpleasant. As Danesi tells us, "[s]aying that a 'song is, like, bad' is much less harsh and confrontational than saying flatly that the 'song stinks'" (*My Son is an Alien* 58). The data did not contain an example of *like* being used to soften criticism. This could suggest that teens rarely use this form of the word, or quite possibly, that the context of the videos did not require this usage.

For Satirical Purposes:

"He was, like, a real loser, like a freak!" (Danesi, *My Son is an Alien* 58)

Like used for satirical purposes helps lighten up a situation and gives listeners a laugh. This particular characteristic of the word brings emotion to the conversation and acts as an emotion-driven speech act. In other words, the satire of the phrase brings about a humorous response, while the teen speaker who uses the term is emotionally-driven to do so by his desire to be the center of attention. *Like* was not found in the data in this form. Again, this could mean that it is a less-frequently used form of the word or the conversations captured in the videos simply did not require it.

The research suggests that teens use *like* very strategically in their world. Unlike other characteristics of pubilect, the data show that they don't always use words in order to advance their own interests. Instead, *like* is used for a variety of purposes. It can simply fill in the blanks when they can't come up with words fast enough, and it can even be used to quote and imitate the words of others.

The fact that the word *like* has now spread to use in the wider population points to the stamina that some terms have. While Danesi stresses that much of pubilect is made up of fleeting, short lived terms, the growth of terms such as *like* shows that, with enough exposure, a term can go from a "teen mannerism" to a feature of common language.

Elongated Words

The lengthening of words is a dramatic way for teens to get their point across. This overstressing of words is used strategically to place emphasis on the speaker's emotions. Column 2 of Table 2 shows that eight of the nine data sample videos contained use of elongated words. In comparison to the total data set, 24% of all of the words analyzed were elongated. It was also found that in one minute of speech in the videos, words were elongated an average of 2.66 times.

The strong emotions of teens are frequently heard through the stretching of words. They often feel the need to stress the words that best emphasize their opinion. For example, saying "that outfit makes her look so fat!" has much less emphasis and emotion than saying "that outfit makes her look soooo faaaat!"

The elongation of words is a prime example of the role that sound plays when conveying feelings. "ELP is above all else a sound-based form of meaning-making" (Danesi, *Cool* 101). The sounds made by elongated words do more than portray emotions. Their rhythm makes the language catchy and interesting.

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Elongated words were heard in the videos in a variety of ways. The most common use was emphasis:

"Oh fiiiine"

"Loooooser"

Stretching these words emphasizes the teens' opinions and adds to the drama in their speech.

The elongated words in the videos also showed hesitation:

"Uuuuum"

"So what are your feelings oooooon if you died do you think people would come to your funeral?"

These two examples show that the act of elongating words can be a verbal tool used to slow down a conversation and collect one's thoughts.

Lastly, words were sometimes elongated in order to gain attention. This is often done in a very song-like way with rising intonation:

"Hiiiiii"

"Byeeee"

"Hey boooooy!"

This is a catchy use of language that allows teens to play with sounds and express themselves all in one.

Emotional/Dramatic Language

With its roots in ELP, emotional and dramatic language is a hallmark of teenage language because it satisfies teens' need to constantly project their feelings and opinions. Interjections also allow teens to capture the attention of those around them.

Seven of the nine analyzed videos contained emotional language, resulting in its use in 24% of the analyzed words. Column 3 of Table 2 shows that with 24 occurrences counted in the videos, emotional language was used an average of 2.66 times per minute.

The strong emotions that teens feel are often conveyed very successfully through the manipulation of single words. Again, the emotion conveyed through these words is often done so through sound. Whether the teens in the videos were speaking in loud voices or swearing, much of their speech was said with passion. The emphasis was put on words in order to bring attention to and project the speaker's feelings. Whether it was said for shock value:

"Accept that you're gonna *die*!",

said out of annoyance:

"*Yes* we are still recording",

or said for a laugh:

"Take it to Dr. *Phil*!",

the teens' language showed that they were not afraid to forcefully get their point across. Besides sound, words themselves also emit strong emotions. These words are said for various purposes and often center on important components of teens' worlds.

Swearing

Swearing is another example of the highly emotional language included in the ELP category. However, it is also a trait of the CCLP category. Swearing performs a variety of functions within teen language.

Column 4 of Table 2 addresses this dual-category feature of teen language. Because swearing is an important feature of teen language, it was necessary to record and study its usage while also keeping in mind the categories. Therefore, swearing has been analyzed for its role in each category independently.

Swearing was present in five of the nine videos. The data set contained swearing in 11% of the analyzed words. It was found that the teens in the videos used foul language an average of 1.22 times per minute.

Within the ELP category, swearing acts as an example of the language that teens use to evoke attention. In the data, when a teen used swear words and others in the conversation did not, the foul-mouthed teen often received a big reaction. The reaction in most cases is laughter which reinforced the speaker's use of swear words and maintained their status as the center of attention:

Speaker Three: "Shut up!"

Speaker Four: "You shut up, bitch!"

((Speakers One, Two, Three, and Five all yell and laugh))

However, the dramatic effect swearing has is often diminished with repetitive use. Similar to the humor that a joke loses after it is said multiple times, swear words lose their shock value when used over and over. As the speech was analyzed, this point was emphasized; the more swearing I heard, the less surprising it was to me and the more the words were used, the less value they seemed to have. Danesi also found this to be true in

his own research. He found that the "constant use of such words . . . seems eventually to decrease their emotive effect and they become mere conversational gambits or verbal protocols" (*Cool* 115). The following examples from two separate videos illustrate that when swear words roll off teens' tongues frequently, they become a part of their normal, blasé vocabulary:

> Speaker Two: ((laughs)) "You're a bag of cunts! You're a cunt fuck. You're a cunt face. You're a cunt waffle—I mean a twat waffle."
>
> Speaker One: "Yeah, twat waffle"
>
> Speaker Two: "Twat waffle. And you're a penis wrinkle!"
>
> <div align="center">***</div>
>
> Speaker One: "That mother fucker hit me from the back when we were go cart racing and I hit the wall. To this day I'm kinda an—not angry, but what the fuck? That was 20 bucks down the drain. And my ass was sittin there 'eeeeeee' ((imitates horn)) trying to reverse my ass outta there and I couldn't. I was a laughing stock and—and I cry about it at night to this day!"
>
> Speaker Two: ((laughing))
>
> Speaker One: ((laughs))
>
> Speaker Two: "You went from 40 to nothing. 40 to nothing in the second. What the hell's going on? This is no fair, you hit me! Fucking faggot ((imitating Speaker One))."

Teens use swear words to fit in with peers; swearing is a type of group cohesion for teens' peer circles and this feature is a trait of CCLP. CCLP is rooted in the fact that teens are social creatures. Their groups maintain solidarity through various means—one

of which is language. CCLP " . . . refers to the fact that pubilect constitutes a means for establishing peer-clique bonds. It also refers to the kinds of discourse that each clique engages in" (Danesi, *Cool* 109). The words, phrases, and inside jokes that a group creates acts as a cohesive bond; using pubilect unites the members and excludes outsiders.

The research exhibited how swearing can bond group members through language. In other words, groups often come together and stick together when they use similar language. For example, in conversations where one teen swore, others often did, too:

> Speaker One: "Old ladies don't have cold flashes, they have hot flashes."
>
> Speaker Two: "It's the middle of the fuckin summer, it's fuckin hot out!"
>
> Speaker One: "It is not h—I'm fucking freezing!"

This also works both ways; a teen that does not swear or feels uncomfortable with swearing will most likely associate with peers who also do not swear. Therefore, just as interests, hobbies, and other commonalities bring peers together into friendship groups, so can language.

Teens absorb clique-coded language in order to keep their status in their group and in order to fit in. This notion was best supported by a teenage girl interviewed by Danesi. She stated that she spoke the way she did because "'all my friends speak like that'" (qtd. in Danesi, "Adolescent Language . . . " 317).

Connotative Language Programming (CLP)

      The words and phrases that teenagers use are a part of an ever-changing vocabulary. CLP is based on this language of teens; it highlights their habit to coin new words and reformat the meaning of established words to describe their world. Therfore, this language is very much their own and aids their development At this stage in their lives—between childhood and adulthood, when they have no status in society—they are grasping for something they can make their own, and language is one such entity they can cling to. They see it as a part of them—like property—and a label for their generation. Danesi also calls this action *figuration*, referring to "the fact that teenagers use words and phrases, and invent many new ones, not only to convey their feelings but also to *figurate* ('draw pictures of') the people and events in their immediate social world in graphic fashion" (*My Son is an Alien* 59). Those adults who believe the language is sloppy and useless are incorrect. This form of figurative speech is important to teens' development and, at the very least, is "a traditional mode of behavior on the path to adulthood" (Danesi "Adolescent Language . . . " 319). The most common CLP traits found in the data include coined and reformatted words and language used as a weapon. These components of teen speech display the ways in which peer relationships and language work hand-in-hand.

      Coined/Reformatted Words

      The coinage of new words and the reformatting of established words allow teens to descriptively label their world and project their opinions in a vocabulary they are most comfortable with. These words and phrases can be graphic, shortened, borrowed from other cultures, and opposite in meaning from mainstream definitions. Another form of this vocabulary has emerged thanks to technology: acronyms. Email and text messaging has made acronyms commonplace in teen language.

As seen in Column 1 of Table 3, four of the nine analyzed videos contained use of newly-coined terms or reformatted words. The analysis revealed that coined and reformatted words occurred in 11% of the total data and, on average, 1.22 times per minute.

Table 3

Instances of Connotative Language Programming (CLP) in the Random Sample Videos

Video Number	Video Length	**COLUMN 1** # of coined terms or reformatted words (CLP)	**COLUMN 2** # of lang. as a weapon (CLP)
5	00:00-01:00/02:31	1	1
11	00:00-01:00/02:20	0	0
35	00:00-01:00/03:00	1	3
2	00:00-01:00/04:50	0	0
7	00:00-00:59/00:59	5	0
31	00:00-01:00/02:39	0	3
8	00:00-1:00/01:44	4	0
27	00:00-1:00/09:59	0	1
32	00:00-1:00/06:11	0	0
	Total # of occurrences =	**11**	**8**
	% OF THE WHOLE=	**11%**	**8%**
	CLP OCCURANCES=	19 occurrences=19%	

The study revealed many words and phrases particular to teen language. One feature that was heard in a majority of the videos was shortened words. Examples from the transcripts include:

"Gonna" for *going to*

"Wanna" for *want to*

"Dunno" for *don't know*

"Kay" for *okay*

"Whadda" for *what do*

"Kinda" for *kind of*

"Prolly" for *probably*

Acronyms were another feature in the transcripts:

"BAMF" (pronounced as a word) for *bad ass mother fucker*

More common words were also heard. These words have become a part of the vocabulary of wider society; however, they were initially coined as teenage words and remain prominent in their speech. Examples from the transcriptions include:

"Chill"

"Awesome"

"Loser"

A less common word was heard in only one video but acts as a strong example of coined teenage language:

"Serial" for *serious*

Each of these terms identified in the research has its purpose in teen language. The expressions act as labels within the teenage world. These labels allow them to have a grasp on something that is their own. "Adolescents are just going about their business,

trying to make the best of a marginalized position in society—and using language to do so" (Eckert 367). Therefore, teens' coined and reformatted speech that adults view as slang not only aids development, but is an outcome of their place in the world.

Language as a Weapon

Much of what teens say is said in order to get a reaction from others. Using language as a weapon is a way for teens to assert their opinion in aggressive ways. When teens toss negative or "weapon" language at each other, the words contain just as much passion as swear words or loud, dramatic statements. The language is also highly figurative in order to point out the flaws of others. While it is often humorous, it is also often a defense strategy—placing the focus on the person being picked on, and away from the speaker. Language as a weapon is more than teens harassing teens. It actually helps bind peer groups by giving them a common focus or joke; however, that focus unfortunately comes at another's expense.

In reference to Column 2 of Table 3, it is shown that eight instances of language being used as a weapon were present in the data. This resulted in this language being used overall in 8% of the data and, on average, 0.88 times per minute of video.

Language as a weapon typically works in two ways: outside of the group and within the group. Outside of the group, language is used as a weapon to harshly keep outsiders aware that they are not a part of the group. "Even if outsiders are not present, such put-downs lower their status and discourage those who are present from associating with them, or even treating them with routine respect" (Milner 87). The Youtube data contained an example of this situation:

> "I sound like a BAMF when I say it . . . and I
>
> just realized that I laugh like Mark Hoppus which is kinda depressing."

In this case, the speaker is putting-down an acquaintance named Mark and explaining that he wishes he didn't laugh like him. It is safe to say that Mark is probably not a part of this speaker's peer group.

Within peer groups, teens often spat derogatory remarks to each other. In some cases, this is done as a means to maintain the group's hierarchy. Peer groups often have leaders who have a strong influence over the members and who are seen as an integral part of the group. Each person in the group plays a part in its dynamic and the use of language as a weapon helps group roles become clear. "If [lower status group members'] moving up threaten those above, the inverse is true; you can move up by putting others down. This is one reason putdowns are such a common phenomenon among adolescents" (Milner 87). This is often a largely unconscious act, as group dynamics fall into place naturally and "higher status members" and "lower status members" take roles in the group that correspond to their personalities (i.e. those with higher status are typically more outgoing, loud, etc.).

Also within groups, language can be used as a weapon in a less offensive and more cohesive way. In this regard, remarks are made in a joking and playful manner. The words may sound hurtful to outsiders, but those within the group are aware of their light-natured meaning. Often, these remarks are said for a laugh and those being targeted reply with their own quick response:

> Speaker One: "Why's it not working?"
>
> Speaker Two: "Cuz you're ugly."
>
> Speaker One: "Your car is retarded!"
>
> Speaker Two: "You're retarded! ((laughs)) Push it all the way in 'till you can't push the pedal no more."

The language in this case, therefore, is not only emotional but also cohesive. It bonds the group through humor and the teasing is so natural that it becomes part of the group's vocabulary.

Extending Danesi's Model: Self-Centered Language Programming (SCLP)

Although it may seem to contradict the previous discussion about teens' reliance and involvement in peer groups, teens in general are largely egocentric. They are highly vested in their own interests and often use emotional language to promote issues important to themselves. As the data was analyzed and charted according to Danesi's three categories, the high occurrence rate of selfish language became evident. However, the categories in the existing model did not thoroughly dwell on the language of this typical teenage characteristic; therefore, the Self-Centered Language Programming category was created. Because the need for the creation of this category did not arise until after coding, no statistical information or occurrence rates were collected.

The language classified under SCLP differs from ELP because it centers less on opinions and sounds and more on the promotion of self-interests. The category SCLP is necessary in order to highlight teens' self-centered language and their desire for attention. The videos featured multiple instances of teens entering conversations with random self-centered remarks, or interrupting conversations with off-topic interjections that concerned only them. Some teens would repeat themselves over and over until someone finally answered them:

> Speaker Two: "Are we still recording?"
>
> Speaker One: "My uploaded videos."
>
> Speaker Two: "Are we still recording?"
>
> Speaker Three: "I wanna take a shower, my hair's really dirty."

> Speaker Two: "Are we still recording?"
>
> Speaker One: "(inaudible) We already got three. Yes we are still
>
> recording."

The example not only shows Speaker Two repeating herself multiple times, but Speaker Three interrupts with a random, unrelated remark. The following example also highlights random interruptions. Notice how Speaker Three disrupts the conversation with an irrelevant remark:

> Speaker One: " . . . I turned to him, he was like, what, and he got so mad
>
> that he missed it, it was funny."
>
> Speaker Four: "Oh my gosh, that's funny. I'm sure you really enjoyed
>
> that, watching people make out."
>
> Speaker One: "Actually, I was—I was shocked, mostly."
>
> Speaker Three: "My hip hurts!"
>
> Speaker One: "(inaudible)"
>
> Speaker Three: "Did you guys happen to see that I somehow managed to
>
> hit my hip on the side of the door?"
>
> Speaker One: "Oh yeah."
>
> Speaker Three: "Okay."
>
> Speaker Four: "No."
>
> Speaker Three: "Just making sure."
>
> ((silence))

Speaker Three's comments are unrelated to the conversation topic, yet she is moved to voice her thinking. It is also interesting that the conversation dies off after Speaker Three's interruption.

Teens' self-interest is simply a part of their development. While bothersome to adults, it does not seem to be noticed by other teens. At no point were the interrupting teens scolded or pointed out for their rudeness. Self-centered language displays teens' need to stay in touch with others and be heard. Like the other characteristics of teen language, it goes hand-in-hand with their emotions, relationships, and sense of self.

Chapter Five

Discussion and Conclusion

> The rest of adult society, "mere amateurs," look upon adolescents as mysterious—and somewhat horrifying. Parents quake as their children approach adolescence; they read self-help books; they may even seek professional advice. One would think that adults had never been adolescents themselves . . . . (Eckert 362)

The results gathered from the research provide a glimpse into the minds of teenagers. The data showed that the "teenage world" is a system based on personal interests, self-promotion, and approval from peers. It may seem contradictory that teens—who are trying to "find themselves" and develop a sense of self—place so much emphasis on others' opinions and assimilation with their peers. However, this "tween" time centers on both personal and group identification. The characteristics of the teen years, including the unique language, are natural parts of development that help teens feel a crucial sense of belonging and allow them to separate themselves from their parents. During these years, they create a language full of emotion and personal and peer identity.

There are so many components to teen language that it is impossible to point at one feature or dimension and suggest that it labels *all* teens' speech. The fluidity of the language also makes it difficult to pinpoint exact traits that will last through multiple generations. What may have been a prominent word or expression during the time of this research may be "uncool" and unused a few short months later.

Pubilect is emotional and dramatic in order to maintain or better teens' status in their peer groups. It is already well-known that as the teenage years take shape, acceptance among peers becomes increasingly important. "Typically, the friends bond together and become congregations of various kinds that . . . constitute miniature tribes. It is within these tribal aggregates that social life in adolescence unfolds" (Danesi, *My Son*

is an Alien 94). The cliques that teens form are based on similar interests and common backgrounds; they develop their own hierarchies and rules.

Included in the status and the identity of the group is language. During the teen years, teens are themselves outsiders. They no longer belong with children and they do not yet belong with adults. It is this middle stage that forces teens to link to each other and develop fads and language all their own.

> Unable to make their mark in the world of adults, they must make for themselves a world in which they *can* make a mark . . . . 'Popular groups' take form, providing their members with a vaster network and hence information, protection, and support in a new environment, and fast change and construction of style—including linguistic style—becomes a crucial part of activity. (Eckert 362, 363)

Emotional language, in terms of teens acting and speaking in ways that exhibit or strengthen ties to their peer groups, therefore, is a key aspect of their development.

Parents and adults who wince at the language can take solace in the fact that teen grammar habits are relatively short lived. Teens will eventually grow out of the stage. Except for a few popular words that the generation may hold onto as they grow, all teenagers eventually acquire more mature, more "adult" speech habits—allowing them to reverse rolls and start the cycle over. The teens, ironically, then become adults who are intolerable of the next generation's use of the English language.

The components of teen language are part of an integral web that is much larger than any one study could encompass. The language is very much tied to the context of the speech, as well as teens' psychological and physical development. It is for this reason that parents and adults who look down upon the language of teens are sorely misinformed. While it may be grammatically incorrect at times, the language creates a necessary step

toward adulthood. It provides them a sense of belonging within peer groups and their generation as a whole.

Answering the Research Questions

1) What are the most prominent features of teen dialect?

The most prominent features of teen language are emotional and dramatic language, group/peer language, and self-centered language.[1]

2) How do these features function?

Each feature of teen language functions in a different way. Emotional language includes the use of swear words, elongated words, and the word *like*. Group language functions through the use of coined words, reformatted words, swearing, and language as a weapon. The self-centered language characteristics include interruptions, topic changes, and remarks said in order to promote personal interests.

3) What are their roles within the lives of teenagers?

Together, the three features and their characteristics combine to display the common conversational patterns of teenagers today. Looked at separately, however, each feature presents insight into the life of teens. The emotional language and dramatic exclamations support the notion that teens often feel the need to project their emotions. While these exaggerations may annoy their elders, the emotion stems from the lack of respect those elders give them. Because their language and status is disrespected by society, teens have had to adapt by using bold and boisterous speech habits. These loud habits have been adopted by generations of teenagers because they are the most viable ways for their voices to be heard.

---

[1] Although the high occurrence rate of self-centered language within the videos pointed toward it being a key feature of teen dialect, it was not part of the data analysis. Therefore, its prominence and overall usage is unknown and calls for further research.

Group language acts like glue—it bonds the members and gives teens a sense of belonging. Group language also helps teens separate themselves from adults as they coin words and phrases that often sound foreign to their parents. Peer relationships, therefore, are strengthened through the language developed within them.

Self-centered language highlights teens' egocentrism. Teens are at the center of their own personal universe and this feature portrays their "world revolves around me" state of mind. While teens are not 100% self-promoting 24/7, they do have frequent moments of selfish speech. Although one might see this self-centeredness as detrimental to the interests of teens—to be accepted by peers, to maintain a close group of friends, etc.—it also seems as though the language occurs so frequently and naturally by all teens that it goes unnoticed by their equals. Therefore, it does not interfere with their relationships.

Complications and Limitations

While the research provides an informative look at the current state of teenage language and its use, it was not without complications. One hurdle that arose during analysis was specific to Youtube. Unfortunately, videos on the site often became unavailable without notice. Some became unavailable because the user deleted them; others became unavailable because the user decided to mark them as private—making them only viewable by friends. While I understand that those who upload the videos have the right to add and remove them at anytime, it was frustrating when highly relevant videos were deleted from the site. However, this pitfall was highly negated by a positive feature of the methodology: the fact that the site allowed me to view language that was unaltered by the presence of a researcher. This is often a drawback of more traditional research methods.

While transcribing the videos, difficulty was sometimes encountered deciphering words and phrases. This nuisance was sometimes the result of the video or filmer (i.e. loud location or poor microphone) and in other instances the speaker was to blame. Some teenagers spoke very quickly or slurred their speech, making it hard to determine their exact words. In many cases, the troublesome speech was determined thanks to the context of the conversation. When the context offered no aid, the unclear words were noted in the transcription with the term "inaudible."

The study also has its limitations. While collecting data from Youtube.com brings with it many benefits, it also brings up questions. One such limitation of the current study's methodology is whether or not the language obtained from the videos is accurate. Video cameras often bring out the "actor" in ordinary people; therefore, the teenagers may have been using extra dramatic or exaggerated language because of the filming.

Another limitation that videos bring with them is the fact that they often make people extra aware of their language. What teens say to friends alone in their basement may be very different than what they say on a video posted to a public website. While it is not certain that the teens watched their mouths or held back because of the cameras, it is possible that they spoke differently because the camera was there. Therefore, these two limitations could affect the naturalness of the teens' speech, resulting in skewed data.

Further Research

The realm of teenage language is so broad that one study alone barely skims the surface. The current study shed light on many areas, but also prompted more questions. One question that developed involves teens' reactions to language. In order to ensure that the language data is accurate, researchers could go one step further than the current study by collecting teens' thoughts and reactions to the language collected from Youtube.com.

Doing so would answer the question of accuracy and also provide useful information regarding how teens view their language.

Further research is also needed in the realm of gender. The current study explored teen language as a whole and did not differentiate between the genders. This is an area that needs attention. The current study could be taken a step further by researching gender differences within the Self-Centered Language Programming category. While both genders were shown in the data interrupting and self-promoting, it would be interesting to investigate the differences in comments. For example, because teenage girls are often known for their superficiality and focus on personal appearance, it could be hypothesized that females would frequently interject with comments about their looks. Studying the words and expressions used by males versus females would provide a deeper look into teen language, teen gender roles, and teen life.

Another area in need of attention is the overall language of teens; in other words, a study of their oral *and* written language. This comparison of their spoken and written words could possibly show a new dimension to teen language and provide insight into how they switch language based on their audience and mode of communication.

The last area in need of research is growing everyday; if teens are not online or texting, they are listening to music on their iPods or watching a movie. Both technology and the media have had a huge affect on teens and their lifestyles. These changes have also affected their language. Texting has created a code-like lingo that is a second language to many teens. The media plays a role in teen language by both creating and supporting new words. Many words coined by teenagers are picked up by Hollywood and put into TV shows and movies, thus introducing them to a more widespread audience and helping the word become mainstream. The media also create words that are often picked

up by teenagers. A study into these influences could demystify their texting and email "code" and further the field by exploring this unspoken relationship between teens and the media.

Video Transcriptions

Transcription Key:
- Brackets ([ ]) indicate overlapped speech
- Colon (:) represents a stretched sound
- Pauses are indicated in parenthesis by the number of seconds they last
- Emphasized speech is <u>underlined</u>
- A question mark in parenthesis (?) shows rising intonation
- A period in parenthesis (.) shows falling intonation
- A dash (-) represents a sound, word, or thought being cut off
- An equal sign (=) shows when a person's thought is interrupted, then continued in their next turn
- Note: Each transcription provides information about the video being transcribed. The titles, notes, length, upload user, and category were all taken word-for-word from the video's information section on Youtube.com.

VIDEO #1
Title: "Taping by Accident"
Notes: "Some random conversation"
Length: 00:19
Uploaded by: toliver021
Category: People & Blogs
Number of speakers in video: 4 females

Speakers 1 and 2 are talking to each other (about a boy) and two other friends are listening and occasionally participating. The conversation takes place in a kitchen around a kitchen table. DANESI'S CATEGORIES: ELP, CCLP

Beginning of video (00:00). . .

Speaker One: (inaudible) (name omitted) you just need to tell (?)

Speaker Two: I'm, I'm [very, I'm very curious now]

Speaker One: [But, like, he's so (inaudible)]

Speaker Three: Eight freakin [layers]

Speaker Two: [(inaudible) fun. But just tell me stuff]

Speaker Three: But, like, what else(?)

Speaker One: He talked about you a lot, (1.0) actually. (.)

Speaker Two: Like, what, like seriously <u>I really want to know now</u>.
Speaker One: Yesterday, he go::es (2.0) Yesterday he was like, "Oh is that what's

[(inaudible)]

Speaker Four: [I'm so (inaudible) since my accident]

End of video (00:19)

VIDEO #2
Title: "Us Driving"
Notes: "Random conversation"
Length: 04:50
Uploaded by: blackdragoncmt
Category: Pets & Animals
Number of speakers in video: 5; Two males and Three females

Two males (Speakers One and Five) are in the front seats of a car and the three females (Speakers Two, Three, and Four) are in the back (Speaker Two is recording from the backseat). They discuss a variety of topics and use the word *like* frequently and use highly emotional language. DANESI'S CATEGORIES: ELP, CLP

Beginning of video (00:00) . . .

Speaker One: . . . and there were these two girls, like, <u>making out</u> (?) for, like, 10 minutes.
          Err, are you recording me on video [tape?]

Speaker Two: [((laughs))]

Speaker One: There were these two (inaudible) there were these two girls, like, making
          out for, like 10 [minutes]=

Speaker Three: [turn down the radio]

Speaker One: =and Ashley was standing right next to me and she was looking the other
          way (>1.0) a::nd it's a lot funnier if you know Ashley [in the first place]=

Speaker Four: [yeah we know Ashley (.)]

Speaker One: =but then-but then uu::m, like, after they were done, I was-I was like,
          wow, that was crazy (?). I turned to him, he was like, <u>what</u>? and he got <u>so:::</u>
          mad that he missed it, it was <u>funny</u>.

Speaker Four: Oh:: my gosh, that's funny (.) I'm sure you (1.0) really enjoyed that (.)
          watching people make out

Speaker One: Actually, I was-I (1.0) was shocked [mostly]

Speaker Three: [<u>my hip hurts</u>]

Speaker One: [inaudible]

Speaker Three: Did you guys happen to see that I somehow managed to hit my hip on the
          side of the door?
Speaker One: Oh yeah (.)

Speaker Three: Okay.

Speaker Four: [No::]

Speaker Three: [just making sure]

((silence))

End at (00:39)
.
.
.
Transcription resumes at (01:25)

Speaker One: Hey, we should develop a whole rule-system of rules for Erin's car.

Speaker Four: ((laughs))

Speaker One: Do you like smoking, Erin? (.)

Speaker Four: Love it.

Speaker Three: I like your fro, white kid! ((yelling to someone outside of the car))

Transcription ends at (01:38)

VIDEO #3
Title: "Talking about Southern Foods"
Notes: "Talking about southern foods"
Length: 01:44
Uploaded by: coopernichol3
Category: People & Blogs
Number of speakers in video: 4; three males and one female

A group of teens are at a restaurant discussing Southern food and how non-southerners are weird. Speaker One (female) and Speaker Three (male) are the most prominent participants in the conversation. Uses *like* frequently. DANESI'S CATEGORIES: ELP

Beginning of video (00:00) . . .

Speaker One: . . . and I was like, well, can I have some (inaudible) sugar? And they were like, su:::re. [(inaudible) weird]

Speaker Two: [((laughs))]

Speaker Three: If you leave the South, they don't know what sweet tea is (?), they don't know what country ham is (?)

Speaker One: Or hush [puppies (?)]

Speaker Four: [they're weird]

Speaker One: I wanted that, too (.)

Speaker Three: You're like, can I have some sweet tea? They're like, ((makes a blank, confused face)) (5.0)=

((All speakers laugh))

Speaker Three: =they'll stare at you for about an hour.

Transcription ends at (00:20)

VIDEO #5
Title: "Random Conversation Part 4"
Notes: "yet another random conversation with the gang....and matt"
Length: 02:31
Uploaded by: robb12828
Category: Comedy
Number of speakers in video: 5; three males and two female

A group of teenagers are sitting in a living room talking and acting silly. A few of the speakers (females; speakers four and five) begin playfully fighting with Speaker Two (male). Uses "like," words as weapons, and shows a conscious effort to watch language when a parent can hear them. DANESI'S CATEGORIES: ELP, CLP, CCLP

Transcription begins at (00:40) . . .

Speaker One: You don't . . .

Speaker Two: <u>Chill</u> wild beast!

((All laugh))

Speaker Three: Oh::: my gosh. Oh my gosh.

Transcription ends at (00:49)
.
.
.
Transcription resumes at (01:34)
Speakers two and five are fighting/wrestling and laughing

Speaker Three: Geez, instead of being a <u>baby</u> about it.

Speaker One: ((laughs)) Just accept it.

Speaker Three: Accept it that you're gonna <u>die</u>! Now one cares about you.

Speaker Four: (inaudible)

Speaker Five: What(?)

Speaker Four: (inaudible)

Speaker Three: Oh my God, [do you think]

Speaker Four: [No! (inaudible)]

Speaker Two: <u>Ow</u> <u>my</u> <u>hair</u>!

Speaker Three: Are you gonna sl:::((laughs)) Oh I thought you were gonna– at first when you-when you-when you went like that I thought you were gonna slap his ass or something=

((All laugh))

Speaker Three: =cuz that's the position-no, I'm just saying that-

((Speaker Four silently mouths to Speaker Three that her mom can hear them))

Speaker Three: his <u>butt</u>(?)

((All laugh))

Speaker One: It's a little late for that.

Transcription ends at (02:04)

VIDEO #7
Title: "Random"
Notes: "Us being the random people we are... We are just pretty much talking to the camera! Or, you guys, we could say!"
Length: 00:59
Uploaded by: hannahveromimielise
Category: Comedy
Number of speakers in video: 4; all female

Two female speakers (Speakers One and Two) are facing the computer and camera and speaking to the camera. There are two other female speakers who are in the background. Uses *like*, elongated words, shortened words like *cuz*, *wanna*, *gonna*, *comin*, and *kay*, and emotional language and language centered on the self. DANESI'S CATEGORIES: ELP, CLP

Beginning of video (00:00) . . .

Speaker One: <u>Hi:::</u>! This is me and Elise.

Speaker Two: Yeah:: (?)

Speaker Three: We're comin

Speaker One: <u>And</u> (inaudible names of Speakers Three and Four) [they're <u>comi::ng</u>]

Speaker Two: [and my Pooh Bear (?)]

Speaker One: And Pooh Bear ((giggles))

Speaker Two: He's mine. I love him very much.

Speaker One: So::::: yeah, we're-

Speaker Three: We're gonna go make noodles now.

Speaker One: Right no::w?

Speaker Two: We're gonna probably go make our lunch (?) soon because it's lunch (?)
          Time.

Speaker One: Delete recording optional [optional]

Speaker Four: [We <u>eat it</u>] we <u>eat</u> it at, [like <u>nine</u>]

Speaker One: [Optional] public

Speaker Two: Well that was like our breakfast, but-

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Speaker Four: That's what-that's what I'm saying. We wana go eat no::w (?)

Speaker Two: No:::! I'm just saying cuz you said you were going to make noodles.

Speaker One: Kay, so now we go to my account (?)

Speaker Two: Are we still recording (?)

Speaker One: My uploaded videos.

Speaker Two: Are we still recording (?)

Speaker Three: I wanna take a shower, my hair's really dir::ty (.)

Speaker Two: Are we still recording (?)

Speaker One: (inaudible) We already got three. Yes we are still [recording]

Speaker Two: [Okay::] I like repeated
        myself five times. That's so typically me.

Speaker One: Kay, bye:::::! You'll see this on Youtube soon (.)

End of video (00:59)

VIDEO #8
Title: "Car Conversation"
Notes: "Just a little guy talk in the car."
Length: 01:44
Uploaded by: mfhayes
Category: Comedy
Number of speakers in video: 4; all male

Four males are in a car discussing their evening. Speaker One is in the backseat next to
Speaker Two (who is filming) and Speakers Three and Four are in the front seats of the
car. Contains swearing, emotional language, the word *like*, shortened words like *gonna*
and *dunno*, and the slang term "BAMF."
DANESI'S CATEGORIES: ELP, CLP, CCLP

Beginning of video (00:00) . . .

Speaker One: Wait, are you filming (?)

Speaker Two: Yes.

Speaker One: <u>Dang</u> it! Guys, Michael is filming (?) We're all a little drunk right now (?)

Speaker Two: No we're not (.)

Speaker One: ((laughing))

Speaker Two: (inaudible)

Speaker Three: (inaudible) smoking in my car-what the fuck (.)

Speaker Two: He did?

Speaker Four: You were li- you were like <u>stop</u>! He was like=

Speaker Three: <u>Pussy</u>!

Speaker Four: =you were like, <u>stop</u>! <u>Stop</u>!

Speaker One: No, actually we just went to Wing Run and we feel like men right now (.)
        So we're gonna try to [do something (inaudible)]

Speaker Three: [<u>I'm so FUCKING wasted</u>!]

((All laugh))

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Speaker One: Yeah:::, that too. No, but now we're gonna go to Quick Trip and get some monster drinks to boost this evening. I dunno, it's gonna be crazy.

Speaker Four: We have nothing to do this evening. We're just gonna get a boost and be like, whadda we do? Whadda we do? Whadda we do? [Whadda we do?]

Speaker One: [Yeah we seriously have] nothing CJ and I have nationals tomorrow that we're leaving for, so:::

Speaker Two: Really?

Speaker One: Yeah, we can't get too drunk. Not that I've ever been drinken before.

Speaker Four: ((laughs)) we can't get too drunk!

Speaker One: [((laughs))]

Speaker Four: [(inaudible)]

Speaker One: ((laughs)) I sound like a bamf when I say it, so (2.0) that and I just realized that I laugh like Mark Hoppus which is kinda depressing.

Speaker Two: I-I didn't know you left tomorrow (.)

Speaker One: Yeah (?)

Speaker Four: Yeah, we leave tomorrow.

Speaker Two: Holy crap.

Transcription ends at (01:04)

VIDEO #11
Title: "The Car Ride Conversations"
Notes: "we talk while driving"
Length: 02:20
Uploaded by: wakeupmanda
Category: People & Blogs
Number of speakers in video: 3; two females, one male

The camera is on the dashboard of the car facing the passengers. Speakers One and Two are both female and they are in the front seats, while Speaker Three (male) is riding in the backseat. They discuss their funerals should they die today. Uses highly emotional language, the word *like* is used, along with elongation and some swearing and labeling.
DANESI'S CATEGORIES: ELP, CLP

Beginning of video (00:00) . . .

Speaker One: So what are your feelings o:::n if you <u>died</u> do you think that people would
        come to your funeral?

Speaker Two: Yeah. Pretty sure (.) I have-they have to come to my funeral. I won most
        unique.

Speaker Three: ((laughs)) Most unique funeral, too (?)

Speaker Two: Hell yes (?)

Speaker Three: When you rise [from the dead]

Speaker Two: [See, I want] my body to, like, be, like, hooked up on
        strings and I come down like, eerrrrrr.

Speaker One: I-[I think that people]

Speaker Two: [fucking Abercrombie] techno

Speaker One: I think that people would come to my funeral because everyone loves me.

Speaker Three: ((laughs)) Oh (.)

Speaker Two: [I guess (.)]

Speaker Three: [I think people] would come to my funeral=

Speaker Two: Because you're black (?)

Speaker Three: =yeah, that too. [Umm, but]

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Speaker One: [Cuz] he's friends with the black kids and the (inaudible)
        ki::ds.

Speaker Three: Yeah.

Speaker One: Aww fu:::dge!

Speaker Two: It's okay.

Speaker Three: Yeah. No, I think a lot of people would go just because, like, I dunno (.)
        No, I think they-I think people that barely knew me would be like, oh my God I
        love Russ, he's like my best [friend]

Speaker Two: [Oh yeah (?)] Definitely (?) (inaudible)

Speaker One: Yeah, there'd be some-there'd be certain people at our school that are
        always like, oh well I knew them, but they really didn't know them.

Speaker Three: Well, like (inaudible) people who were, like, dicks to us would turn
        around and be like, [oh my gosh]

Speaker One: [Yeah] Oh my Go::d, they were, like, my best friend in the
        [seventh gra::de]

Speaker Three: [Yeah, yeah] and like, oh my gosh we weren't friends when I die::d you
piece of shit! [That's what I want to say]

Speaker One: [Woo!] Who was that?

Speaker Three: I dunno
Speaker One: Hey bo:::::y.

Speaker Three: Hey bo:::::y (?)

Speaker Two: That was weird (.)

Speaker One: Yeah, I know, [it was weird]

Speaker Three: [What'd he look like?]

Speaker One: I dunno (?) He was kinda ugly (.)

Speaker Three: ((laughing))

Transcription ends at (01:24)

VIDEO #12
Title: "Car Conversations (Episode 1)"
Notes: "Featuring the voice of Dave. Warning this video contains excessive use of the C-word."
Length: 04:31
Uploaded by: halcyongypsy
Category: People & Blogs
Number of speakers in video: 2; one female, one male

A female and male are driving in a car late at night. There is no real visual, so it is not clear who is driving. They discuss random topics and use vulgar words and swearing. Also used are created words/names (some vulgar, others widely used (EMO)).
DANESI'S CATEGORIES: ELP, CLP, CCLP

Transcription begins at (00:15) . . .

Speaker One: People used to say I look like this guy.

Speaker Two: Not really.

Speaker One: I think he's actually a little chubbier than me.

Speaker Two: Not <u>really</u>.

Speaker One: Well thanks for calling me <u>fat</u> (?) <u>God</u>, Megan (.)

Speaker Two: I'm not calling you <u>fat</u> (?) Why would I call you <u>fat</u> (?)

Speaker One: I dunno why you [would call me fat]=

Speaker Two: [Youtube, Dave is not fat]

Speaker One: =Maybe because you're a malicious person.

Speaker Two: I am not a malicious [person (?)]

Speaker One: [You are, too]

Speaker Two: I'm a <u>delicious</u> (?) person.

Speaker One: You are full of <u>ma::lice</u>

Speaker Two: ((laughs)) You're a bag of <u>cunts</u>! (5.0) You're a cunt fuck (.) (3.0) You're a <u>cunt</u> face (?) (1.0) You're a cunt waffle (.)-I mean twat waffle.

Speaker One: Yeah::, twat waffle.

Speaker Two: <u>Twat</u> waffle (.) And you're a <u>penis</u> wrinkle.

Speaker One: I'm puttin the heat on (.)

Speaker Two: It's not even that hot, why are you having cold flashes?

Speaker One: Uh: I dunno ((laughs))

Speaker Two: You're like an old lady having cold flashes (?) (inaudible) [It's <u>fucking</u> <u>hot</u>(?)]

Speaker One: [Old ladies don't have] cold flashes they have hot flashes (.)

Speaker Two: It's the middle of the <u>fuckin</u> summer, it's fuckin hot out (.)

Speaker One: It is not ho-I'm <u>fucking</u> <u>freezing</u>!

Speaker Two: Fucking cold ((laugh)) (inaudible)

Speaker One: It's 3:28 in the morning.

Speaker Two: So:::(?) Do you have a problem (?)

Speaker One: So that makes me cold. Are we-are we being recorded (?)

Speaker Two: Uh: <u>yes</u>.

Speaker One: <u>Awe</u>some (.)

Transcription ends at (01:28)

VIDEO #20
Title: "Random Conversations with Rachel and Annie"
Notes: "My best friend and sister acting like idiots. Narrated by me."
Length: 04:47
Uploaded by: michelletanner92
Category: Comedy
Number of speakers in video: 2; all female

Three females are hanging out in a backyard. They are acting silly and running around the yard, playing on a water mattress, and on a swing set. Speaker One is the girl filming and it is her backyard. Her sister is also hanging out with them, but she does not speak. Speaker Two is the best friend. The video uses a lot of dramatic speech, exaggeration, showing of opinion, and the word *like*. DANESI'S CATEGORIES: ELP, CLP, CCLP

Transcription begins at (01:39) . . .

Speaker One: Rachel this is going on-Rach (.)=

Speaker Two: I keep falling off this thing (?)

Speaker One: =<u>Rach</u>.

Speaker Two: <u>Why the hell</u> do you have a water mattress in your <u>yard</u> (1.0) anyway (?)
        I'm falling off it (?)

Speaker One: Apparently because my neighbor gave it to us, now-

Speaker Two: Why?

Speaker One: I dunno. Rach (?)

Speaker Two: (inaudible)

Speaker One: Ra::ch. Rachel (?)

Speaker Two: <u>What</u>?

Speaker One: (inaudible)

Speaker Two: <u>What do you want</u> (?)

Speaker One: Do you have anything to say to the world?

Speaker Two: Yeah. You <u>SUCK</u>!

Speaker One: ((giggles))

Speaker Two: I've always hated this world! I was al::ways mad that I'm bound to this one and not a more interesting one, like (2.0) <u>Mars</u> (.)

Speaker One: Please disregard that last comment.

Speaker Two: Why?

Speaker One: <u>Because I said so</u>!

Speaker Two: I'm a native of Mars, actually (.) I personally don't know why I ever left.

Speaker One: ((laughs)) Uh::: we're not trying to make a- ((laughs)) some sort of political statement here (?) I'm sorry (.)

Speaker Two: To all you Martians out there, (1.0) go back home while you still <u>ca::n</u>!

Speaker One: ((laughs))

End at (02:50)
.
.
.
Transcription resumes at (03:59)

Speaker Two: I can't wait for tomorrow.

Speaker One: Why?

Speaker Two: I get to go back to school an:d just, like, walk in, go up to Bob and be like, hey Bob, you got a deck on you? And he'll be like, why? And I'll just whip out my deck and be like, library now. I'm beatin yo <u>ass:</u>! ((laughs))

Speaker One: Language, please (.)

Speaker Two: Oh fi:::ne

Speaker One: This is kinda going on Youtube. You're parents might see this.

Speaker Two: <u>No</u> they <u>won't</u>, you kiddin?

Speaker One: Why?

Speaker Two: My parents don't watch <u>Youtube</u>!

Transcription ends at (04:28)

VIDEO #21
Title: "Football Game"
Notes: "uhh. after we cheered for the 8th grade football game?"
Length: 00:24
Uploaded by: x3taylurrx3
Category: Comedy
Number of speakers in video: 3; two females, one male

This video takes place at a middle school football game. A teenage girl is filming and briefly captures a conversation that is taking place behind her (between Speaker Two—a male—and someone else). She also films another girl sitting by her (Speaker Three). The video contains elongation of words, the use of the word *like*, and *sup* (short for "What's up?"). DANESI'S CATEGORIES: ELP

Transcription begins at (00:02) . . .

Speaker One: Lo:::ser (?)

Speaker Two: …he was like-he was like, sup man? I'm gonna fight ya. I was like, do it
        then; fight me!

Speaker Three: No::! I don't like taking pictures. I look like crap.

Speaker One: It's a <u>vid</u>eo:::!

Transcription ends at (00:10)

VIDEO #22
Title: "Q&A: 5Qs"
Notes: "n/a"
Length: 06:44
Uploaded by: celebrityaddict
Category: People&Blogs
Number of speakers in video: 1 female

This video does not contain an actual conversation. Instead, it is a teenage girl speaking to the camera and answering questions from Youtube subscribers. I chose to include it in my data because she uses many typical teenage language characteristics, and what makes her especially interesting is that she lives in China and still speaks with such American teenage traits. The video contains frequent use of the word *like*, and the word *anyways*. DANESI'S CATEGORIES: ELP, CLP

Transcription begins at (00:26) . . .
. . . When I come back, hopefully I'll-I have (1.0) a nice little traveling video for you guys and show you guys all the places I saw in Europe-which would be really cool. But anyways, I'm gonna answer:: four::: or five questions today before I leave for Europe just to keep you guys occupied or whatever. FTONewsfeed asks, how did you learn Mandarin? Well, I was born and raised in Texas. But my parents are 100% Taiwanese, so, like, I grew up in that environment where they constantly talked to each other in Taiwanese or in Chinese. So I guess that's how I developed my verbal skills-you know, talking to my parents in Chinese. And, um, most of you guys noticed I have a Taiwanese accent despite the fact that I never lived in Taiwan-or-like lived in an Asian country until I moved to China when I was 13. I guess that's how I got my accent-from my parents. And, um:: also when I was five years old they took me to this school on Saturdays where they taught Chinese-you know, they give us, like, a piece of paper with a character on it and we colored it in with crayons. And as I got older, the classes got more real and we started learning, like, vocabulary, sentence structure, grammar, and stuff like that. And wait I gotta show you something. This is, like, a math award I got from my Chinese school. But, like, I also got a medal for best speech or best composition in the state of Texas or something like that-I got like a medal for that.

Transcription ends at (01:53)

VIDEO #23
Title: "Adam and his wacked out theories"
Notes: "Deke and Adam are back, They're supposed to be talking about questions and answers but like always things didn't quite work out as planned."
Length: 03:03
Uploaded by: Anderson212
Category: Comedy
Number of speakers in video: 3 males

Three male teenagers are filming themselves in a park. They are talking back and fourth and discussing the world. Speaker One is filming, and Speakers Two and Three are sitting down facing the camera. The video captures very emotional language and frequent swearing. DANESI'S CATEGORIES: ELP, CCLP

Beginning of video (00:00) . . .

Speaker One: This is behind the scene::s of questions and answers with Adam and Deke.

Speaker Two: Crackers.

Speaker One: Adam.

Speaker Three: You know what I don't get?

Speaker One: What?

Speaker Three: Why this world is so <u>fucked</u> up.

Speaker Two: Tim Allen (?) Tim Allen, tool man.

Speaker Three: ((hits Speaker Two))

Speaker One: ((laughs))

Speaker Three: But why is this world so fucked up? Like, the baby boomers=

Speaker One: (inaudible)

Speaker Three: =the baby boomers, like-they fucked up this entire world. Hitler <u>fucked</u> up <u>all</u> of Europe. (2.0) Okay (1.0) If you think of it, there is so much <u>shit</u> going on today. There's teens having sex like wild monkeys [out there]=

Speaker Two: [like you (?)]

Speaker Three: =not using [condoms]=

Speaker Two   [like you]

Speaker Three: or birth con-I use (1.0) condoms (.)

Speaker One: Alr:::ight, Deke (?)

Speaker Two: I don't have sung-I don't have sex like wild chimpanzees (?) ((gets hit by Speaker Three))

Speaker One: ((laughs)) I didn't ask that!

((All laugh))

Speaker One: Do you have anything: (inaudible)

Speaker Three: Okay, but-(1.0) <u>what the fuck</u> (?)

Speaker One: What?

Speaker Three: Why is this world so fucked up?

Speaker One: Cuz <u>you're:::</u> in it (?)

Speaker Three: Probably, but, why is it so fucked up?

Speaker One: Um:

Speaker Three: God created this world for everybody to be happy, not people shooting themselves in the head, [people jumping off bridges]

Speaker Two: [(inaudible) look pretty] happy most of the time (?)

Speaker Three: That's because they're <u>high</u> most of the time (.)

Speaker Two: Well <u>that</u> makes sense.

Transcription ends at (01:15)

VIDEO #27
Title: "Soroosh Q&A part 2"
Notes: "My friend and I interviewed each other, and looked gay doing it."
Length: 09:59
Uploaded by: acmilan042
Category: People&Blogs
Number of speakers in video: 2 males

Two male teenagers are filming each other while asking questions and telling stories. The video includes swearing, as well as language as a weapon. DANESI'S CATEGORIES: ELP, CLP, CCLP

Transcription starts at (01:26) . . .

Speaker One: Any of your friends.

Speaker Two: Best forever (?)

Speaker One: Yeah.

Speaker Two: Prolly Paul. Actually, yeah, Paul.

Speaker One: That mother fucker hit me from the back when we were go cart racing and I hit the wall (?) To this day (3.0) I'm kinda an-not angry, but what the fuck? That was 20 bucks down the drain. And my ass was sittin there eeee ((imitates horn)) trying to reverse my ass outta there and I couldn't (2.0). I was a laughing stock and-and I cry about it at night to this day!

Speaker Two: ((laughing))

Speaker One: ((laughs))

Speaker Two: You went from 40 to nothing. 40 to nothing in the second (?) What the hell's going on (?) This is no fair, you hit me! Fucking faggot (.) (inaudible)

Transcription ends at (02:14)

VIDEO #31
Title: "My GF Trying to Start/Drive my Car"
Notes: "My GF trying to start/Drive my car"
Length: 02:39
Uploaded by: mugen91integra
Category: Autos&Vehicles
Number of speakers in video: 2; 1 male, 1 female

A male (Speaker Two) is filming his girlfriend (Speaker One) as she tries to start his manual sporty car. The video includes elongation and voice modulation, as well as language as a weapon. DANESI'S CATEGORIES: ELP, CLP

Transcription starts at (00:23) . . .

Speaker One: He:::y!

Speaker Two: ((laughs))

Speaker One: It's not <u>doing</u>:: i::t

Speaker Two: You have to push in the clutch, you stupid (.)

Speaker One: Oh, which one? This one?

Speaker Two: On the left.

Speaker One: This one?

Speaker Two: The left.

Speaker One: This is the <u>left</u>.

Speaker Two: Yes.

Speaker One: Do I have to push it harder (?)

Speaker Two: Push it all the way in.

Speaker One: <u>Aaaaaah</u>! Eee, it's not working!

Speaker Two: Turn the key.

Speaker One: I <u>am</u> turning the key ((laughing))

Speaker Two: ((laughs)) You [know I'm recording]=

Speaker One: [What the hell::(?)]

Speaker Two: =You know I'm recording this, right (?)

Speaker One: <u>Why are you</u> recording this (?) <u>STOP</u>! ((laughs))

Speaker Two: ((laughs))

Speaker One: Why's it not working::?

Speaker Two: Cuz you're (2.0) ugly.

Speaker One: Your car is (.) retarded!

Speaker Two: <u>You're</u> retarded! ((laughs)) Push it all the way in 'till you can't push the
        pedal no more.

Speaker One: I:: can't push that far ((laughs)) I'm not supposed to do it, am I (?)

Speaker Two: What? Yeah you are (?)

Speaker One: Is that how you turn is on (?)

Speaker Two: <u>Yes</u>!

Speaker One: Is this the right-this <u>is</u> the right key (.)

Speaker Two: That's the only key I have for this car (.)

Speaker One: Is there something else I have to push:?

Speaker Two: <u>No::</u> Push it.

Speaker One: <u>Bu:::b</u>! ((laughs))

Speaker Two: Push it all the way in!=

Speaker One: I-((laughs))

Speaker Two: =All the way in till you can't go no more. Move the seat up (inaudible)

Speaker One: How you do that (?)

Speaker Two: Right there on the side.

((Car starts))

Speaker One: <u>Alrigh:::t</u>! Now whaddo I do?

Speaker Two: ((laughs))

Speaker One: Now whaddo I do?

Transcription ends at (01:44)

VIDEO #35
Title: "What 7th grade Lunch hour is really like...."
Notes: "Ingredients: 4 strange boys, 1 camera girl, 1 bff, 1 healthy serving of slapstick, comedy stir into lunch hour. enjoy. a look into what school is really like. very interesting, and PRETTY DAMN FUNNY!!!"
Length: 03:00
Uploaded by: ryleelive4laff
Category: Comedy
Number of speakers in video: 4; 2 males, 2 females

A group of seventh graders are eating lunch at school. There are many other conversations going on simultaneously. Speaker Two (a female) is filming the rest of the peers she is sitting around. Speakers One and Four are males and Speaker Three is a female peer. Includes highly emotional language and speaking in order to get attention.
DANESI'S CATEGORIES: ELP, CLP

Beginning of video (00:00) . . .

Speaker One: <u>Lunch</u>! Lunch is <u>fun</u>, lunch is <u>rockin</u>. Lunch <u>ROCKS</u>! Thank you. Rocking lunch.

Speaker Two: Alex!

Speaker Three: Alex, don't look.

((Boy makes silly face and holds up cookies))

Speaker Three: <u>Cookie Monster</u>! You said Alex-<u>aahh</u>! (inaudible)

Speaker Two: It's a video.

Speaker Four: <u>Look at the</u> Cookie Monster!

Speaker Two: Dude, you're retarded.

Speaker Four: So are you.

Speaker Three: Kyle is mad.

Speaker Four: He:::::y!

Speaker One: I'm back!

Speaker Two: Oh great (.)

Speaker Three: Alex isn't (inaudible)

Speaker One: Take it to Dr. <u>Phil</u>! That's all I have to say.

Speaker Four: (inaudible) in my ice cream (?)

Transcription ends at (01:00)

VIDEO #37
Title: "Lunch at our table"
Notes: "Us all eating lunch"
Length: 01:24
Uploaded by: belaveri1991
Category: Comedy
Number of speakers in video: 5; 3 males, 2 females

Five students are at the school lunch table. Speaker One (male) is filming as Speakers Two and Three (both male) discuss various topics and act silly (by creating a Star Trek skit) with Speakers Four and Five (both female). The video contains use of the word *like* as well as emotional language and shows teens calling each other *lesbians* and *retards*. DANESI'S CATEGORIES: ELP, CLP

Beginning of video (00:00) . . .

Speaker One: What happened to the captain's log (?)

Speaker Two: Captain's log, May 13. The vampire clouds are flanking us from the northeast.

Speaker Three: (inaudible) into the video, retard!

Speaker One: ((laughs))

Speaker Four: Spencer, isn't it the 16th?

Speaker Five: Dude, today's the 18th .

Speaker One: [Hey!]

Speaker Two: [15th]

Speaker One: Today's the 18th

Speaker Two: Haha. Captain's Log=

Speaker Five: No:::!

Speaker One: May 18th

Speaker Two: =May 14. The solar bits are flanking us from the northeast. Shields on full power=

Speaker One: Only pirates say that.

Speaker Two: =Scotty! Fully power!

Speaker Three: But Captain!

Speaker Two: Dam::it, I said full power!

Speaker Three: The shields are up, I can't!

Speaker Two: (inaudible) [I haven't had]=

Speaker Four: [I was watching]

Speaker Two: = any action for a week, man.

Speaker Four: I was watching 'Sex and the City' and she's like, [if I don't]=

Speaker One: [Oh God! Lesbian!]

Speaker Four: She was like, she was like-No!

Speaker Two: I stopped when she said 'the City.'

Speaker Four: So I was watching 'Sex and the City' and she's like, okay, if I don't have sex in the next month, then I'm fucking one of you guys. And she was talking to girls (.)

Speaker Two: Alri::ght (?)

Speaker Four: It was weird!

Speaker Two: Yeah for lesbians.

Speaker Four: It was weird. And how am I a lesbian for watching that?

Speaker One: Because.

Speaker Three: Because (inaudible) broke up with you. Haha

Speaker Four: Haha ((sarcastic))

Speaker One: (inaudible) that hit nothing.

Speaker Three: Shut up!

Speaker Four: You shut up, bitch!

((Speakers One, Two, Three, and Five all yell and laugh))

Transcription ends at (01:24)

VIDEO #39
Title: "Life of a Teenage Girl: Concerts & Slippers"
Notes: "I like cereal"
Length: 06:24
Uploaded by: xnatko
Category: People&blogs
Number of speakers in video: 1 female

This video is simply a teenage girl speaking to the camera and talking about the events in her life. Although she is not engaged in a conversation with another teen, this video is relevant because she uses many typical teenage terms such as *like*, *cuz*, *awesomely*, *goth*, and features such as fast speech, intonation changes, and dramatic speech. DANESI'S CATEGORIES: ELP, CLP

Transcription begins at (02:22) . . .

. . . So as I was saying, we went in line (?) and guess (?) what everyone was wearing. They were wearing black (.) There was like, I'm sorry to be stereotypical and I'm sorry if you guys don't, like-you're like, oh you're wrong, but basically all of them were goth. I mean, not <u>all</u> of them were dressed in black, but about 98% of people were dressed in black. So guess what <u>I</u> was wearing (2.0). I was wearing a pink sweatshirt. A <u>pi::nk</u> sweatshirt! Like (2.0) a <u>pi::nk</u> one! <u>Yes</u> (?), I know you're like, Natalie are you stupid, and I'm like, I was at the time (?) Cuz, huh-so here I am minding my own business and then these people were, like, looking at me all weird and they were all ((gives a blank look)) and then I was all ((laughs)) then they were all ((back to blank look)) and it wasn't good. <u>But</u> (?) the situation was resolved even though I felt <u>completely</u> out of place. My friend had to buy two::::, (2.0) errrrr (3.0) <u>God</u>, I'm stupid! Two <u>t-shirts</u>, there, of Within Temptation and they were <u>black</u> so: I asked her if I could wear one of them, so I put it <u>over</u> my pink sweatshirt (1.0) a:nd it was awesome.

Transcription ends at (03:44)

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VIDEO #40
Title: "Me and my mom"
Notes: "Sometimes my mom hangs out in my room. This is one of those times."
Length: 06:11
Uploaded by: countuchiha
Category: People&blogs
Number of speakers in video: 2 females

This video captures a mother (Speaker One) and daughter (Speaker Two) conversation. They sit facing the computer/camera and talk about various topics. The daughter teaches her mom about the internet and they discuss the Japanese anime Yu-Gi-Oh. The video contains the word *cuz* and *serial* as well as self-focus ("I'm amazing") and swearing by both mother and daughter. Also, the mother uses the word *like* as a filler. DANESI'S CATEGORIES: ELP, CLP

Beginning of video (00:00) . . .

Speaker One: Turn it <u>o::ff</u>.

Speaker Two: I can't just turn the internet off (4.0). I lack the skills. The internet is an omnipotent being (2.0). I <u>learned</u> that today! (1.0) <u>No</u>.

Speaker One: <u>Yes</u>.

Speaker Two: No.

Speaker One: <u>Yes</u>-kisses right here.

Speaker Two: No::

Speaker One: Right here.

Speaker Two: <u>Mo:m</u> (.)

Speaker One: Kisses.

Speaker Two: ((kisses her mom on cheek))

Speaker One: How are <u>you</u>, little guy (?)

Speaker Two: Mom (?)

Speaker One: Are other people seeing this (?)

Speaker Two: No.

Speaker One: ((Playing with a pet)) Come here! He turned around!

Speaker Two: He's gonna <u>bite</u> you!

Speaker One: He wants to <u>look</u> at me.

Speaker Two: He's gonna bite the <u>shit</u> outta your hand (?)

Speaker One: He doesn't wanna bite the shit outta me!

Speaker Two: Yeah, yeah. He kinda does (.)

Speaker One: No he <u>doesn't</u>, he's <u>not</u> evil!

Speaker Two: Yeah, he is.

Transcription ends at (00:51)

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Transcription resumes at (03:36)…

Speaker One: You gonna be home tomorrow?

Speaker Two: I <u>mi:ght</u>. I have to go to youth group (?) You wanna watch Yu-Gi-Oh (?)

Speaker One: How long does it last-a couple hours (?)

Speaker Two: It's-no, it's 30 minutes per episode.

Speaker One: Per <u>episode</u> (?)

Speaker Two: Yeah, it's a tv show, mom.

Speaker One: It's a tv show, now (?)

Speaker Two: No! It was <u>always</u> a tv show!

Speaker One: Do you like Yu-Gi-Oh (?)

Speaker Two: I do! I do. We can watch it now. It's on the internet forever.

Speaker One: It's on the-I don't <u>like</u> the internet!

Speaker Two: ((laughs))

Speaker One: People <u>see</u> me on the internet.

Speaker Two: People don't see you on the internet. Nobody's seen you on the internet. Not yet, at least. Mom, why do you look so super serial about watching Yu-Gi-Oh?

Speaker One: I wanna see what that says. What's 20:51 mean?

Speaker Two: That's military time.

Speaker One: Is that, like, 8:51 (?)

Speaker Two: Yeah.

Speaker One: Huh?

Speaker Two: Yeah.

Transcription ends at (04:44)

Appendix B

Data Analysis Chart

Video Number	Video Length	# of "like" (ELP)	# of elongated words (ELP)	# of emotional/dramatic lang.(ELP)	# of swearing (ELP/CCLP)*	# of slang terms or reformatted words (CLP)	# of lang. as a weapon (CLP)
5	00:00-01:00/02:31	0	2	4	0	1	1
11	00:00-01:00/02:20	6	6	4	2	0	0
35	00:00-01:00/03:00	0	1	5	0	1	3
2	00:00-01:00/04:50	8	2	2	0	0	0
7	00:00-00:59/00:59	3	7	1	0	5	0
31	00:00-01:00/02:39	0	3	6	1	0	3
8	00:00-1:00/01:44	5	1	2	3	4	0
27	00:00-1:00/09:59	0	0	0	4	0	1
32	00:00-1:00/06:11	0	2	0	1	0	0
Total # of occurrences =		**22**	**24**	**24**	**11**	**11**	**8**
% OF THE WHOLE=		**22%**	**24%**	**24%**	**11%**	**11%**	**8%**
ELP OCCURENCES=	81 occurrences= 81%						
CLP OCCURENCES=	19 occurrences=19%						
The average number of times teens used the word/characteristic in one minute =		2.44	2.66	2.66	1.22	1.22	0.88

*Note that swearing is counted as a feature of ELP and CCLP.

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