

**00-392 Shehadeh, Ali** (U. of Aleppo, Syria). Gender differences and equal opportunities in the ESL classroom. *ELT Journal* (Oxford, UK), **53**, 4 (1999), 256-61.

This article begins with the premise that there is good evidence from cross-gender conversations between the various possible combinations of native speakers and non-native speakers to suggest that men and women tend to use conversation for different purposes. It would appear that men take advantage of the conversation in a way that allows them to promote their performance/production ability, whereas women utilise the conversation to promote their comprehension ability. The main pedagogical conclusion drawn by the present author from the available evidence is that the English second/foreign language (ESL/EFL) teacher, equipped with a good syllabus and a good methodology, should be able to engineer situations that create equal opportunities for both males and females in all aspects of classroom interaction. However, this article also suggests that more empirical research needs to be done into (a) the origin(s) of gender difference (biological/innate, psychological, or socio-cultural), and (b) its effect on second language learning.

## Pragmatics

**00-393 Suh, Jae-Suk** (Mokdong APT #113-108, Yangchengu, Seoul, Korea). Pragmatic perception of politeness in requests by Korean learners of English as a second language. *IRAL* (Heidelberg, Germany), **37**, 3 (1999), 195-213.

The focus of this paper is on determining the differences between English native speakers and ESL (English as a Second Language) Korean learners in the use of politeness strategies in a variety of situations where social and psychological factors are variables. Ten adult native speakers of American English and 20 Korean adult ESL learners participated in the study. The findings show that, although in most situations the Korean learners did not differ from the native speakers of English in their use of politeness strategies, in some situations where a requester-requestee relationship is both socially and psychologically close, e.g., in a close friendship, they were not able to use politeness strategies in a way similar to the native speakers. The results are discussed, together with their implications for the teaching of politeness strategies in requests in ESL classrooms in Korea.