

Understanding The Generic Structure Of APA's Transactional Conversations: A Genre Analysis Using Halliday's Information Commodity Exchange Framework

Minh Ngoc Nhat Hoang¹, Hong Anh Pham²

(University Of Foreign Languages And International Studies, Hue University, Vietnam)

(University Of Foreign Languages And International Studies, Hue University, Viet Nam)

Abstract:

This study explores the generic structure of transactional conversations in American Psychological Association (APA) podcasts, employing Halliday's framework of Information Commodity Exchange to examine how dialogue is organized and information is exchanged. By using a mixed-methods approach, the research combines descriptive qualitative analysis with quantitative insights to analyze ten podcast episodes. The qualitative analysis identifies and categorizes conversational elements, such as role assignments, dialogue moves, and types of information exchanged, revealing a systematic pattern of structured interactions. Quantitative findings highlight the frequency and consistency of specific move types, such as introductions (100%), elaborations (100%), conclusions (100%), call-to-action (100%) underscoring the reliability of these patterns across episodes. The results demonstrate how APA transactional conversations adhere to a predictable yet dynamic structure that facilitates effective knowledge dissemination, emphasizing the role of clear role differentiation and sequential dialogue in professional communication. This study provides valuable insights into the generic structure of transactional conversations, contributing to the fields of discourse analysis and science communication.

Keyword: transactional conversations; information commodity exchange; genre analysis; generic structure of conversation, psychological conversations.

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I. Introduction

In today's media landscape, science communication increasingly occurs through digital formats, including podcasts, YouTube, and social media. These platforms enable scientific knowledge to reach broader, non-specialist audiences. Psychology, as a field, has seen tremendous growth in public engagement, with mental health awareness, cognitive research, and psychological well-being topics gaining popularity. The American Psychological Association (APA), with its podcast series, plays a pivotal role in making psychological research accessible and applicable to everyday life. This analysis employs Halliday's concept of "information commodity exchange" to assess the structure and effectiveness of these interactions. By examining the sequence of conversational moves and role assignments, the study sheds light on how APA's conversations align with theoretical models of transactional discourse.

II. Literature Review

Systemic Functional Linguistics (SFL)

Systemic Functional Linguistics (SFL), developed by Michael Halliday, is a theory of language that emphasizes the relationship between language and its functions within social contexts (Halliday & Matthiessen, 2004). SFL views language as a resource for making meaning, focusing on how linguistic choices are influenced by and reflect the social and cultural environments in which they occur. Halliday's SFL framework posits that language operates through three metafunctions:

- **Ideational Metafunction:** This relates to the expression of content and the representation of the external world and internal experiences. It allows speakers to convey information about actions, events, and the entities involved.
 - **Interpersonal Metafunction:** This metafunction is concerned with the interaction between speakers and listeners. It encompasses the ways in which language is used to establish and maintain social relations, negotiate roles, and express attitudes and judgments.
 - **Textual Metafunction:** This deals with the internal organization and communicative nature of a text. It enables speakers to construct coherent and cohesive discourse, facilitating the flow of information in a way that is contextually appropriate.
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These metafunctions operate simultaneously in all instances of language use, providing a comprehensive framework for analyzing how meaning is constructed and communicated (Halliday & Matthiessen, 2004). SFL also emphasizes the concept of register, which refers to variations in language according to context, including field (subject matter), tenor (social relationships), and mode (channel of communication).

Genre analysis

Under the framework of SFL, genre analysis examines how language is used in various types of texts and communicative events to achieve particular social purposes, involving the identification of genres, the analysis of their generic structures, and the consideration of their contextual factors (Bawarshi & Reiff, 2010). Genres are considered staged, goal-oriented social processes that people engage in to accomplish tasks, such as narrating events, explaining phenomena, or negotiating transactions. Building on the principles of genre analysis, which focuses on understanding the dynamic relationship between form, content, and context in texts, it becomes crucial to delve deeper into the specific structures that underpin various genres. This is where the concept of generic structure analysis comes into play. By categorizing texts according to their sociocultural purposes and identifying the functional stages within them, as outlined by Burns, Joyce, and Gollin (1996), researchers can gain a more nuanced understanding of how different genres are constructed and how they fulfill their communicative roles. The next part is about generic structure analysis. In the context of transactional conversations—especially those led by experts in fields like psychology—genre analysis explores the conventional structures and linguistic features that facilitate effective information exchange. Therefore, applying genre analysis to the American Psychological Association’s (APA) transactional conversations enables an examination of how psychological knowledge is communicated to a broad audience. It sheds light on the strategies used by experts to make complex concepts accessible, engage listeners, and foster understanding. Besides, Understanding these genre-specific features contributes to the development of more effective communication practices in professional settings.

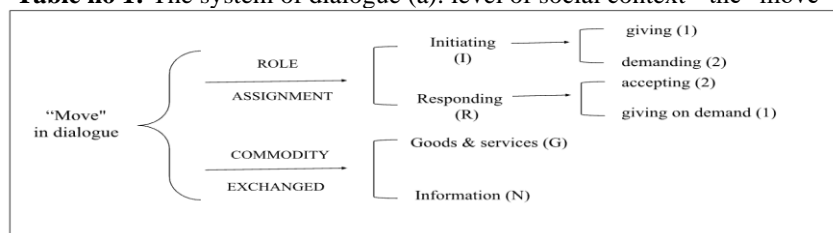
Definition of transactional conversation

Transactional conversation is a form of communication that primarily focuses on the exchange of information or the accomplishment of specific objectives. Unlike interpersonal conversations, which aim to build and maintain social relationships, transactional conversations are goal-oriented and centered around transmitting messages to achieve particular outcomes (Eggin, 1990). Examples of such interactions include information-gathering interviews, role plays, debates, or situations where a definitive result is sought, such as making a purchase or enrolling in a program (Nuha, 2014). In transactional conversations, the language used is often structured and predictable to facilitate clear and efficient communication. These interactions typically involve participants adopting specific roles and employing strategies to ensure the successful exchange of information. Understanding the underlying factors of transactional communication is essential for enhancing its effectiveness, especially in organizational contexts where communication needs to align with strategic objectives (Uka, 2014). Recognizing these elements not only contributes to the efficacy of transactional exchanges but also provides deeper insights into the dynamics of purposeful communication.

Move, role assignment and commodity exchange in conversation

In the study of dialogue, researchers have recognized that the representation of dialogue can go beyond the level of the linguistic code, delving into the realm of the social context (Swain & Lapkin, 2000). The system network expresses the potential that exists within the dynamics of personal interaction (Isaacs, 2001), suggesting that dialogue can be understood as a semiotic process capable of being realized through various semiotic systems (Mubenga, 2009). The figure below shows specific moves in dialogue and their corresponding speech functions. Each move, represented by a code, correlates with an initiating or responding action and the type of commodity exchanges (goods & services or information). For example, initiating moves such as offering (I 1 G) and questioning (I 2 N) set the stage for interaction, while responding moves like accepting (R 2 G) and answering (R 1 N) serve to continue or conclude the dialogue

Table no 1: The system of dialogue (a): level of social context - the “move”



Source: Adapted from *An introduction to functional grammar*, by Halliday, 2015, p. 12

Halliday (2015) claimed that the *table no 1* represents dialogue at a level “above” the linguistic code, which we understand to be a social context system. The system network articulates the potential inherent in a single action within the dynamics of interpersonal communication. This kind of thinking about dialogue as a means of exchanging social meanings makes us view it as a semiotic process, which means that it can theoretically be realized through systems other than language. Other semiotic systems can take the place of language as “carriers” of dialogue to the extent that they are able to encode the two elements of the process—the assignment of roles in the exchange and the nature of the exchange itself. This is an example of a social process that specifically needs language for its realization if no other semiotic systems exhibit these two characteristics.

Based on the frameworks provided, this study focuses on transactional conversations, as they are primarily concerned with the exchange of information and the achievement of specific objectives. Transactional conversations are particularly relevant to the research context, where the clarity of communication and the efficient transfer of knowledge are paramount. The following section will delve into the theoretical frameworks surrounding transactional conversations, providing a foundation for the analysis.

Move, role assignment and commodity exchange in transactional conversation

Examining the roles and moves that participants take during these exchanges is crucial to understanding the structure of transactional conversations. The analysis of information exchanged within dialogues can be done in an organized manner by referring to the table that follows, which focuses on participant actions and role assignments. Halliday's framework is particularly helpful in the context of commodity exchange, where the specifics of information exchange play a crucial role. Here is a breakdown of the roles and movements:

Table no 2: Information commodity exchange in dialogue

Role assignment		Commodity exchange: Information (N)	Code
Initiating (I)	Give	Statement (1)	I 1 N
	Demand	Question (2)	I 2 N
Responding (R)	Give on demand	Answer (response statement) (1)	R 1 N
	Accept	Acknowledgement (response question) (2)	R 2 N

Source: Adapted from *An introduction to functional grammar*, by Halliday, 2015, p. 16

As can be seen in the table, the roles that are allocated to each participant in a conversation is based on the way they engage in conversation; the information exchange is indicated by the letter “N” Initiating (I) and Responding (R) are its two main sections. There are two roles that fall under the Initiating category: “give” where the participant initiates the conversation by making a statement (coded as I 1 N), and “demand”, where the participant asks a question to start the conversation (coded as I 2 N). The roles in the Responding category are “give on demand”, which is answering a question that has already been asked (coded as R 1 N), and “accept”, which is acknowledging the information that has been provided and may include a follow-up question or response (coded as R 2 N). In Halliday’s (1985) foundational work on Systemic Functional Linguistics (SFL), he introduced the concept of the *Information commodity exchange* as part of the broader model of *language as a social semiotic system*. Central to his framework is the idea that all language use involves the exchange of something—either *goods and services* or *information*. In the case of the latter, information is treated as a “commodity” that speakers and listeners negotiate through linguistic interactions.

Previous studies on Information commodity exchange

Previous studies have utilized Halliday's Systemic Functional Linguistics (SFL) framework to analyze the exchange of information in various discourse genres (Halliday & Matthiessen, 2014). Eggins and Slade (1997) investigated casual conversations, uncovering how interlocutors negotiate meanings and construct social relationships through language. Ventola (1987) examined service encounters, demonstrating how transactional dialogues are organized to facilitate the exchange of goods and services between participants. In educational settings, Thompson (2014) highlighted how information exchange is managed in classroom interactions to enhance learning outcomes. Despite these insights, there is a significant gap in research focusing on expert-led transactional conversations in professional contexts, such as the American Psychological Association’s podcasts. These podcasts serve as a platform for psychologists to disseminate knowledge and insights to a wide audience. Analyzing their structure through the lens of Halliday’s Information Commodity Exchange can provide valuable strategies for effectively conveying complex psychological concepts to the public.

III. Methodology

Design of the study

The main purpose of this article is Investigate how APA's transactional conversations align with the generic structure of transactional conversations by answering the questions: "How is the generic structure of transactional conversations reflected in the APA's transactional conversations on YouTube?". The research uses descriptive qualitative research and quantitative research. Using Halliday's framework of Information Commodity Exchange, the qualitative approach examines the transcripts of ten podcast episodes to identify and classify conversational elements, such as role assignments, dialogue moves, and commodity exchanges. This analysis focuses on understanding how hosts and guests engage in structured interactions to exchange information. Complementing this, the quantitative method involves coding these conversational elements and calculating their frequency, providing statistical insights into the consistency and patterns of move types, such as introductions, elaborations, and conclusions. By integrating these methods, the study offers a robust understanding of the transactional structure of APA's conversations, demonstrating both the qualitative nuances and quantitative patterns of dialogue within the podcasts.

Subjects & selection method

The subjects of this analysis are the structural components and genre elements of each podcast episode. These include:

- The roles of the host and guest speakers,
- Conversational elements like initiation, main discussion, conclusion, and optional features,

A purposive sampling method was employed to select conversations. The inclusion criteria for selecting 10 conversations are:

- Relevance to psychology: Each episode discusses a psychological topic, ensuring that the content aligns with APA's goal of making psychology accessible to a general audience.
- Transactional conversation structure: The episodes follow a structured, question-and-answer conversational format, enabling a detailed genre analysis of transactional exchanges.

List of chosen podcast

Table no 3: List of chosen podcast

Order	Selected video	URLs Video	URLs Transcript
1	"Speaking of Psychology: Why Gen Z is feeling so stressed, with Emma Adam, PhD"	https://www.youtube.com/watch?v=DPsy3ZiVEq0&list=PLxf85IzktYWK9aVxz9DhebQ5Y8hCIV27v&index=160	https://www.apa.org/news/podcasts/speaking-of-psychology/gen-z-stress
2	"Expressive writing can help your mental health, with James Pennebaker, PhD"	https://www.youtube.com/watch?v=8sTzXB8M8fe&list=PLxf85IzktYWK9aVxz9DhebQ5Y8hCIV27v	https://www.apa.org/news/podcasts/speaking-of-psychology/expressive-writing
3	"How music, memory and emotion are connected, with Elizabeth Margulis, PhD"	https://www.youtube.com/watch?v=5wh-tE&list=PLxf85IzktYWK9aVxz9DhebQ5Y8hCIV27v&index=2	https://www.apa.org/news/podcasts/speaking-of-psychology/music-connection
4	"How memory can be manipulated with Elizabeth Loftus, PhD"	https://www.youtube.com/watch?v=v-krDtRknqs&list=PLxf85IzktYWK9aVxz9DhebQ5Y8hCIV27v&index=204	https://www.apa.org/news/podcasts/speaking-of-psychology/memory-manipulated
5	"Speaking of Psychology - Raising Children Responsibly in the Digital Age with Roberta Golinkoff, PhD"	https://www.youtube.com/watch?v=IGHu-r3vJtI4&list=PLxf85IzktYWK9aVxz9DhebQ5Y8hCIV27v&index=244	https://www.apa.org/news/podcasts/speaking-of-psychology/digital-children
6	"Speaking of Psychology - Suicide Contagion with Christopher Ferguson, PhD (SOP58)"	https://www.youtube.com/watch?v=7GzD6PdjvQ0&list=PLxf85IzktYWK9aVxz9DhebQ5Y8hCIV27v&index=242	https://www.apa.org/news/podcasts/speaking-of-psychology/suicide-contagion
7	"Speaking of Psychology - Understanding Perceptions of Online Risks with Emma Williams, PhD (SOP61)"	https://www.youtube.com/watch?v=Dtk3EoeM48I&list=PLxf85IzktYWK9aVxz9DhebQ5Y8hCIV27v&index=239	https://www.apa.org/news/podcasts/speaking-of-psychology/online-risks
8	"Speaking of Psychology - Smartphones are a problem: can they be a solution? (SOP 65)"	https://www.youtube.com/watch?v=IDXawSepEvE&list=PLxf85IzktYWK9aVxz9DhebQ5Y8hCIV27v&index=235	https://www.apa.org/news/podcasts/speaking-of-psychology/smartphone-wellbeing
9	"Speaking of Psychology - Using Psychology for Pain Relief & Opioid Reduction w/ Beth Damall (SOP67)"	https://www.youtube.com/watch?v=1UqETXzaFJI&list=PLxf85IzktYWK9aVxz9DhebQ5Y8hCIV27v&index=233	https://www.apa.org/research/action/speaking-of-psychology/pain-opioid-reduction
10	"Does Nostalgia Have a Psychological Purpose? with Krystine Batcho, PhD"	https://www.youtube.com/watch?v=TNUiVf7YqA&list=PLxf85IzktYWK9aVxz9DhebQ5Y8hCIV27v&index=198	https://www.apa.org/news/podcasts/speaking-of-psychology/nostalgia#:~:text=Batcho%3A%20Most%20of%20the%20research,sehl%2C%20our%20identity%20over%20time

Procedure methodology

The research aimed to investigate how APA's transactional conversations align with the generic structure of transactional conversations by using the framework of Halliday (1984). The transcripts were coded to identify role assignments and commodity exchanges. This coding focused on classifying each conversational move as initiating or responding, with further sub-categorization into statements, questions, answers, acknowledgments, and offers. The framework of Halliday (2015, p.11-16) helps to categorize dialogue based on:

1. **Identify role assignment:** who is initiating or responding?
2. **Identify move in dialogue:** the specific move or turn in the conversation.
3. **Identify commodity exchange:** What is being exchanged (Information, goods & services)?
4. **Information code:** What type of communication is taking place (statement, question, answer, acknowledgement)?
5. **Label each move:** go through transcript and label each part of the conversation
6. **Create a table:** categorize each dialogue move based on its role assignment and commodity exchange.

IV. Results

The generic structure reflected in transactional conversation in APA's transactional conversations

The table below illustrates APA's transactional conversations align with the generic structure of transactional conversations as Halliday's framework of information commodity (2015). The findings and coding of ten conversations show that the two participants follow the transactional conversations model with a clear role differentiation and order, as well as distinguishing exchanges between commodities

Table no 4: The generic structure reflected in transactional conversation in APA's transactional conversations

Role Assignment		Commodity exchange: Information (N)	Code	Example
Host (Initiating)	Give	Statement (1): introduction of the topic and guest	I 1 N	<p>“Our guest today is Dr. Emma Adam, a Developmental Psychologist and Professor in the School of Education and Social Policy at Northwestern University. She worked with APA and The Harris Poll on the Stress in America survey to include young people from ages 11 to 23 in our sample and helped to interpret the data. In her lab she studies how factors like school, family, and peer relationships affect teens and young adults stress levels and how stress in turn affects their health and development. Welcome to Speaking Of Psychology, Dr. Adam.”</p> <p>Excerpt from conversation 1</p> <p>“My guest today is Dr. James Pennebaker, a professor emeritus of psychology at the University of Texas at Austin. He conducted pioneering research on expressive writing in the 1980s and '90s. Since then, he's focused on natural language use and how language, personality, and social behavior interact. Dr. Pennebaker is the author or editor of more than 300 articles and 12 books, including Expressive Writing: Words that Heal and The Secret Life of Pronouns: What Our Words Say About Us. He has received numerous awards for teaching and research, including the 2016 APA Award for Distinguished Applications of Psychology.”</p> <p>Excerpt from conversation 2</p> <p>“My guest today is Dr. Elizabeth Margulis, who directs the Music Cognition Lab at Princeton University. Her research combines cognitive science, musicology, and music theory to study questions such as how music intersects with memory and imagination, how culture affects the way we experience music, why we like repetition in music, and why some songs become earworms.”</p> <p>Excerpt from conversation 3</p>
	Demand	Question (2): asking about specific issues related to the topic	I 2 N	<p>“Mills: Let's start with the Stress in America report. Gen Z adults reported more stress and worse mental health than any other age group right now. Was that a surprise finding or was that what you expected the results to be?”</p> <p>Excerpt from conversation 1</p> <p>“Mills: Let's start with your research on expressive writing. You're a social psychologist by training, not a clinical psychologist. So how did you get started studying what eventually became recognized as this powerful therapeutic technique?”</p> <p>Excerpt from conversation 2</p> <p>“Mills: I talked a moment ago about how the right song can transport us back to a particular time or a moment in our life. Why is that? Why is music so strongly connected to memory?”</p> <p>Excerpt from conversation 3</p>
Guest (Responding)	Give on demand	Answer (1): providing insights and information based on questions	R 1 N	<p>“Pennebaker: Well, this is actually the story of my life. I've never really planned to go in any particular direction, just letting interesting things fall in my lap. Early in my career, I was interested in mind-body issues. Why do people get sick? How do you know if you're sick? And I was working on what became an early book called The Psychology of Physical Symptoms...And this made me wonder: If secrets are so bad, what if we brought people in the laboratory and had them talk about them or—that turned out to be way too complex. How about we just had them write about it? And that was kind of the birth of expressive writing...”</p> <p>Excerpt from conversation 2</p> <p>“Margulis: People have been fascinated by this question for ages, and in fact, it's not only music that people suspect to have this power. So think of the famous madeleine de Proust, where you take a bite or smell something from your childhood and suddenly all kinds of vivid details come back to you. So because there are other sensory stimuli that can have a similar effect, one of the first questions people have asked is, is there really anything special about music when it comes to autobiographical memory? And one of my favorite studies on that topic was conducted by Amy Belfi, and what she did was compare the autobiographical memories that were prompted by hit songs from specific years versus famous faces that had a lot of airtime</p>

				<p>in those same specific years. The idea is they're both kind of similarly repeated and kind of in circulation at a particular time...." Excerpt from conversation 2</p>
Host (Initiating)	Give	Statement/Question (3): delving deeper into subtopics or further clarifications	I 3 N	<p>"Kaitlin Luna: And you've spoken about the positives of planting false memories like how it can be used in a positive way, can you elaborate a little more on that and what you mean by that?" Excerpt from conversation 4</p> <p>"Kim Mills: Is there an age that's too early to hand a child a touchscreen, do you think?" Excerpt from conversation 5</p>
Guest (Responding)	Give on demand	Answer (2): elaborating on specific points, offering examples or anecdotes	R 2 N	<p>"Elizabeth Loftus: Yes, one little twist in the false memory work that we did is to look at the consequences of having a false memory. If I plant a false memory in you, does it have ripple effects, does it affect your later thoughts or your later intentions or your later behavior? And we've now shown that you can plant a false memory that you got sick eating a particular food, you got sick on pickles or eggs or strawberry ice cream and you don't want to eat as much of that food. We've planted false memories that you got sick drinking a vodka drink and you're not it is interested in the vodka drink. We've done the opposite, planted a warm fuzzy memory that you loved a healthy food, asparagus in our..." Excerpt from conversation 4</p> <p>"Roberta Golinkoff: Guess what? They recently admitted they did that on no data. No data. Shame on them. And they have since adjusted that recommendation and weakened it. They also recognize that kids spend a lot of time on Skype and FaceTime with remote grandparents and uncles and aunts, and we know from research that I've done with my long-standing collaborator Kathy Hirsh-Pasek that kids can learn from conversations like Skype and FaceTime. It's different than watching television. Television isn't that responsive. It doesn't respond to the child. But if I call you by name, "Kim, what's this?" and I show you an action with the doll, I can teach you that action just as well over Skype as I can in person." Excerpt from conversation 5</p>
Host (Initiating)	Give	Statement (4): summarizing key points, leading towards the conclusion	I 4 N	<p>Luna: Just to wrap this up for our listeners. We've touched on a lot of different areas of nostalgia. I want to know, is there a way for society to collectively use nostalgia to better itself? How can we tangibly benefit from it?</p> <p>Batcho: I think it's really a very important resource and it's underutilized..."</p> <p>Excerpt from conversation 10: "Does Nostalgia Have a Psychological Purpose?"</p>
	Demand	Question (5): asking for a future outlook or final thoughts	I 5 N	<p>"Thomas Insel: And I think the future of mental healthcare is going to be both high-tech and high-touch. How we put those together and how we build both the high-tech and a better high-touch system, it's going to be really interesting. And we're going to see that over the next four or five years.</p> <p>Mindstrong is one of many companies pushing on this high-tech side...</p> <p>Kaitlin Luna: So, I do have one more question. One more, I know it's supposed to be my last. So, where is Mindstrong at this point? Where are you right now? Is it available for people that, where are you?</p> <p>Thomas Insel: Right, so Mindstrong is a work in progress. It's a company that's a little over a year old..."</p> <p>Excerpt from conversation 8: "Smartphones Are a Problem: Can They Be a Solution?"</p> <p>"Kim Mills: So, what are the next steps in terms of research for the social contagion?</p> <p>Christopher Ferguson: Yeah, well we need you to know a lot better, more transparent and open science research. There's been kind of a common theme in meteor research in general including violent video game research and body image research and other fields that a lot of the research have been done in the past was not very transparent."</p> <p>Excerpt from conversation 6: "Suicide Contagion"</p>

Guest (Responding)	Give on demand	Answer (3): providing future outlook or concluding remarks	R 3 N	<p>“Kaitlin Luna: And do you yet know what those policy changes would be?</p> <p>Beth Darnall: I don't know what the policy changes will be, but I do have ideas about what they should be. ...</p> <p>So, this is required in order to better integrate pain and pain education and pain psychology into psychology training programs. We will need some federal funding streams to support that education, no question about it.”</p> <p>Excerpt from conversation 9: “Using Psychology for Pain Relief & Opioid Reduction”</p>
Host (Initiating)	Give	Statement (6): thanking the guest and concluding the conversation	I 6 N	<p>“<i>Dr. Williams:</i> Yeah basic things like that although there is advice now in the UK that actually suggests you shouldn't change your password that often anymore because it's making it very difficult. The fact that you need complicated passwords is important...</p> <p><i>Kim Mills:</i> All right well that's a lot to worry about.</p> <p><i>Dr. Williams:</i> Well it's not all bad. We're getting there.</p> <p><i>Kim Mills:</i> I appreciate that and thank you so much for being with us today.” Excerpt from conversation 7</p> <p>“<i>Kaitlin Luna:</i> So, I do have one more question. One more, I know it's supposed to be my last. So, where is Mindstrong at this point? Where are you right now? Is it available for people, where are you?</p> <p><i>Thomas Insel:</i> Right, so Mindstrong is a work in progress. It's a company that's a little over a year old...</p> <p><i>Kaitlin Luna:</i> It sounds like there's some exciting times ahead.</p> <p><i>Thomas Insel:</i> Super exciting and you know, I think for a lot of members of the APA, in particular for students...</p> <p><i>Kaitlin Luna:</i> Well, thank you so much for joining us today.</p> <p><i>Thomas Insel:</i> Thank you, Kaitlin.” Excerpt from conversation 8</p> <p>“<i>Kaitlin Luna:</i> Thank you so much for joining us, Dr. Darnall.</p> <p><i>Beth Darnall:</i> Thank You Kaitlin, it's been my pleasure.</p> <p><i>Kaitlin Luna:</i> It's wonderful having you.</p> <p><i>Beth Darnall:</i> Thank you.” Excerpt from conversation 9</p>
	Accept	Acknowledgement (7): encouraging listeners to engage further, such as visiting a website or reading more on the topic.	I 7 N	<p>“<i>Speaking of Psychology</i> is part of the APA podcast network, which includes other great podcasts such as APA Journals Dialogue, about the latest and most exciting psychological research, and Progress Notes, which discusses the practice of psychology. You can find all APA podcasts on iTunes, Stitcher or wherever you get your podcasts. You can also go to our website, www.speakingofpsychology.org, to listen to more episodes and see more resources on the topics we discuss. I'm Kim Mills, with the American Psychological Association, and this is <i>Speaking of Psychology</i>.” Excerpt from conversation 1-10</p>

In APA's transactional conversations, a structured model emerges that aligns with Halliday's information commodity framework, presenting a clear sequence of moves and defined role assignments. Each conversation begins with the host's introductory statement to set up the topic and introduce the guest, followed by an initial question to open the discussion. The guest then responds by providing insights, establishing the core of the exchange. The host expands on this through follow-up questions or statements that invite the guest to delve deeper into subtopics or offer clarifications, which the guest addresses with further elaboration, examples, or anecdotes. As the conversation progresses, the host summarizes key points to steer towards the conclusion, subsequently asking for the guest's final thoughts or future outlook. The guest's concluding remarks bring closure to their contributions, after which the host formally wraps up by thanking the guest and often includes a call-to-action for listeners, encouraging them to explore related content or visit the APA's resources. This structured flow, with distinct host-guest interactions, ensures clarity and coherence, making complex topics accessible and engaging for the audience.

Frequency and distribution of move in APA's transactional conversations

Table no 5: Frequency and distribution of move in APA's transactional conversations

<i>Move</i>	<i>Frequency (Across 10 Conversations)</i>	<i>Percentage (%)</i>
Host introduction	10	100%
Host question	10	100%
Guest insight	10	100%
Guest elaboration	10	100%
Host summary	10	100%
Host call-to-action	10	100%

The analysis of 10 conversations reveals a remarkably consistent adherence to Halliday's transactional model, highlighting the structured and methodical nature of APA's dialogues. Each conversation (100%) commenced with the host initiating the discussion through an introductory statement (I 1 N), effectively setting the context and introducing the guest. This opening move was invariably followed by a direct question (I 2 N), which steered the dialogue towards the core subject matter, ensuring a focused and purposeful exchange. Guest responses demonstrated depth and engagement, with 100% of the analyzed conversations featuring initial responses (R 1 N) that went beyond direct answers, incorporating elaborative insights supported by examples or anecdotes. These contributions often progressed further into clarifications and extended elaborations (R 2 N), enriching the dialogue. Furthermore, a structured conclusion was evident in 100% of the conversations, where the host summarized the key points discussed (I 4 N) and concluded by encouraging audience participation or engagement through a call-to-action or acknowledgment (I 7 N). These findings underscore the alignment of APA's conversations with the theoretical structure of transactional exchanges, emphasizing their reliability as a model for systematic and effective knowledge dissemination. By following a predictable yet dynamic framework, these conversations serve as a benchmark for engaging, accessible, and logically sequenced communication in professional and educational settings.

V. Discussion

The findings strongly align with Halliday's (1985) framework of Systemic Functional Linguistics (SFL), specifically the interpersonal metafunction, which emphasizes the roles of participants in achieving communicative goals. The APA's transactional conversations demonstrate a structured pattern of role differentiation, reflecting the generic structure analysis as described by Bawarshi and Reiff (2010). Each stage of the conversation—initiation, elaboration, conclusion, call-to-action—corresponds to Halliday's theorized moves of giving and demanding information, emphasizing the exchange of knowledge as a social process. These findings corroborate earlier studies (Eggs & Slade, 1997; Ventola, 1987) that highlighted the role of structured dialogues in facilitating purposeful communication. Practically, these insights provide a replicable model for science communicators, educators, and podcast creators to design engaging and coherent content. Science communicators can adopt structured dialogue formats, including clear role assignments and logical transitions, while educators can incorporate these frameworks into virtual classrooms or educational materials to enhance clarity and accessibility. For podcast creators, the findings suggest the need for host training and content designs that balance accessibility with in-depth exploration of topics. Additionally, future research should expand the scope by comparing different digital platforms and exploring the influence of informal language or multimodal elements on knowledge dissemination. These recommendations aim to improve professional communication, ensuring complex ideas are conveyed effectively across diverse audiences.

The study, while insightful, has several limitations that warrant consideration. First, the sample size of ten podcast episodes, though sufficient for a detailed qualitative analysis, may not capture the full diversity of conversational structures across all APA podcasts. A larger dataset could provide a more comprehensive understanding of the patterns and variations in transactional conversations. Second, the focus on Halliday's framework of Information Commodity Exchange, while robust, may overlook other theoretical perspectives that could offer additional insights into the nuances of digital communication. Addressing these limitations in future research could provide a more holistic view of transactional communication in digital contexts.

VI. Conclusion

From the findings, it is seen that the APA's transactional conversations are aligned to the theory expounded by Halliday (1985), demonstrated in role assignments and organized commodity exchanges. First, the role assignments in these podcasts are consistent. There, the host assumes an active stance of being the one to initiate the conversation, introduce certain topics. On the other hand, the guest takes the responding role where they provide informative responses as well as answer the questions asked by the host. Secondly, the commodity exchanged during these conversations is information, which aligns with the educational and informative objectives of the APA's conversations. It is demonstrated through the dialogue moves which systematically show a typical transactional conversation structure and fosters a deeper understanding as well as engagement with the

subject. Furthermore, the study provides a replicable conversational model that can be applied in various digital and educational contexts to improve the accessibility and engagement of complex information. Beyond academic value, these findings offer practical guidelines for podcast creators and educators, such as incorporating clear role assignments and sequential dialogue to enhance audience engagement. Future research should explore these principles in diverse digital formats, including video-based webinars and hybrid learning environments, to further validate their applicability.

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