

Family Conversations on the “Not Enough Nelson” YouTube Channel: A Speaking Conversation Analysis

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ABSTRACT

This study examines the types of overlap and their functions in fostering closeness and engagement among family members, as observed on the YouTube channel “Not Enough Nelson,” with the aim of identifying the phenomenon of overlap in everyday conversation. Theoretically, this study contributes to the development of Sack et al.’s Conversation Analysis theory in the context of social media by applying (Jefferson, 1984) theory. In line with the proliferation of daily activities shared via social media, this study employs a qualitative analysis approach from (Cresswell, 2009) to analyze 3 videos transcribed by selecting relevant comments that reflect the phenomenon of overlap in conversation. The findings of this study indicate that continuing overlap occurs most frequently with 13 instances, followed by terminal overlap with 5 instances, choral overlap with 5 instances, and conditional access overlap with 1 instance as the least frequently occurring overlap phenomenon.

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INTRODUCTION

As technology has developed, the form of communication has undergone significant changes, one of which is the phenomenon of family communication on the vlogs that displayed on social media, such as YouTube, Instagram, and TikTok. Family vlogs allow families to share their daily activities. They use social media to share information about themselves, such as their interests, hobbies, and other activities (Boyd, 2014). They interact and communicate spontaneously, but can be seen by many people or the public. In conversation analysis, family vlogs can be studied as examples of family communication influenced by digital technology (Jones & Hafner, 2021). Family vlogs can help us understand how families use technology to manage their interactions, build relationships, and share their experiences with others.

In the context of conversation, the family is a natural space for interaction where turn-taking mechanisms are formed; where conversation is not merely a form of communication, but a way for children to construct their daily social organization (Goodwin, 1981). Family conversation can be a source of strength and support for family members, and can help them resolve conflicts and problems. Family conversation exhibits the most spontaneous form of turn-taking, as this is a crucial aspect influencing the quality of family relationships. The family is an intriguing context for research because family interactions tend to be spontaneous, natural, and involve many participants of various ages (Ghilzai, 2015). Conversation analysis can help us understand how families use turn-taking to regulate their interactions (Brown & Yule, 1983), because, in family communication, overlapping, interruptions, and even corrections often occur naturally during turn-taking, indicating emotional attachment. Through this study, the phenomenon of overlapping can help avoid conflict and misunderstanding because people have the opportunity to speak and be heard (Goodwin, 1981). This form of misunderstanding is called a conversation disruption or overlap, which is a situation where two or more people speak at the same time. Overlap can occur when people do not follow the rules of turn-taking, or when they do not pay attention to their turn to speak. Overlap can cause misunderstandings, conflicts, and disruptions in conversation.

This study addresses the question of how the phenomenon of overlap in communication is reflected in digital interactions, particularly in family conversations featured in YouTube vlogs. This study aims to analyze the phenomenon of overlap used by family members to build closeness and maintain engagement in a digital context. Theoretically, this study contributes to the development of overlap theory in family communication within the digital media environment. Practically, the research findings can help viewers understand how patterns of digital family interaction can strengthen relational intimacy in authentic family communication to build closeness and maintain engagement in a digital context.

Research on overlap has been conducted in various contexts of conversation analysis. According to Takeda (2023), explains how overlaps—or overlapping utterances—emerge in collaborative interactions, focusing on differences between languages (American English and Japanese) and conversational genres (casual vs. problem-solving tasks). His research indicates that in casual conversations, overlap more often takes the form of backchannels to maintain narrative coherence, whereas in problem-solving tasks, overlap consists primarily of responses and repetitions to ensure mutual understanding. Culturally, Japanese speakers use overlap as a form of solidarity and co-narration, while American English speakers place greater emphasis on brief agreement or clarification. The second previous study was conducted by Tsuraya (2020), which examines the phenomenon of turn-taking and the functions of speech overlaps in conversational interactions, specifically in discussions at the

English Meeting Club in Makassar. This study found that the function of this overlap is not merely an interruption, but rather to pursue a topic, indicate agreement or disagreement, emphasize a point, clarify, and open or close a conversation. The last previous study was conducted by Bijaksana (2020). He examined the phenomenon of overlap in conversations on the show using a conversation analysis framework. This study highlights how the turn-taking system sometimes results in speech overlap, which is considered a unique condition because it is unpredictable. This study identified the reasons for overlap, including seeking assistance, interrupting speech (breaking up), completing a statement, expressing disagreement, seeking clarification, and showing agreement; among these reasons, the most frequently occurring were breaking up and showing agreement.

Those previous studies above have examined overlapping systems in various contexts, such as collaborative interactions in different languages (Takeda, 2023), talk shows (Bijaksana, 2020), and club meetings studied by (Tsuraya, 2020), all of which are formal communication situations. However, there is still little research focusing on overlapping systems in everyday family communication, particularly in digital contexts such as those presented to the public in YouTube vlogs. This study aims to fill this gap by analyzing the overlapping systems used in everyday family communication produced as YouTube vlogs, focusing on overlapping as a specific phenomenon in turn-taking, particularly its function in fostering closeness and engagement among family members in digital communication practices, which remain under-explored. This gap is significant because overlapping in family interactions functions not only as a turn-taking mechanism but also as an interactional resource for maintaining intimacy.

To address this gap, it is important to define what is meant by closeness and involvement in the context of family communication. Closeness refers to emotional intimacy and a level of comfort that is manifested through communication practices. In the context of this discussion, closeness is characterized by the absence of social distance, high frequency of speaking simultaneously, and naturalness in constructing joint utterances (Tannen, 1984). According to Goodwin (1981), engagement, on the other hand, refers to active participation and enthusiastic involvement in conversation. Jefferson (1984) states that overlapping turns often indicate a high level of engagement. Engagement in this context is not merely about “paying attention,” but about active participation demonstrated through timely responses, anticipatory turn-taking, and collaborative turn-taking (Lerner, 2002).

METHODS

This study employs a qualitative approach using content analysis, as recommended by (Cresswell, 2009) in studies of text and communication. This method is effective for analyzing overlaps in family conversations. The qualitative approach allows for an in-depth study of textual data rich in contextual and symbolic meaning (Cresswell, 2009). This analysis focuses on the types of overlap proposed by (Jefferson, 1984) who state that overlap is a term referring to the moment when two or more speakers speak simultaneously (Jefferson, 1984). The data used in this study consist of family conversations, classified as primary data. The selection of this data is based on guidelines from (Cresswell, 2009) who emphasizes the importance of rich and relevant data to support qualitative analysis. The data for this study was collected from the YouTube channel Not Enough Nelsons, a family vlog channel featuring the Nelson family, which captures spontaneous and natural interactions within an extended family, rich in the overlapping phenomena that emerge in their conversations during everyday communication. This study used three purposively selected videos from the period January to December 2025, with a total duration of 1 hour per video.

Data was collected by watching videos from the YouTube channel “Not Enough Nelsons” and carefully selecting several videos relevant to this study that depicted instances of overlapping communication within families. After the relevant videos were selected, they were transcribed to convert the audiovisual data into text data that could be accurately analyzed. Additionally, video metadata—including titles, descriptions, and upload dates—was recorded to facilitate the analysis and reference process. In addition, Jefferson’s theory of overlap is used as the primary theoretical framework to analyze four types of overlap based on their position in the turn and their purpose in the interaction: terminal overlap, continuing overlap, conditional access overlap, and choral overlap, focusing on natural interactions in family vlogs, specifically examining how these functions of overlap play a role in the context of digitally mediated family communication.

Findings

This section presents an analysis of conversational data obtained from the family vlog channel Not Enough Nelson on YouTube. The data consists of videos of spontaneous conversations among family members recorded in everyday life contexts. The analysis was conducted using the theoretical framework of Conversation Analysis (CA), specifically the turn-taking system formulated by (Sacks et al., 1974), as well as the typology of overlap as proposed by (Jefferson, 1984) and (Schegloff, 2000). Transcription data was created by classifying the occurrence of the types of overlap found in the data, namely terminal overlap, continuing overlap, conditional overlap, and choral overlap (See Table 1).

Table 1
Classification of Overlap into Terminal, Continuing, Conditional Access and Choral

Type	Video 1	Video 2	Video 3	Total (%)
Terminal Overlap	1	1	3	5 (20.1%)
Continuing Overlap	2	3	8	13 (54.2%)
Conditional Access Overlap	1	0	0	1 (5.6%)
Choral Overlap	0	2	3	5 (20.1%)
Total	4	6	14	24 (100%)

Table 1 shows that the most frequent occurred overlap in the data is continuing overlap (54.2%), followed by terminal overlap and choral overlap (20.1% each). conditional access overlap is the least frequent.

DISCUSSION

Based on the table above, this discussion is presented by analyzing each dialogue from the video separately. This analysis focuses on the structural function of each type of overlap based on its position in terms of closeness and involvement among family members, so that the data can systematically and accurately identify where the overlap of speech between participants in the conversation begins and ends, particularly around the transition relevance point (TRP), which is the point where a turn-taking transition becomes possible (Schegloff, 2009).

Terminal Overlap

As displayed in Table 2, Data 1 and Data 2 show that the incoming speaker even actively completes the previous speaker’s unfinished utterance. This phenomenon is known as collaborative completion (Lerner, 1996), in which the second speaker completes the first speaker’s turn as an indicator of shared understanding and high cognitive alignment. SaiDee’s ability to complete Mom’s utterance in Data 1, and PaisLee’s completion of Luke’s utterance in Data 2, demonstrate that both speakers not only understand the content of the conversation but are also capable of anticipating the direction of their conversation partner’s utterance long before it is fully produced.

Table 2
Terminal Overlap

Data	Dialogue Transcription
Data 1 (video 1: 10.02)	Mom: “next we have....” SaiDee: “hand sanitizer”
Data 2 (Video 2: 10.53)	Luke: "DelayNee was going to be a.... (overlaped)" PaisLee: (overlap)"You're going to be a year bunny."
Data 3 (Video 3: 10.58)	Luke: "What I like about Hawaii is it's like always like nicer. so you don't have to like worry about like wearing like (overlapped by Paislee)" PaisLee: "Yeah. It's a lot less worrying."
Data 4 (Video 3: 11.14)	Mom: "When we come back to visit it's a lot of chaos cuz it's like hurry and go visit with hurry and go visit with you know where about Journey? make sure that we like talk like we want to make sure all the adult kids are covered but then we also have to film content so it's just like it doesn't relaxing." PaisLee: "Turn into a work so when we're in Hawaii it's like totally chill like we literally just get to like we don't have to really"
Data 5 (Video 3: 13.10)	PaisLee: "But it's also hard because like when you go through the day, you like are doing your schoolwork, then you're getting ready, then you're usually like going to do something else. It like the end of the day, it gets to like 8:00 and then it's 12:00 here. And so you're just like so ..." Mom: “when you would normally reach out to friends”

Meanwhile, in Data 3, 4, and 5, overlap occurs when the preceding speaker experiences prosodic hesitation, marked by word repetition (like, like, like) in Data 3, grammatical disfluency (it doesn't relaxing) in Data 4, and a hanging sentence (so ...) in Data 5. In these conditions, the incoming speaker responds not merely because the TRP has been grammatically achieved, but because prosodic signals indicate that the turn is nearing closure. This aligns with (Schegloff, 2000) explanation that speakers in real conversations not only read syntactic closure but also interpret falling intonation, pauses, and repetition patterns as signs that the turn is ready to be handed off.

Overall, the terminal overlap found in this data is not disruptive and does not lead to turn-taking competition (Holler et al., 2016). Rather, it functions as an interactional mechanism that facilitates conversation while strengthening cohesion among speakers. In a family context, this pattern reflects a high level of intimacy, as the ability to complete and anticipate others' utterances is only possible within relationships where participants know each other very well (D. F. Tannen, 1984) Terminal overlap in this data is thus not merely a structural phenomenon, but also a social marker reflecting the closeness and comfort among speakers within the Nelson family.

Continuing Overlap

Table 3 shows that the overlap phenomenon observed in the data indicates that speech overlap does not always function as a disruptive interruption, but rather serves as a natural part of the turn-taking mechanism in conversation (Gonzales, 2012) because it occurs briefly at points of speech transition or transition relevance points (TRPs) (Sacks et al., 1974). This is clearly evident in Data 2, when PaisLee, ElleCee, PresLee, and NayVee speak almost simultaneously about color and scent. This overlap remains relevant to the topic under discussion, so it does not disrupt the flow of the conversation but rather indicates high engagement with a focus on the topic (Goffman, 1981). In this context, overlap can be categorized as cooperative overlap, that is, overlap that serves to demonstrate enthusiasm, solidarity, and attention to the speaker's utterances (Tannen, 1984, 1987).

Furthermore, overlap in the data also serves as a form of support and continuation of the previous speaker's ideas. As indicated in Data 7 and Data 8, PaisLee and PresLee's utterances build upon each other's remarks regarding the more relaxed atmosphere in Hawaii. In this case, overlap is not used to take over the turn, but to reinforce and complement the meaning being jointly constructed. This phenomenon aligns with the concept of continuing overlap, where the second speaker can already predict the direction of the first speaker's utterance and interject to help complete or develop that idea (Jefferson, 1984). This indicates a strong shared understanding among the participants (Schegloff, 2000).

This overlap also plays a role in fostering interpersonal closeness among participants. In Data 4, for example, when JourNee overlaps as a form of support for PresLee's statement, a strong sense of affiliation and agreement is evident between them. According to (D. Tannen, 1993) such overlap is a hallmark of the high-involvement style—a conversational style that signifies social closeness, enthusiasm, and high emotional engagement. In close relationships, overlap is often perceived as a sign of warmth and togetherness, rather than as a rude act (Sacks et al., 1974). In other words, the more frequently cooperative overlap occurs, the more evident it becomes that the participants have a close and comfortable relationship with one another.

In terms of engagement, the overlap in this data shows that all participants were actively involved in building the conversation. This is evident in Data 3, when several family members simultaneously expressed enthusiastic responses such as “Look, so cute, I want it.” These simultaneous utterances indicate the presence of participatory listenership—a form of response signifying that the listener is not passive but actively participates in the conversation's development (Tannen, 1993). Furthermore, in Data 11 and Data 13, overlap is used to introduce a new perspective on the topic under discussion, making the conversation more dynamic and allowing it to develop spontaneously. Thus, overlap serves to enhance engagement by creating lively, fast-paced, and energetic interactions.

Table 3
Continuing Overlap

Data	Dialogue Transcription
Data 1 (Video 1: 10:21)	SaiDee: "so maybe we should start again like ..." Mom: "I don't know the model"
Data 2 (Video 1: 10:28)	PaisLee: "she took the one that i (overlap) picked" ElleCee: "Look, I have more." PresLee: "they're not the same." NayVee: "you are guys are crazy about the color. it really doesn't (overlap) matter." PaisLee: No, I think they smell different. they smell (overlap) different."
Data 3 (Video 2: 10.34)	Mom: "I designed it" All: "Look, so cute, I want it." SaiDee: "ou thankyou"
Data 4 (Video 2: 10.43)	PaisLee: "She's going to wear (overlap) that" PresLee: (competitive overlapping) "SaiDee always the cutest (overlap) every year." JouNee: (supportive overlapping) "She had the TREE ONE." PresLee: "EXACTLY."
Data 5 (Video 2: 10.54)	PaisLee: You're going to be a year bunny." KassaDee: "oh, you're a chopped, bro!" girls: laughing" KassaDee: "chopped means like, 'oh you're done for, bruh". ElleCee: "that's mean you're ugly."
Data 6 (Video 3: 11.06)	PaisLee: "And I feel like it it's also amazing like we make memories there too because here I feel like it's kind of turned into more of like a like a work house. Not like work, but it's like ..." Mom: "when we come back to visit it's a lot of chaos cuz it's like hurry and go visit with hurry and go visit with you know where about Journey? make sure that we like talk like we want to make sure all the adult kids are covered but then we also have to film content so it's just like it doesn't relaxing."
Data 7 (Video 3: 11.26)	PaisLee (overlap) "turn into a work so when we're in Hawaii it's like totally chill like we literally just get to like we don't have to really ..." PresLee: "we literally don't do anything we just like hang out"
Data 8 (Video 3.11.30)	PresLee: "we literally don't do anything we just like hang out ..." PaisLee: "that's like that is a nice part though we don't have it"
Data 9 (Video 3: 12.16)	Mom: "It's a little bit scary and intimidating. I don't know how many of you out there have ever moved before, but it can be really scary to switch up friends, school, activities, like all new leaders. Like in fact, we even had to like our family doctor that we've had for like 20 years. We have to even find a new family doctor. Like that's just a lot of like little bit of anxiety and just a little bit of nerves with that..." PaisLee: "I feel like we're like everyone thinks you're very extroverted, but I feel like we're all pretty introverted when it like comes to those types of things. So, like making new friends and stuff."
Data 10 (Video 3: 12.24)	PaisLee: "I feel like we're like everyone thinks you're very extroverted, but I feel like we're all pretty introverted when it like comes to those types of things. So, like making new friends and stuff." Mom: overlap "Oh, you do like cold?"
Data 11 (Video 3: 13.19)	Mom: "Yeah. It's because we went from total chaos and crazy to like calm" PaisLee: "but then again it's also nice having your free time and you can can go on a run whenever you want or like yeah."
Data 12 (Video 3: 13.55)	NayVee: "I feel like for me, so like when we first moved to Hawaii, it was like okay, like it's going to be like a refresh. It's like I'm just going to start brand new cuz like

	we're moving in a new place cuz like right before we were moving to Hawaii like when like we were doing cheer and stuff like high school cheer for me was like a hard time and with like the girls and stuff and so I was just like I feel like it's good to make new friends and so moving there I had like made new friends but they live on the other side of the island and then like going to school just like the high school dances or like the football games" PresLee: "people do Utah has a lot more like school dances as well which is very different."
Data 13 (Video 3: 14.06)	NayVee: "So like the schools here like they would have a bunch of activities and have like thousands of kids and then like Maui schools they just have like 20 like people ..." PaisLee: "But then again that's also kind of nice cuz then you can be like more one-on-one with the teacher and like learn."

Conditional Access Overlap

As shown in Table 4, the phenomenon of conditional access is identified in ElleCee's utterances, which are marked by pauses and hesitation markers such as "uhm" and "like" in this data. The utterance "it's just a little tricky to uhm... just want to like..." indicates that the speaker is planning the utterance and has not yet reached syntactic closure. This condition creates an opportunity for other participants to take a turn speaking simultaneously. In conversation analysis, such conditions are referred to as conditional access, that is, speaking access that arises due to structural gaps in the previous speaker's utterance (Schegloff, 2000). Additionally, the suspended portion of the utterance "I'm like, 'Bro—'" also indicates projectability, where the direction of the utterance can be predicted before it is completed (Schegloff & Sacks, 1973) This phenomenon indicates that the use of the word "Bro" at the end of her utterance reflects the casual style employed by ElleCee, suggesting that she feels comfortable speaking because her audience consists of family members (Coates, 1996).

Table 4
Conditional Access Overlap

Data	Dialogue
Data 1 (Video 3: 12.52)	ElleCee: "Yeah. A lot of us don't share that part of it, but the time change is hard because a lot of people back in Utah like they're 4 hours later. So if we get busy with our day, we're like, "Oh, we need to call the kids." We're like, "Oh, crud, they're asleep." Like, so it's just a little tricky to uhm,, just want to like 10:00 a.m. time. It's like 4:00 a.m. our time. I'm like, "Bro ..."

Choral Overlap

As shown in Table 5, the phenomenon of choral overlap is characterized by simultaneous responses from multiple participants to a specific utterance, which typically consists of brief expressions such as agreement, laughter, or evaluation. Choral overlap differs from ordinary overlap because it involves more than one participant responding collectively at nearly the same time. This can be seen in Data 1, when SaiDee asks "is this me?" and is responded to simultaneously by another participant with "So cute." This collective response indicates a shared positive evaluation (D. Tannen, 1993). In conversation analysis, this phenomenon reflects an affiliative response, a form of response that demonstrates alignment of attitudes and emotions among participants (Stivers, 2008).

Table 4

Choral Overlap

Data	Dialogue Transcription
Data 1 (video 2: 10.34)	SaiDee: "is this me?" KassaDee: "Ou that's cute." All: "So cute."
Data 2 (video 2: 10.54)	KassaDee: "oh, you're a chopped, bro!" Girls: "laughing"
Data 3 (video 3: 10.59)	PaisLee: "Yeah. It's a lot less worrying." NayVee: "Yeah."
Data 4 (video 3: 11.35)	PaisLee: "that's like that is a nice part though we don't have it". Others: "laughing"
Data 5 (video 3: 12.36)	Mom: overlap "Oh, you do like cold?" Kids: "yeah I like a Cold."

In addition, choral overlap also appears in the form of shared laughter, as indicated in Data 2 and Data 4, when all participants laughed simultaneously following KassaDee's utterance. This collective laughter serves as a signal of solidarity and shared understanding of the humor emerging in the conversation (Glenn, 2003) In this context, laughter functions not only as an emotional response but also as a social mechanism to strengthen interpersonal relationships and demonstrate that participants are within the same "shared frame"(Carnegie, 1936). Thus, choral overlap in the form of laughter indicates a high level of emotional engagement and closeness among group members (Jefferson, 1984).

Furthermore, choral overlap can also take the form of brief responses such as agreement tokens. This is evident in Data 3 and Data 5, where several participants responded with utterances like "yeah" or "yeah, I like a cold" almost simultaneously. These responses serve to indicate agreement while keeping the conversation flowing without having to take a full turn. According to (D. Tannen, 1993), such simultaneous responses are part of a high-involvement style, in which participants demonstrate active engagement through brief, simultaneous interjections. Furthermore, from a turn-taking perspective, these responses reflect a minimal yet significant form of participation in maintaining the continuity of the interaction (Sacks et al., 1974).

CONCLUSION

A study of the overlap phenomena occurring in family conversations on the YouTube channel "Not Enough Nelson" was analyzed using Jefferson's Overlap Theory framework. Analysis of 24 utterances identified from family participants revealed that all four types of overlap phenomena appeared in the context of digital communication, exhibiting specific frequencies and characteristics in fostering closeness and engagement among family members. The findings of this study indicate that the phenomenon of continuing overlap occurs most frequently in the Nelson family's interactions, with 13 occurrences, followed by Terminal Overlap with 5 occurrences, Choral Overlap with 5 occurrences, and the phenomenon of Conditional Access Overlap with only 1 occurrence. The dominance of the Continuing Overlap phenomenon indicates that this does not occur by chance, but rather represents a high level of engagement through intense interaction—not perceived as an intrusion, but as a collaborative space created by adding each participant's perspective,

information, or experience as a form of care for their participation in communication. The form of overlap that occurs represents a form of courage in interrupting without fear of threatening face or being perceived as violating TRP, thereby demonstrating high relational safety and mutual understanding.

These findings confirm that, according to Jefferson (1984), the phenomenon of overlap remains relevant in digital environments; thus, this study can contribute to our understanding of overlap in the context of digital communication, particularly in informal family communication. Ultimately, this study demonstrates that the phenomenon of overlap remains a crucial aspect of communication, as the data above show that overlap is not always disruptive. However, overlap in non-TRP contexts can also be affiliative and cooperative, thereby challenging the rigid dichotomy of supportive versus interruptive. The vlog format also demonstrates that CA remains relevant for mediated interactions. Families maintain a high-involvement style even when aware they are being recorded, meaning the camera does not automatically formalize turn-taking. From an applied perspective, these findings are important for language socialization and digital literacy. Overlap serves as a way for children to learn to negotiate meaning, manage face, and build a collaborative floor; thus, parents can also understand that a child who frequently interrupts is not necessarily being rude—it may simply be a language of closeness.

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