

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**

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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**

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