

Kaduna metropolis and the evaluation and utilization strategies used for effective learning in Schools. The hypotheses tested were: There is no significant difference in the mean responses of private school and public school on availability of resource materials. There is no significant difference in the mean responses of private and public school teachers regarding the criteria used for evaluation and utilization of resource materials. There is no significant difference in the response of principals and teachers regarding availability of resource materials in secondary schools. Questionnaires were responded to by 123 principals and 346 teachers in selected private and public secondary schools in four Local Government Areas in Kaduna Metropolis. Seventeen learning resource materials and fifteen criteria were identified as important for effective learning. The data collected were analyzed using mean statistics and t-test was used to test the hypotheses. Resource materials like maps, globes, bulletin board etc. are readily available in schools than others. The study further revealed that private schools followed more of the criteria identified for evaluation and utilization of resource materials than public schools. It was also found that resource materials are more available in private schools than public schools. The Government of Nigeria, in particular, Kaduna State Government and education managers really need to work to ensure that resource materials are available in schools and that they are properly utilized to enhance learning.

Keywords: *secondary schools, learning, teachers, resource materials, Nigeria*

Examining how “So” functions in a qualitative research interview

CHRISTENSEN, S. (University of Southern Queensland), BROOKS, C. (University of Southern Queensland)

The general aim of this study was to describe some of the discursive practices for managing qualitative research interviews. The specific aim was to examine the form, function, and location of so-prefaced utterances in a qualitative research interview. A conversation analysis (cf., Sacks, 1992) of 266 lines of transcribed talk from New Zealand Interview 2 (van den Berg,

Wetherell, & Houtkoop-Steenstra, 2003) on race relations in New Zealand during the 1980s was completed. First, so-prefaced turn construction units were identified in the transcript. Second, talk immediately before, during, and after each so-prefaced turn construction unit was examined to see whether it: (a) was located during an on-going action or upon completion of an action; (b) marked inferential connections in the talk or launched a new course of action; and (c) was part of an upshot, gist, stand-alone “So”, turn-change, or topic-change device. Three actions were observed, the first of which involved the interviewer using “So” to launch a new question after an answer had been received, receipted, and allowed to stand as complete. Next the interviewer used “So” to reformulate this question to be about the ‘qualities’ of New Zealand role models and to relaunch it during the respondent’s on-going but meandering answer. Finally, the respondent used “So” to reject the etic formulation of the qualities of Sir Edmund Hillary and to replace it with an alternative. However, concurrent with this reformulation, the respondent accepted as unproblematic the emic formulation of the relaunched question. “So” is an undervalued speakers’ resource. It helps organise and design turns, manage question-answer sequences, and so shapes the overall structure of a qualitative research interview. Interviewers and respondents use “So” to set and maintain a joint understanding of actions produced in a qualitative research interview. This finding displays how interviews are socially constructed and culturally informed events.

Keywords: *research interviews, discursive practices, conversation analysis, managing qualitative research interviews, so-prefaced utterances*

Examining how questions function in a qualitative research interview

CHRISTENSEN, S. (University of Southern Queensland), FIECHTNER, A. (University of Southern Queensland)

The general aim of this study was to describe some of the discursive practices for managing qualitative research interviews. The specific aim was to examine the form, function, and location of questions in a qualitative research interview.

A conversation analysis (cf., Sacks, 1992) of 266 lines of transcribed talk from New Zealand Interview 2 (van den Berg, Wetherell, & Houtkoop-Steenstra, 2003) on race relations in New Zealand during the 1980s was completed. First, question-like utterances were identified in the transcript. Second, morphosyntactic clauses were categorised using Quirk, Greenbaum, Leech, & Svartik's (1985) taxonomy. Third, the talk immediately before, during, and after each question turn was examined to see whether it was: (a) located on completion of a previous action; (b) marked by lexical elements and/or prosody; (c) repaired or abandoned; and (d) elicited a type-conforming response from the recipient. There was no direct association between the syntactic form and function so questions could be produced from declarative, interrogative, and imperative clauses in qualitative research interviews. There was no unambiguous intonation contour that marked questions, and participants used sequential, semantic, and interactional features (e.g., repairs) in the talk to recognise a question, and produce a relevant response in the qualitative research interview. Morphosyntactic form, intonation, and sequential position are inseparable in questions produced in a qualitative research interview. Recipients use these resources to recognise utterances as questions. Interviewer-interviewee interactions in the answer sequence shape intelligible answers so that are relevant to the question. Thus answers are responses co-produced by the interviewer and interviewee. These findings display how interviews are socially constructed and culturally informed events.

Keywords: *research interviews, discursive practices, questions, managing qualitative research interviews, conversation analysis*

Examining how response tokens function in a qualitative research interview

CHRISTENSEN, S. (University of Southern Queensland), GREENWAY-SHORTEN, C. (University of Southern Queensland)

The general aim of this study was to describe some of the discursive practices for managing qualitative research interviews. The specific aim was to examine the form, function, and location

of response tokens in a qualitative research interview. A conversation analysis (cf., Sacks, 1992) of 266 lines of transcribed talk from New Zealand Interview 2 (van den Berg, Wetherell, & Houtkoop-Steenstra, 2003) on race relations in New Zealand during the 1980s was completed. First, response tokens were identified in the transcript using Gardner's taxonomy (Gardner, 2001). Second, the frequency was calculated for different classes of response tokens. Third, how the interviewer and the interviewee used response tokens to maintain or change speakership, maintain or change topic, and formulate answers were examined. Response tokens are a pervasive feature in qualitative research interviews accounting for 11.47% of all words spoken. The interviewer produced 60.7% and the respondent produced 39.3% of these. Continuers (e.g., Mm mhm), news-markers (e.g., Right), and acknowledgement tokens signalling hesitancy (e.g., Uhm), delicateness (e.g. Mm) and certainty (e.g., Yes) were oriented to points of grammatical completion in the talk and located at transition relevant places. Their function was therefore consistent with Gardner's taxonomy. Response tokens were oriented to speakership enabling a speaker to hold the floor but allowing a recipient to signal continuing listenership or project an upcoming speaker's bid. Response tokens shape the trajectory of a qualitative research interview by being oriented to the immediately prior turn. Response tokens manage multi-turn answers by marking mutual understanding as an ongoing accomplishment and by dealing with insertion sequences that divert talk away from the research question. Thus, they shape the overall structure of a qualitative research interview by helping to organise and design turns and speakership. These findings display how interviews are socially constructed and culturally informed events.

Keywords: *response tokens, research interviews, discursive practices, managing qualitative research interviews, conversation analysis*