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**CONTRASTIVE ANALYSIS OF THE SPEECH ACT OF COMPLAINING  
IN MACEDONIAN AND AMERICAN ENGLISH**

**MASTER THESIS**

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## Abstract

The research presented in this thesis is a cross-cultural study of the speech act of complaining in Macedonian and in American English. Our aim was to determine the differences and similarities of formulating complaints in the two languages with respect to complaint strategies, perspective and modification. We based our analysis on the work of Trosborg (1995), Olshtain and Weinbach (1993), Haverkate (1998) and Wahyumi (2010).

Data for the research were collected through an online Discourse Completion Task (DCT) consisting of eight hypothetical situations that elicit complaints. The used situations had different social and power distance between the interlocutors and different severity of offence. The participants were 29 students at the Public Secondary School “Kole Nehtenin” located in Shtip, Macedonian, and 29 students at the John Burroughs High School located in Burbank, California, USA.

The research has indicated that there are some differences between the two languages in the strategy use, the perspective and the use of internal modifiers, which may cause miscommunication. In general, the research has implied that the similarities outnumber the differences. In this study we have also identified the most common forms of complaining preferred by the speakers of both communities.

The findings of the research can help us understand the social values and relationships in the two languages, and they can also help us overcome the possible language barriers between the speakers of the Macedonian and the American community.

**Key words:** speech acts, complaints, strategies, perspective, modification, intercultural communication

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Author

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## **Introduction**

Pragmatics studies communication among people in various contexts and speech acts are an important part of it. The field of pragmatics that studies and compares aspects of communication in different cultures is called cross-cultural pragmatics. I believe that speech acts are the core element in every language and communication among people in any culture. I chose the topic of my study because there is lack of research on speech acts in general, and on complaints in particular, in Macedonian. Macedonian research papers are usually concerned with grammatical and lexical characteristics of languages. Research in pragmatics is scarce and the speech act of complaining is rarely the subject of study. In this study I focus on the speech act of complaining in order to fully understand its underlying foundations and compare its form and application in both languages.

The speech act of complaining is an expressive act and I believe it will help us understand and contrast the American and the Macedonian culture. In this study I will analyse how this speech act is formed and the contexts in which it is used in the two languages. The aims of the research are twofold: 1. to define the form of the speech act of complaining; and 2. to determine its characteristics and uses in both languages. These aims will be realized by analyzing empirical data and comparing the similarities and differences in the two languages.

The results of the research will help speakers understand the social values in the two cultures and will contribute to overcoming the language barriers between Macedonian and American speakers. The results will especially be beneficial for Macedonian teachers and learners of English as a foreign language as well as for all those who at some stage of their life, business or career need to communicate in the other language.

My thesis is organized in five parts. The first part describes the theoretical basis of the research, in which we explain the basic terms of politeness, speech acts and the elements of the speech act of complaining (perspectives, strategies, modifiers etc.). It is followed by the second part, which is a literary review of relevant researches on the speech act of complaining in Macedonian and in English.

In the third part the methodology of the research is presented. In it we refer to the subject, the aims and the tasks of the research. We also give more information on

the participants and the instruments used for collecting the data as well as on the methods applied in our data analysis. The third part presents the results of the data analysis and sheds light on some of the similarities and differences between American English and Macedonian.

In the final part of our study we discuss and interpret the results. We wrap up our discussion with conclusions that will be useful for all stakeholders interested in the subject: communicators, educators and learners.

## 1. Theoretical foundations of the research

### 1.1. Speech acts

In order to fully understand the speech act of complaining, we must first understand the concept of the speech act itself. In this part of the study I will review the work of some of the most distinguished linguists and philosophers that have contributed to the development of the theory of speech acts in pragmatics.

The theory of speech acts was introduced by the British philosopher J. L. Austin (1962). In his lectures that were later published in the book "How to do things with words", he explores different ways of how language is used. An important differentiation that he makes is the difference between constatives and performatives. The main difference between constatives and performatives is that the first can be true or false, while the latter do not depend on truth values. Performatives are used to do or perform different type of acts. This led Austin to conclude that in order for a speech act to be meaningful, the following felicity conditions are to be fulfilled:

Condition A.

- there must be a conventional procedure having conventional effect;
- the circumstances must be appropriate.

Condition B.

- the procedure must be executed completely and correctly.

Condition C.

- the person/s must have the requested thoughts, feelings, intentions.

All of the above mentioned felicity conditions need to be fulfilled so that the performative is correctly used.

Another important contribution of Austin was his description of speech acts as consisting of three levels: locutionary, illocutionary and perlocutionary act. The locutionary act is the literal meaning of the speech act which determines the sense and the reference. The illocutionary act, or usually named as the illocutionary force, is the contextual function of the act. The perlocutionary act are the effects or the results that a certain utterance has on the hearer.

Linguists usually refer to the illocutionary force, when they use the term speech act. Many linguists continued and improved Austin's work, and one of them was the American philosopher John Searle.

J. Searle (1969) had similar views with Austin, and he used Austin's framework for a further research. Firstly he suggested a slightly different classification of speech acts. The main criterion for this classification was the communicative intention of the speaker that is manifested in the illocutionary purpose. He classified the speech acts into the following sub-types:

- Representatives

- if the speaker's purpose is to commit him/herself to the belief that the propositional content of the utterance is true.

- Directives

- if the speaker tries to get the hearer to commit himself to some future course of action either verbally or non-verbally.

- Comissives

- the speaker commits himself in varying degrees to some future course of action.

- Expressives

- if the purpose is to express the speaker's psychological state of mind or attitude about a prior action or state of affairs.

- Declarations

- the actual expression brings about a change in reality.

In addition, Searle made some changes in the felicity conditions, which are also called conditions of appropriateness. He classified these conditions into: preparatory, propositional, sincerity and essential. The propositional condition focuses on the textual content and it requires the participants to understand the language. The preparatory condition focuses on the background circumstances or the context. The sincerity condition focuses on the speaker's psychological state and requires that he is truthful, while the essential condition focuses on the illocutionary point or speaker's intention.

Another important concept that Serle and Vanderveken (1985) spoke about were the IFIDs i.e. the illocutionary force indicating devices. As we have mentioned, the illocutionary force is the communicative intent of a speaker and its devices are elements that indicate or characterize that illocutionary force. Some of those devices are stress, intonation, word order, performatives etc. All of these will be later described in more detail.

## **1.2. Theories of politeness**

Politeness has been studied for a long time in many cultures. However the most influential theory of politeness was the theory developed by Penelope Brown and Stephen Levinson ([1978] 1987). They believed that politeness is universal and that it is based on the concept of face. The concept of “face” has been introduced by Goffman (1967). According to Goffman, every individual has a public self-image or a face and the social interaction is always with the aim to maintain that face. Also he differentiated between a positive face, or the desire to be liked and appreciated, and a negative face or the desire not to be imposed by others.

Brown and Levinson (1987) explain politeness as the act of being aware of a person’s face and respect it. The face represents the public self-image of each person. It consists of the emotional and social side of a person’s self that is expected to be recognised by others. We may have a positive or a negative face. The positive face requires maintenance of the positive image, which means appreciating the wishes and desires of a person in the social context and showing that the person is liked, respected and accepted. On the other hand, the negative face requires respecting the individual’s needs for freedom of action, freedom from imposition and the right to make one’s own decisions. According to the different faces, we also have different acts of politeness. If the speaker addresses the positive needs of the hearer and enhances hearer’s positive face, then we have positive politeness. If the speaker addresses the above mentioned needs of the hearer for freedom, then we have negative politeness. In each society, people generally behave in such a way that their self-image will be respected, and usually other people follow this pattern. However, sometimes people say things that pose a threat to the hearer’s public image, producing a face threatening act. This act might be followed by a face saving

act, which is the case when the speaker says something to lessen the possible threat and save his/her own face or the face of the hearer.

The face threatening acts are determined by three major factors:

1. The power of the speaker and the hearer;
2. The social distance between the speaker and the hearer; and
3. The cultural perception of the situation with respect to the degree of imposition and severity of offence. According to these variables, we distinguish two large groups of face threatening acts that further divide into smaller subgroups.

The first group consists of negative face threatening acts. These acts take place when an individual obstructs the interlocutor's freedom, and does not avoid or even tend to avoid that obstruction. This kind of an act makes one of the interlocutors to submit their will to the other, and causes damage either to the speaker's or the hearer's face. The type of acts that damage the hearer's face are acts that:

- Affirm or deny a future act and consequently put pressure on the hearer to perform or not to perform an act.
- Expresses some positive future act of the speaker towards the hearer.
- Expresses the speaker's feeling about the hearer.

The types of acts that damage the speaker's face are the following:

- An act that shows that the speaker succumbs to the power of the hearer.
- An act in which the speaker commits to do something that he doesn't want to do.

The second group includes the positive face threatening acts. This face threatening act is an act when the speaker or the hearer does not care about the interlocutor's feelings and wants. The positive face is threatened if individuals are forced to be separated from the others and their will is treated as less important. These acts can cause damage to the hearer or the speaker. The damage is to the speaker if it is an act that shows that the speaker is somehow wrong and unable to control himself. The damage is to the hearer if it is one of the following acts:

- An act that expresses the speaker's indifference toward the positive face of the hearer.
- The speaker indicated that he does not share the values of the hearer.

- The hearer is embarrassed from or fears the speaker.
- The speaker misidentifies the hearer in an offensive or embarrassing way.
- An act that expresses the speaker's negative face or shows disapproval.

The last act that causes damage to the hearer is actually the speech act of complaint. It shows disapproval by directly or indirectly expressing the dislike toward a certain part of the hearer's face, or by implying or stating that the hearer is wrong. This is the face threatening act that is the subject of our analysis.

However, it is also worth mentioning the work of Geoffrey Leech (1983), who has used a maxim based approach to politeness. Leech introduced the politeness principle, which was used to maintain social equality and friendly relations in order to enable us to assume that the interlocutor is being cooperative. He defined six maxims with variable importance and these are the following: tact, generosity, approbation, modesty, agreement and sympathy maxim. The use of the maxims allow minimization of the impolite and the maximization of the polite beliefs. This approach helps us understand why people convey indirect meanings. It is interesting to note that unlike Brown and Levinson who believed in universality, Leech emphasizes that his maxims vary in different cultures and further cross-cultural studies are needed in order to describe the politeness principle in different contexts.

Although the works of Goffman, Brown and Levinson have been greatly influential, these classical works started receiving critiques. New studies showed different understandings of politeness and many different concepts emerged. The classical theories of politeness were replaced with post-modern studies that opposed the universality of the theories. The post-modern claims were that politeness couldn't be explained through one definition, the emphasis was shifted on the context and the participants and it strived toward more narrow research by the application of qualitative analysis.

Another approach that emerged was the relational approach, which was led by the work of Richard Watts (2003), who explained politeness with the concept of "relational work". This new approach meant that the focus was no longer on the individual, but on the interpersonal relations in the interaction process. Opposing the politeness theory of Brown and Levinson (1987), this relational approach incorporates numerous aspects of social interaction and it studies not only the polite,



appropriate and direct behaviour, but also the impolite, inappropriate and indirect behaviour of the interlocutors. Consequently, Watts distinguishes between first order politeness that is the way politeness is manifested in the social interaction, and second order politeness that is the scientific concept of politeness and studies the universal principles governing human interaction. In summary this new way of looking into politeness or the relational approach is based on the idea that the social and contextual variables shape the polite and impolite behaviour which varies from culture to culture.

### **1.3. Cross-cultural pragmatics**

Cross-cultural pragmatics is a field that studies how people of different cultural backgrounds communicate and how culture affects communication itself. Nowadays, in the age when cross-cultural communication is an inevitable part of our daily lives, cross-cultural pragmatics has become very popular in numerous studies that analyse the relation between language and cultural conceptualisations from various aspects. All individuals have their own pragmatic norms based on their cultural background and those norms influence their communication with people from other cultures. The main supposition is that each cultural group conveys their cultural and pragmatic norms through communication and at the same time perceives their interlocutors through the same norms and beliefs, and this often results in misconceptions and miscommunication. This is the main reason for the great number of cross-cultural studies which aim is to determine and explain the similarities and the differences among various languages and cultures, and consequently to raise speakers' awareness of those differences and similarities and thus improve and help communication in the future.

The most notable cross-cultural studies on complaints have been done by Boxer (1996), Murphy and Neu (1996), Olshtain and Weinbach (1993) etc. There are also others studies including some less studied languages that have enriched the field of cross-cultural pragmatics.

Firstly, I would like to mention the paper "Complaint Speech acts in American English: An ESL curricular unit "(Majam-Finch, 2003), which was a project aimed at the second language learners in North America. In this paper the speech act of

complaining was analysed by defining the indirect and direct complains and the components of this speech act. It is even more important that it was a cross-cultural project that contrasted the speech act of complaining in American English, Japanese, Chinese and Spanish. The comparison of the speech of native and non-native speakers resulted in a specifically designed curriculum for teaching the non-native speakers to successfully use the speech act of complaining.

Another important study was “The speech act of complaining: a cross-cultural comparative study of Chinese and American English speakers” (De Zhang, 2001). This is again a study of the structure of the speech act of complaint used by American and Chinese speakers. The analysis of the components and the characteristics of the speech act of complaining have shown differences between the two cultures in the components, the level of directness and the strategies of complaining. Furthermore, it was concluded that the Chinese language and culture influences the communication of Chinese ESL learners, and the social variables and the context influences the interaction of both Chinese and American speakers.

Another study worth mentioning is “A study on the use of complaints in the Interlanguage of Turkish EFL learners” (Deveci, 2003) that explores the complaint speech act of Turkish EFL learners of commiserating and contradicting a teacher. The data were used to analyse pragmatic transfer and its relations to the target language, the first language of the speakers and the interlanguage. It was concluded that if this relations showed significant differences then negative language transfer occurred, while if there wasn't a statistically important difference then positive language transfer occurred. It was concluded that the awareness of the EFL learners of the preferred sociolinguistic forms can help improve their interaction.

## **2. Literature review**

### **2.1. Studies of the speech act of complaining**

Research on complaints started in the 1980s and was inspired by the highly influential work of the CCSARP - Cross-Cultural Speech Act Realization Project (Blum-Kulka et al. 1989). Most often it has been studied from intercultural and interlanguage perspective. Olshtain and Weinbach (1987; 1993) investigated the speech act of complaining among native and non-native speakers of Hebrew with the aim of providing a description of the main semantic formulas used in the act of complaining and comparing these formulas as used by native and non-native speakers of Hebrew. Trosborg (1995) conducted an extensive study comparing the strategies used by native and non-native speakers: Danish native speakers, English native speakers and Danish learners of English at various levels of competence.

Clyne, Ball and Neil (1991) studied the realisation of English complaints between immigrants from different non-English speaking backgrounds from Europe and Asia in the work situation in Australia. Their conclusion was that most speech acts were realized not through single utterances, but in a complex way, through a serious schemata and embedded in culture-specific discourse with multiple speech acts. In their study of complaints, Murphy and Neu (1996) also adopted the approach that complaints are multiple speech acts. They studied complaints made by American native speakers of English and Korean non-native speakers of English.

Further research in recent years has compared Western and non-Western speech act behaviors. Rinnert, Nogami, and Iwai (2006) studied English complaint strategies applied by Japanese university EFL learners. Farnia, Buchheit, and Salim (2010) conducted a contrastive study of the speech act of complaining produced by American native speakers of English and Malaysian native speakers of Malay who were studying English language. Chen, Chen, and Chang (2011) studied the complaint performances of American and Chinese native speakers. A number of studies have also compared Persian and American complaints (Eslamirasekh, Jafari Seresht and Mehregan 2012; Abdolrezapour, Dabaghi and Kassaian 2012).

Boxer (1993a; 1993b) approached the act of complaining from another point – when it is not directly addressed to the person responsible for the disposition. She refers to this act as indirect complaining (IC), which she defines as “the expression of

dissatisfaction to an interlocutor about a speaker herself/himself or someone/something that is not present” (Boxer 1993b: 24). Her research has led to a number of studies of this kind (Heinemann 2009; Traverso 2009).

Complaints are most often studied in everyday conversation. The research of business environments is limited to a small number of studies. One such example is the Geluykens and Kraft (2008) who studied complaining in intercultural service encounters. The article offers discussion both on complaining in intercultural services and on the instruments for collecting speech act data. In 2009, issue 41 of the *Journal of Pragmatics* was devoted to complaints. It included articles on complaints as they occur in a variety of social contexts, including ordinary conversation (Laforest 2009; Drew and Walker 2009; Traverso 2009) as well as institutional settings (Heinemann 2009; Monzoni 2009; Ruusuvuori and Lindfors 2009). The languages represented in the articles widened the usual scope of languages including Danish, English, Finnish, French and Italian. All papers looked at complaints as sequences and stressed the importance of who complains to whom about what/whom. Another issue that they all address is whether and how recipients affiliate or disaffiliate with complaints.

In our study we look at complaints from cross-cultural perspective. We compare how American native speakers and Macedonian native speakers formulate the speech act of complaining in their native languages. We hope that our research will shed light on some of the important linguistic, social and cultural characteristics of English and Macedonian that could further be implemented for research and practical purposes.

## **2.2. Studies of complaints in Macedonian**

In spite of the numerous studies that include various different languages that have been contrasted to English in the past 20 years, it is surprising to note that speech acts haven't been analysed much in the Macedonian language. We have only come across a study on requests (Trajkova, 2014), apologies (Smichkovska, 2014), expressing gratitude (Neshkovska, 2014) and on complaints (Kusevska, 2014). The first three studies and cross-cultural studies, comparing the respective speech acts as they are formulated in English and in Macedonian. Kusevska's study

of complaints is an interlanguage study in which she compares how Macedonian learners of English and American speakers formulate their complaints. She also pinpoints some differences between the two groups.

Undoubtedly, there is a need for further analysis and understanding of the speech act of complaining. As we have mentioned very little research has been done on the structure of this speech act in Macedonian. Our study is a cross-cultural study in which we compare how native speakers of Macedonian and native speakers of English formulate complaints in their native languages. Our analysis is conducted on data collected in the two groups separately. The coding of the speech act is done on the basis of strategies applied in previous research.

We have seen that the speech act of complaint has a certain structure that needs to be followed in order to maintain successful communication. Moreover it has to be used in the right context. This means that it is essential for the speaker to know the cultural values and the socially acceptable responses in a particular language, and to be aware of the social variables. Linguists agree that these requirements are the conditions for a successful communication.

In our research we will pay special attention to those social variables, in order to see how they influence the structure of complaints in the two languages. We will also see how cultural values and differences are reflected in the structure of complaints.

### **2.3. Studies of complaints in American English**

Our research analyses complaining in American English, so the work of Chen, Chen, and Chang (2011) which served as foundation in our analysis needs to be mentioned. In their article “American and Chinese complaints: Strategy use from a cross-cultural perspective” the authors have defined the following five complaint strategies:

#### **1. Opting out.**

- In this strategy the complainer chooses not to say anything. It is a social decision and the speaker opts out usually bearing in mind the social consequences.

#### **2. Dissatisfaction.**

- The complainer asserts the complainable, but doesn't explicitly mention the complainee.

### 3. Interrogation.

- It is usually used when the complainer presupposes that the complainee is guilty of the offence and questions him/her about it.

### 4. Request for repair.

- It consist of two functions: a compensation in which the speaker expects that the hearer will make up for the offence, and behaviour change in which it is expected that the hearer will stop the offence or prevent its repetition.

### 5. Accusation.

- In this strategy the speaker accuses the hearer of committing an offence.

### 6. Threat.

- It occurs when the speaker attempts to attack the hearer openly by stating potential consequences caused by the offence

We would also like to mention here Murphy and Neu's study. In their research of complaints by Korean and American English speakers (Murphy & Neu, 1996), they have identified the major features and strategies of this speech act. The defined major features of complaints by American English speakers were the following:

- The usage of the pronoun "we" for indicating that both parties share the blame or as a way of negotiating a problem.
- The use of questioning in order to ask for advice or permission to explain oneself, or to get the listener to reconsider the problem and discuss it.
- The depersonalization of a problem as a way of transferring the blame from the interlocutor to the problem.
- The use of mitigating devices to soften the complaint.
- The acceptance of partial responsibilities for the problem.

Murphy and Neu (1996) studied complaints as speech act sets. They start from the point that complaints are not realized in one turn, that they are complex and usually spread over several turns. In their study, Murphy and Neu isolated the

following components of the complaint speech act set as performed by American native speakers of English:

- Explanation of purpose.
- Complaint.
- Justification.
- Candidate solution: request or demand.

Another article that studies complaints as speech act sets is “The Speech act of complaining: a cross-cultural comparative study of Chinese – American English speakers” by De Zhang (2001, p.43). In the research, De Zhang identified six components of complaints based on American speakers’ speech production. They are the following:

- Opener.

This is an utterance used to initiate the speech act. It alerts the hearer and it might be combined with small talk that is unrelated to the complaint.

- Orientation.

This is an utterance that prepares the hearer for the speech act. It can be an utterance which introduces the speaker’s identity and/or the intent in initiating the complaint; a reminder to the hearer about a problem or a situation; or an utterance to check the availability or the willingness of the hearer.

- Act Statement.

The act of statement is an utterance to state the problem or trouble source, or to state any negative feelings about the hearer or the offensive act.

- Justification.

The justification is an utterance that mitigates the force of speech. It can be a justification of: the speaker (an utterance to explain why the speaker personally makes the complaint), the hearer (an utterance to give a reason for the hearer having committed the wrong), or both the speaker and the hearer (an utterance to declare the common ground that the hearer and the speaker share).

- Remedy.

The remedy can be a demand, a request in question form or a threat. It is an utterance that requests a certain action to rectify the wrong.

- Closing.

The final component is an utterance that concludes the speaker's turn at speaking.

All of the above mentioned components were used during the analysis of our data.

In our study, we look at complaints as single turns. We analyze the organization of the turns in which the head act of complaining is included. We discuss complaint strategies, perspective and internal and external modification.

#### **2.4. Description of the speech act of complaining**

The speech act of complaining is a face threatening act that belongs to the group of expressive speech acts. As previously explained, it means that it is a speech act used to express how a person feels. It expresses the speaker's approval or disapproval of the hearer's behaviour. Also we claim that it is a face threatening act because it threatens both the positive and the negative face of the hearer. The speech act of complaining has been studied by many linguists, and some of them have made notable findings concerning this act.

Trosborg (1995) has defined the speech act of complaint as "an illocutionary act in which the speaker expresses disapproval or negative feelings toward the state of affairs described in the proposition and for which the hearer is hold responsible either directly or indirectly " (Trosborg, 1995, p. 311). Also Trosborg (1995) has noted that the events described in the proposition took place in the past. It was then concluded that this speech act is "retrospective in its essence, because the speaker passes a moral judgment onto something, which he/she believes the complainer has already done, failed to do or is in the process of doing" (p. 311). Another definition that emphasizes this aspect of this speech act is the one of Leech (1983), who defines it as "a representative of the conflictive function, which includes acts of threatening, accusing, cursing and reprimanding" (p.105).



On the other hand, Olshtain and Weinbach (1993) noted that a complaint occurs when a speaker reacts with displeasure or annoyance to an action that has affected the speaker unfavourably. They also determined the necessary preconditions for the speech act of complaining and its functions. We have already mentioned that in addition to grammatical conditions any speech act needs to fulfil certain preconditions concerning the context, in order to be correctly formed. Those preconditions for the speech act of complaining are the following (Olshtain and Weinbach, 1993, p. 108):

1. The hearer performs a socially unacceptable act (later referred as SUA) that is contrary to a social code of behavioural norms shared by both the speaker and the hearer.
2. The speaker receives the SUA as having unfavourable consequences for him/herself, and/or for the general public.
3. The verbal expression of the speaker relates post facto directly or indirectly to the SUA, thus having the illocutionary force of censure.
4. The speaker perceives SUA as:
  - freeing the speaker (at least partially) from the implicit understanding of a social commiserating relationship with the hearer; the speaker therefore chooses to express his/her frustration, annoyance or disapproval.
  - by giving the speaker the legitimate right to ask for repair in order to undo the SUA, for her or public benefit; the latter conception leads to instrumental complaint aimed at “changing thing” that do not meet with our standards or expectations. The main goal of such instrumental complaint is to ensure that the hearer performs some action or repair as a result of the complaint.

If all of these preconditions are met, the speech act of complaining can be successfully formed.

The other notable finding in the study of complaining by Olshtain and Weinbach (1985) was the function of this speech act. They determined that the functions of complaining are to:

- Express displeasure, disapproval, annoyance, censure, threats or reprimand as a reaction to a perceived offence or violation of the social rules.
- Hold the hearer accountable for the offensive action and possibly suggest or request a repair.

This list was later broadened by other linguists with the following functions:

- Confront a problem with an intention to improve the situation. (Brown & Levinson, 1978)
- Share a specific negative evaluation, obtain agreement and establish a common bond between the speaker and the hearer. (Boxer, 1996).
- Allow ourselves to let off steam. (Boxer, 1996).
- Open and sustain conversations. (Boxer, 1996).

#### **2.4.1. Complaint strategies**

It is inevitable to mention the classification of complaint strategies made by Trosborg (1995), who categorized these strategies into eight sub-groups.

The first group is the *category of no explicit reproach*. In this group the complaining is not directly stated by the speaker, and consequently the hearer is unaware whether a complaint is being referred to or not. The only subgroup in this category are the hints. These elements are used by the speakers to imply that they know about the offence and holds the hearer indirectly responsible.

The second group embraces *expressions of annoyance and disapproval*. In the second group the speaker expresses his annoyance or disapproval and implies that he/she holds the complainees responsible; though the hearer is not directly described as the guilty person. The subgroups are the strategy of annoyance and the strategy of consequences.

The third group is *the category of accusations*. The subgroups are actually the types of accusations that can be either direct or indirect. In these strategies, the speaker either asserts the accusations indirectly toward the hearer or it makes a firm direct accusation.

The final group is *the category of blaming*. Through these strategies it is presupposed that the accused is guilty of the offence. The subgroups are: the modified blame (if the expressed disapproval is modified) and the explicit condemnation of the accused person (if the blame is explicitly stated).

#### **2.4.2. Level of directness**

The directness level of complaints is closely related to the politeness strategies and the face threatening acts. The level of directness shows the tone of the speech act, and it is actually the degree of how severe is the face threatening act in a certain utterance. The directness scale is formulated according to the propositional content, the complainer and the accused. The factors that determine the directness are as follows (Trosborg, 1995, p.313-314):

1. The complainable is or is not expressed directly in the propositional content.
2. The complainer's negative evaluation of the propositional content is implicitly or explicitly expressed.
3. The agentive involvement of the complainees is implicitly or explicitly expressed.
4. The complainer's negative evaluation of the complainees' behavior is implicitly or explicitly expressed.
5. The complainer's negative evaluation of the complainees as a person is implicitly or explicitly expressed.

This scale of directness is used to classify the complaint strategies from least direct to most direct, which will be explained later in more detail.

#### **2.4.3. Complaint perspective**

When forming a speech act of complaint, the expression may be vocalizing or devocalizing (Haverkate, 1984, p.56). If the speaker chooses a vocalizing expression, it means that the intent is to bring into prominence the role of the referent in the state of affairs that are described. On the other hand, if the intent is

the opposite, then the speaker chooses a devocalizing expression. According to the expression that is being used and the speaker or the hearer, we differentiate among four types of complaint perspectives.

- Speaker Perspective: “I”.

This is the perspective when the speaker identifies himself/herself directly as the complainer, expresses disapproval or annoyance and takes personal responsibility for the accusation.

- Speaker Perspective: “We”.

This is the perspective when the speaker involves other people in order to share the issuing of the blame. It may be class inclusive (the point of view is attributed to a specific class), all inclusive (the reference is being generalized so the speaker not only involves other people, but the hearer as well) or pseudo-inclusive reference (usually used by people with superior social status).

- Hearer Perspective: “You”.

This perspective is usually present when the intent of the speaker is to humiliate the hearer, so he explicitly establishes the hearer as the agent of the complaint.

- Hearer Perspective: “It”.

This perspective occurs when the speaker suppresses the identity of the agent so that a direct accusation is avoided, and anyone can be the intended referent.

#### **2.4.4. Modifiers in speech acts**

The modifiers are words or statements that are used to modify or change the speech act. The internal modifiers usually appear in the head act or the actual complaint, while the external modifiers precede or follow the speech act. We will explain some of the most common modifiers concerning speech acts, which will be later used in the analysis of the data.

- *Internal modifiers*

Internal modifiers are classified into two large groups: downgraders and upgraders. The downgraders serve to mitigate the circumstances under which an

offence was committed and consequently reduce the blame that is put on the complaine. The subgroups of downgraders are the following (Wahyuni, 2010, p.54):

- Downtoners which are adverbial sentence modifiers or adverbials that express tentativeness.
- Understaters that underrepresent the state of affairs denoted in the complaint.
- Hedges which are adverbials used by the complainer to avoid precise propositional specification.
- Subjectiviers that characterize the proposition as the speaker's personal opinion or indicate the speaker's attitude towards the proposition.
- Appealers are elements used to elicit a response from the complainer by appealing to complainer's understanding.
- Cajole or elements used to restore harmony between the interlocutors.

The second group were the upgraders which increase the impact that the complaint is likely to have on the complaine by aggravating the complainable. We also have a few subgroups and those are the following:

- Intensifiers are adjectives that intensify part of the proposition.
- Commitment upgraders express special commitment toward the proposition.
- Expletives are intensifiers which explicitly express speaker's negative attitude.
- Overstaters are words that exaggerated the expressed complaint.

- *External Modifiers*

The external modifiers are supporting or additional statements used to carry out the desired action that in this case is the complaint. There are a few external modifiers (Wahyuni, 2010, p.55):

- Alerters that are used to get the interlocutor's attention.
- Preparators are short utterances used to break the ground or warn the complaine that a complaint follows.
- Grounders are supportive elements that provide explanation or justification for the speaker's complaint.
- Disarmers serve to indicate the speaker's awareness of a potential offense.

The main aim of all the external modifiers is to justify the speaker and provide face-saving arguments.

### **3. Methodology of the research**

#### **3.1. Subject of the research**

The subject of this study is the speech act of complaint in Macedonian and American English. We analyse how this speech act is formulated in both American English and Macedonian, referring to strategy use, perspective application and mitigation. We believe that there are differences between the two languages and by contrasting them we believe to expand the knowledge about this particular speech act in pragmatics. The findings of the research can help us understand the social values and relationships in the two languages, and they can also help us overcome the possible language barriers between the speakers of the Macedonian and the American community. We also hope that this research will contribute to how English is taught in Macedonia and will raise the awareness of its use among learners of English as a foreign language in the process of developing their pragmatic competence.

#### **3.2. Aims of the research**

The research aims to gather information about the formulation and the magnitude of the speech act of complaints among Macedonian and American High school students.

The aims of the research are the following:

- To determine the pragmatic structure of complaints in American English and Macedonian.
- To identify the differences in forming a complaint in both English and Macedonian languages.
- To raise the awareness of how cultural differences may influence communication and the consequences this may inflict in intercultural communication.

### **3.3. Research questions**

According to the topic and the aims of the research, we defined the following research questions:

1. What are the most common forms of complaints in Macedonian and American English and how they are used?
2. What are the differences and the similarities in the formulation of the speech act of complaint in Macedonian and American English?
3. How can the differences between English and Macedonian complaints affect the communication between American and Macedonian speakers?

### **3.4. Hypotheses**

*The general hypothesis of our research is the following:*

There are differences in the pragmatic structure of the speech act of complaining in Macedonian and American English.

*Sub-hypotheses:*

- The speaker's perspective used in the speech act of complaint in Macedonian and American English is different.
- There are differences in the strategies used for complaining in Macedonian and American English concerning their function and the context in which they are used.
- There are differences in the type and the degree of mitigation in Macedonian and American English complaints.
- The differences between Macedonian and American complaints may negatively affect communication when Macedonian and American speakers interact.

#### **3.4.1. Variables of the research.**

In the research the independent variable is the native language of the speakers, while the dependent variables are the perspectives, the strategies and the mitigating devices of the speech act of complaining of the students.

### **3.5. Participants**

The population category in the research were students in the third and fourth year of high school. The total number of participants was 58, and the age range was from 16 to 19. All the respondents had the same level of education. Half of the participants (29) were students at John Burroughs High School, a public high school located in Burbank, California, United States. The other half were students at the Secondary School “Kole Nehtenin”, a public high school located in Shtip, Republic of Macedonia. The native language of the Burbank High School students was English, while the native language of the Kole Nehtenin students was Macedonian.

### **3.6. Methods of research**

The first stage of the research consisted of preparatory activities, including study of relevant literature, choice of data collection methods and DCT creation. This was followed by a period of conducting the poll. The online questionnaire was made available for all of the participants at the same time and the time for filling it in was also the same. Then the gathered data were analysed both quantitatively and qualitatively, and the results were presented in graphs, pies and charts. We used the descriptive and the contrastive method to analyze the results and draw the conclusions from the data analysis.

### **3.7. Instruments**

Data were collected by means of a Discourse Completion Task (DCT) created for the needs of the research in accordance with the set tasks and hypothesis. The DCT was made available online on [www.esurveycreator.com](http://www.esurveycreator.com) from 1<sup>st</sup> of April to 30<sup>th</sup> of April 2016 for both Macedonian and American students. All of the students in the third and the fourth year in both high schools were informed about the questionnaire and were asked to participate. The DCT was available through a direct link without any registration or personal information. The participants only entered their native language and their age. The created questions were clear, unambiguous and precisely formulated. All of the situations in the questionnaire contained a certain conflict and posed a threat for the face of one or both of the interlocutors. The tasks



were supposed to initiate communication between people of different social status and power.

The DCT used in the two languages consisted of eight complaint scenarios. The characteristics of the complaints regarding the social status of the interlocutors (power), as well as the horizontal (social) distance between them and the severity of the offence are presented in the table below (see the full version of the DCTs in Appendix I and II) .

Table 1: Type of used complaints

Complaints	Contextual setting	Power (vertical distance) (+/-)	Social distance (horizontal distance) (+/-)	Severity of offence (high/ medium/ low)
1.	Late pick-up	-	-	low
2.	Borrowed notes	-	-	medium
3.	Unfair grade	+	-	medium
4.	Wrong medicine	+	-	high
5.	Noisy party	-	+	medium
6.	Cut in line	-	+	low
7.	Cold pizza	+	+	medium
8.	Noisy parents	+	-	low

In the Late pick-up the interlocutors are close friends. The friend that was supposed to pick up the other and is late is the hearer in the complaint. The severity of the offence is low. The Borrowed notes scenario includes classmates, and one of the classmates forgets to return the borrowed notes which creates additional

problems for the speaker and that marks this complaint as medium offence. In both situations there is neither a vertical nor horizontal distance between the interlocutors.

The offence in the Unfair grade situation is also medium, but there is vertical distance between the interlocutors, because the hearer is a professor and the speaker is a student. In the Wrong medicine situation there is high severity offence, and also vertical distance. The hearer is the doctor who has prescribed to the speaker a wrong medicine that caused him a rash.

The Noisy party situation is between neighbours that caused medium offence and has only horizontal distance. The Cut in line situation also has only horizontal distance but with low severity of offence. The Cold pizza situation has horizontal and vertical distance and a medium severity of offence, while the Noisy parents situation has only vertical distance with low severity of offence.

The complete entries from the Macedonian and the American participants are presented in Appendix III and IV.

For the purpose of our analysis we adopted the coding of complaints as proposed by Trosborg (1995). For the complaint strategies analysis, we classified the head acts for both groups while in the analysis of internal and external modification we looked at both head acts and supportive acts. In the analysis of the modifiers we followed the categorization of the modifiers into subgroups made by Wahyuni (2010).

## 4. Findings

In this section we present the results of our research in relation to the analysed strategies, perspectives and modifiers.

### 4.1. Complaint strategies

As we want to point out the dominating strategies in the two cultures, we first give overall review of the strategies. However, we are aware of the fact that each situation is marked by certain specific characteristics and the overall result may not apply equally to all of the scenarios. We, therefore, present the distribution of strategies by scenario as well.

#### 4.1.1. Overall complaint strategies

Figure 1 shows that the most used strategy among American native speakers is the strategy of annoyance, 51.7%. The strategies of blame and accusation are also in the 3 top strategies that are present in all situations, with 18.5% and 15.5%, respectively.

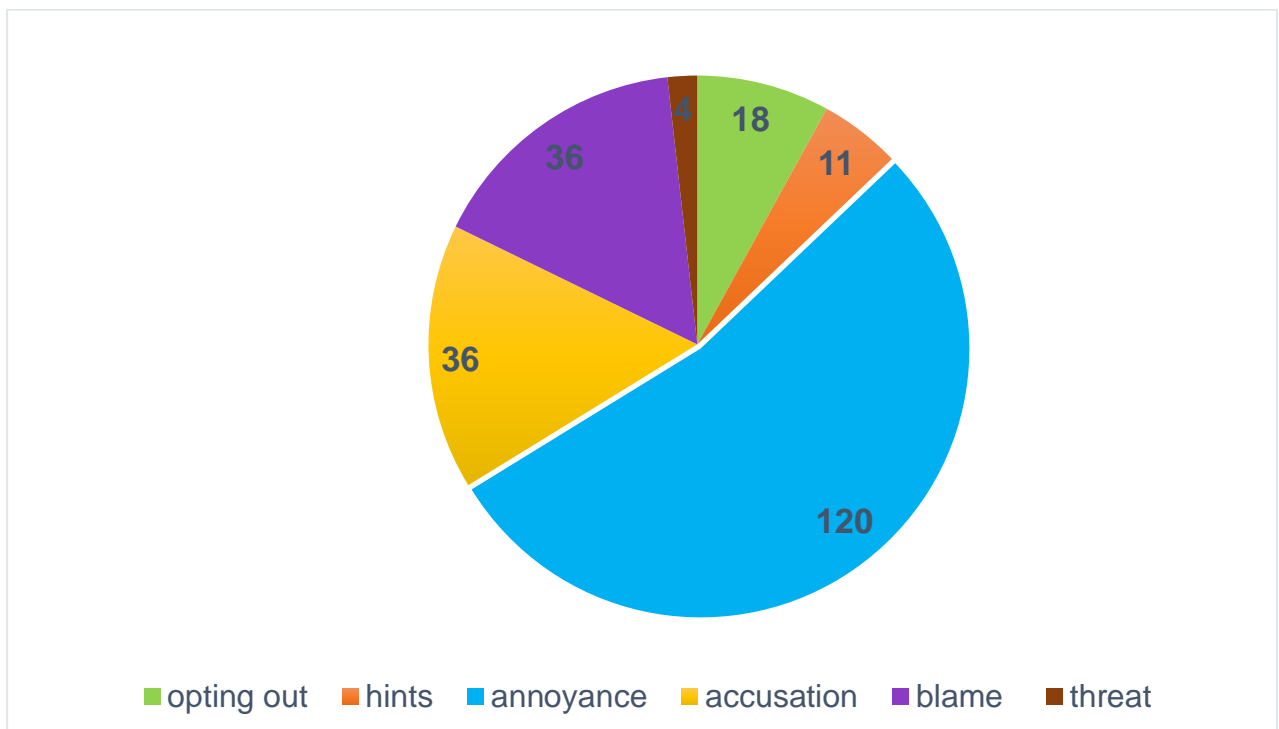


Figure 1: Complaint strategies used by American native speakers

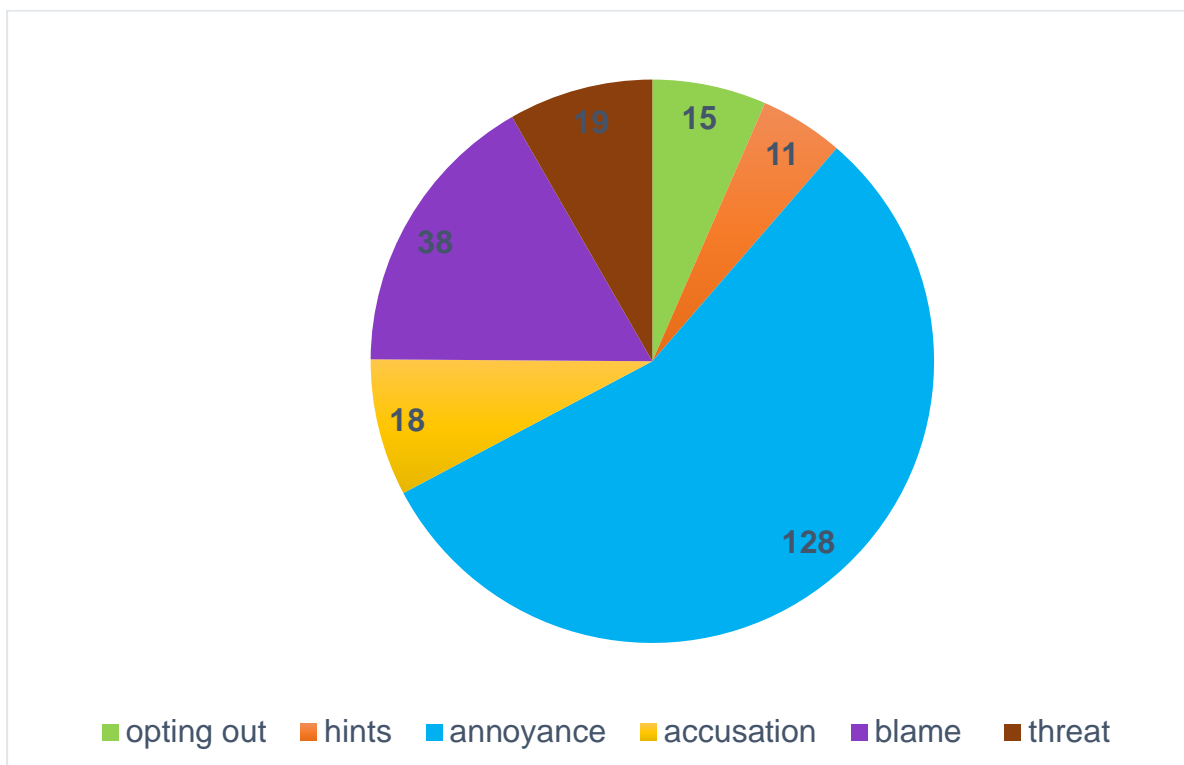


Figure 2: Complaint strategies used by Macedonian native speakers

Figure 2 shows that the dominating complaint strategy for Macedonian native speakers is also the strategy of annoyance. It has 128 occurrences, i.e. 55% of all strategies. The second most often used is the strategy of blame with 16%, and the third one is the strategy of threat with 8%.

#### 4.1.2. Complaint strategies by scenario

The graphs for the individual scenarios show some slight differences in the language behaviour between American and Macedonian native speakers.

- Situation 1 – Late pick-up

The two pie charts below show that the two top choices of both groups of speakers are different. The American speakers preferred the strategy of blame while the Macedonian speakers preferred the strategy of annoyance. Most commonly American speakers say:

(1) "You are late" (*blame*)

The most typical answer for Macedonian speakers would be:

(2) "Каде беше до сега?" (*annoyance*)

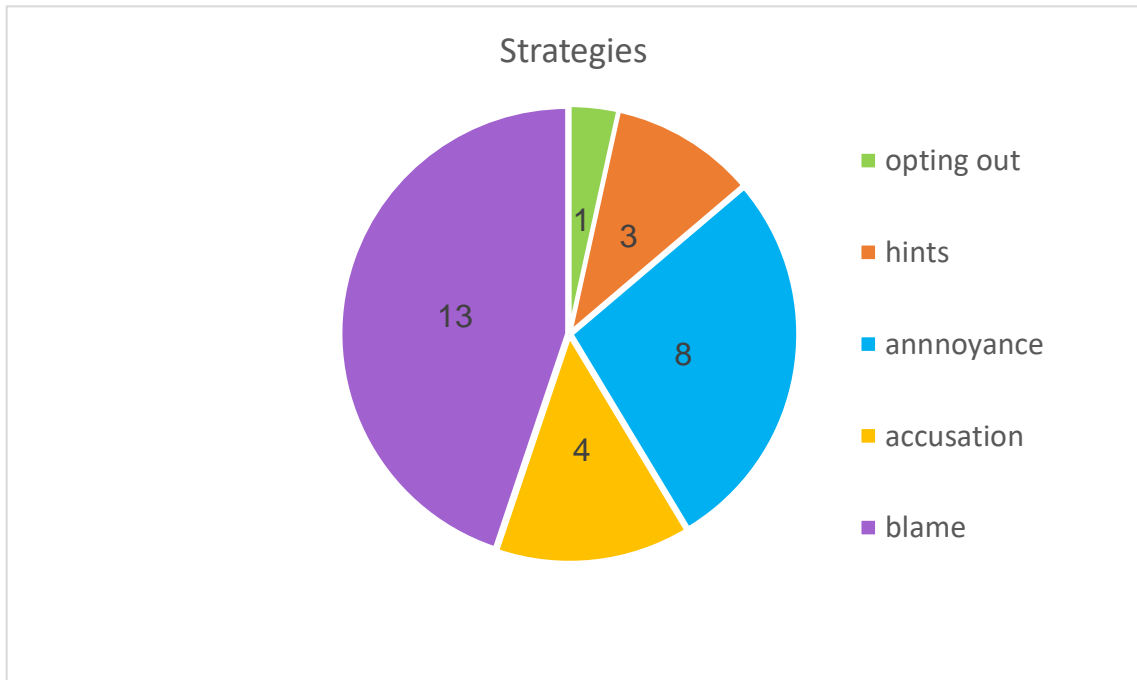


Figure 3 Late pick-up: Complaint strategies used by American native speakers

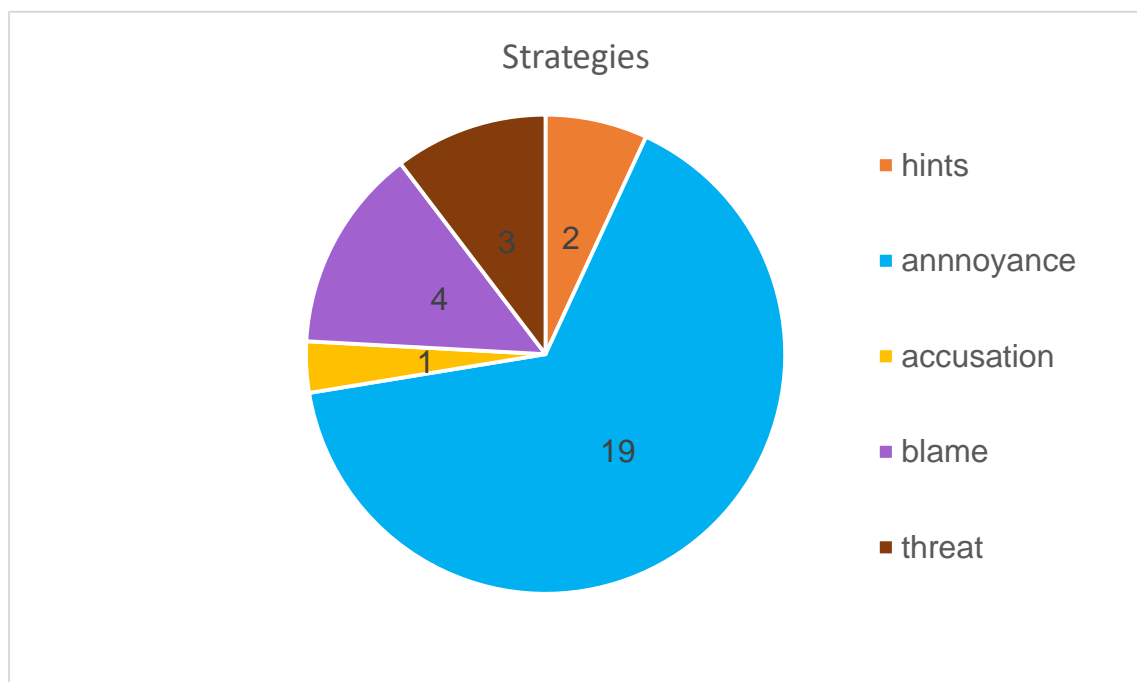


Figure 4 Late pick-up: Complaint strategies used by Macedonian native speakers

- Situation 2 - Borrowed notes

In this situation, which is marked by absence of vertical or horizontal distance between the interlocutors and low severity of offence, both American and Macedonian speakers predominantly used the strategy of annoyance.

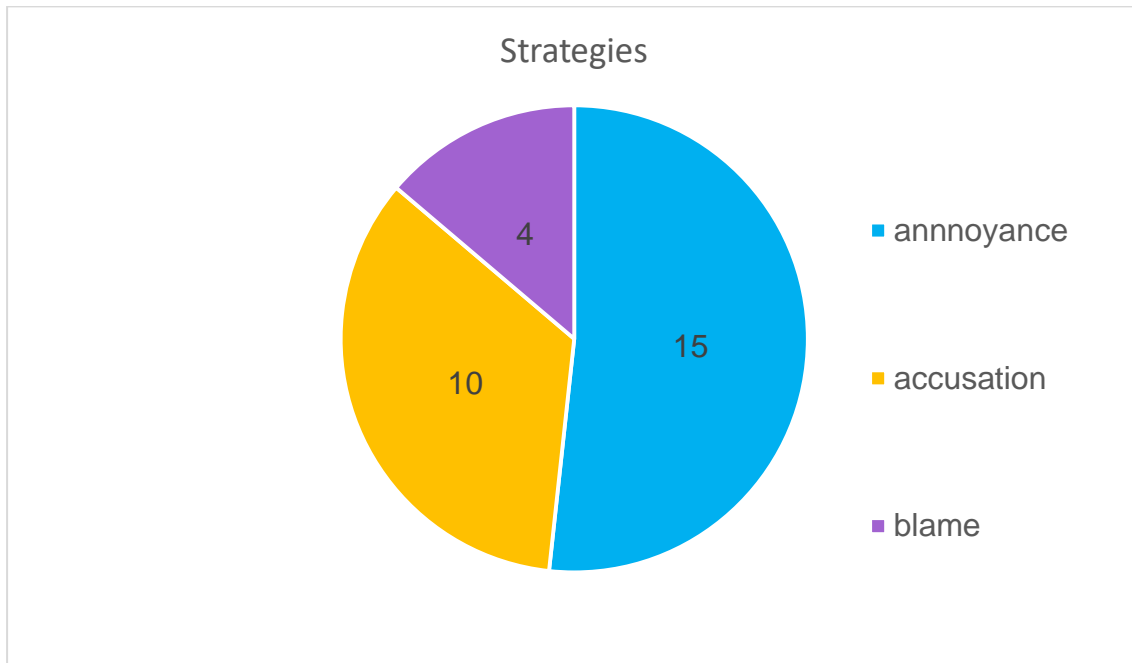


Figure 5 Borrowed notes: Complaint strategies used by American native speakers



Figure 6 Borrowed notes: Complaint strategies used by Macedonian native speakers

The most common form of the complaint was the following:

- (3) “(Hey) Can I have my notes back?” (*annoyance*)
- (4) “Ќе можеш ли да ми ги вратиш белешките?” (*annoyance*)

- Situation 3 - Unfair grade

In this situation American speakers used mostly the strategy of annoyance, but the other strategies were also used by smaller number of the participants (Figure 7).

Most of the Macedonian speakers also chose the strategy of annoyance, and only two of the other strategies showed a limited number of occurrences, as can be seen in Figure 8.

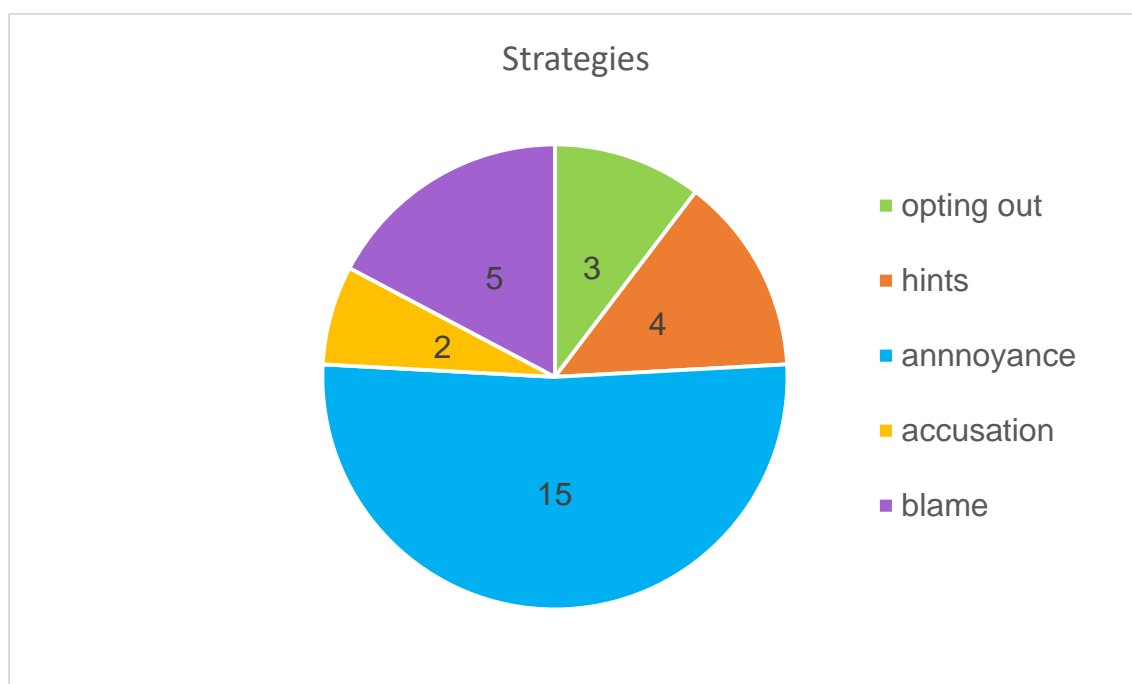


Figure 7 Unfair grade: Complaint strategies used by American native speakers

Examples:

- (5) “I don’t understand why I got this grade, can you explain?” (*annoyance*)
- (6) “Why is my grade so low?” (*annoyance*)
- (7) “Сакам да одговарам за повисока оценка.” (*annoyance*)

(8) “Може ли да одговорам?” (*annoyance*)



Figure 8 Unfair grade: Complaint strategies used by Macedonian native speakers

- Situation 4 - Wrong medicine

In this situation with a high severity of offence, the participants of the two cultures have shown different behaviours. Figure 9 shows that the preferred strategy for American native speakers of English is annoyance, and it is followed by the strategies of accusation and blame.

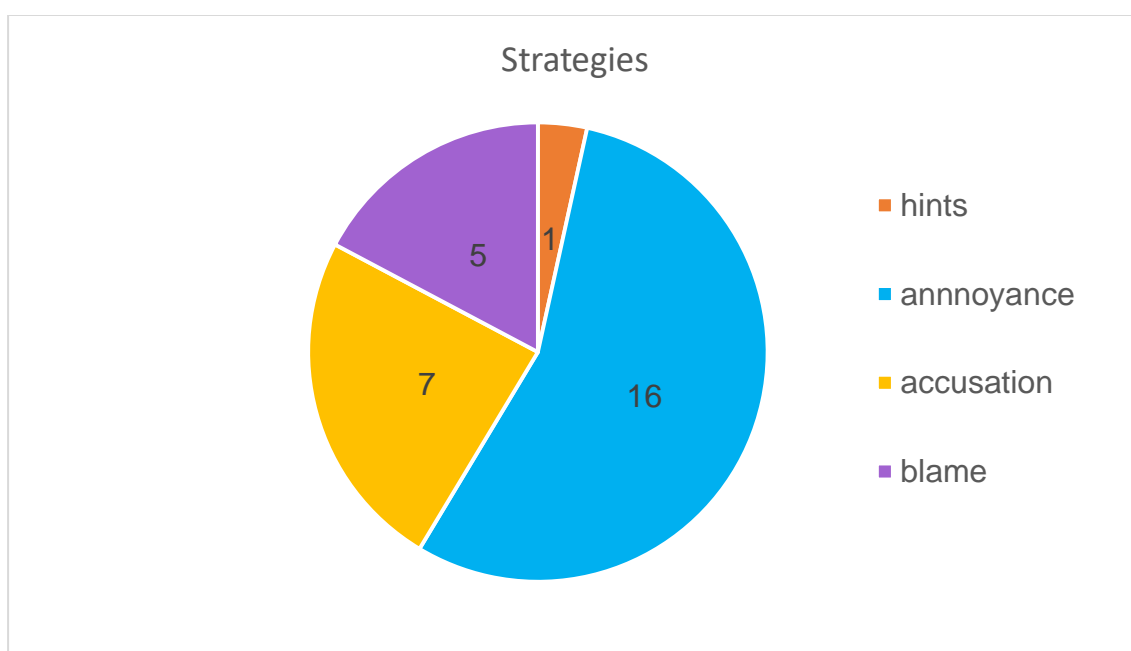




Figure 9 Wrong medicine: Complaint strategies used by American native speakers

Examples:

(9) “I been getting rashes from this medicine, what the heck?” (*annoyance*)

(10) “I’m getting a rash, maybe I should change this medication?” (*annoyance*)

On the other hand, the Macedonian speakers mostly chose the strategies of blame and accusation, while the strategy of annoyance appears as the third most often used.

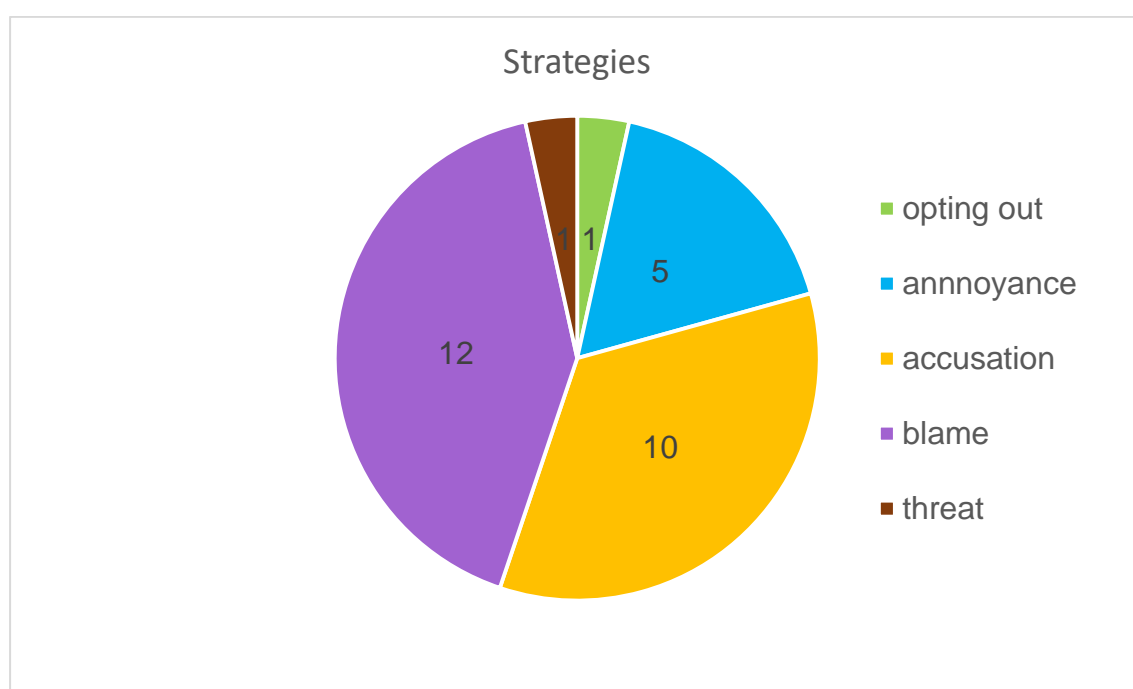


Figure 10 Wrong medicine: Complaint strategies used by Macedonian native speakers

Examples:

(11) “На што личи ова, каков доктор си ти?” (*blame*)

(12) “Докторе сте ми препишале погрешна терапија.” (*accusation*)

- Situation 5 - Noisy party

It is clear from the following two pie charts that the most frequently used strategy by both American and Macedonian speakers is the strategy of annoyance.

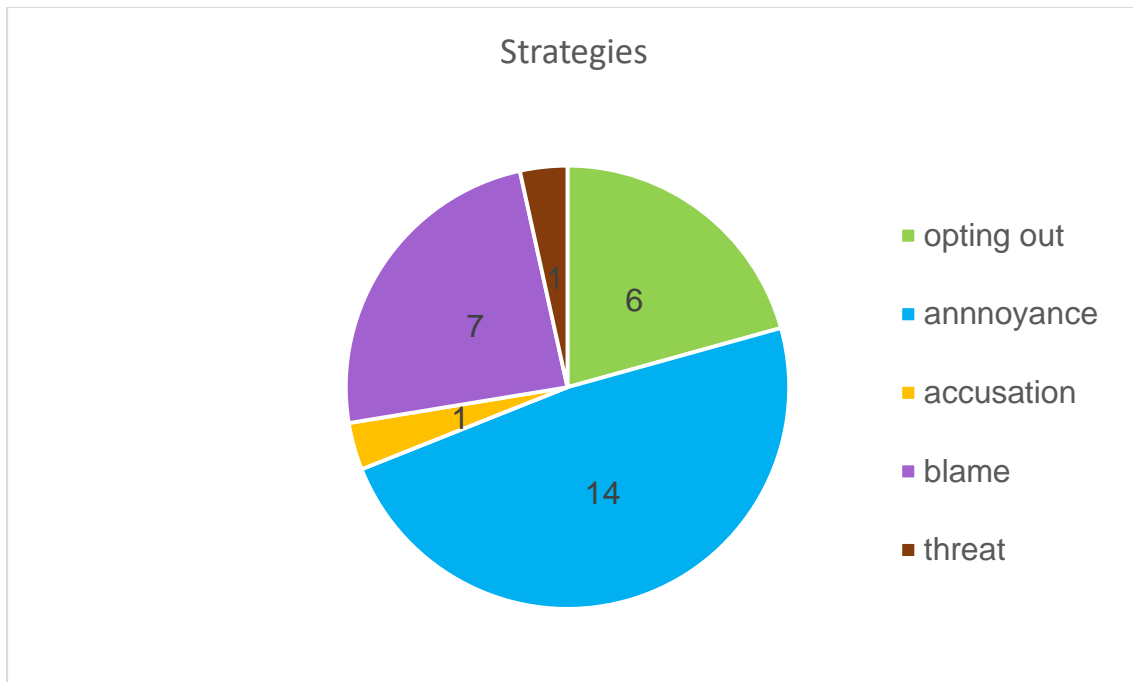


Figure 11 Noisy party: Complaint strategies used by American native speakers

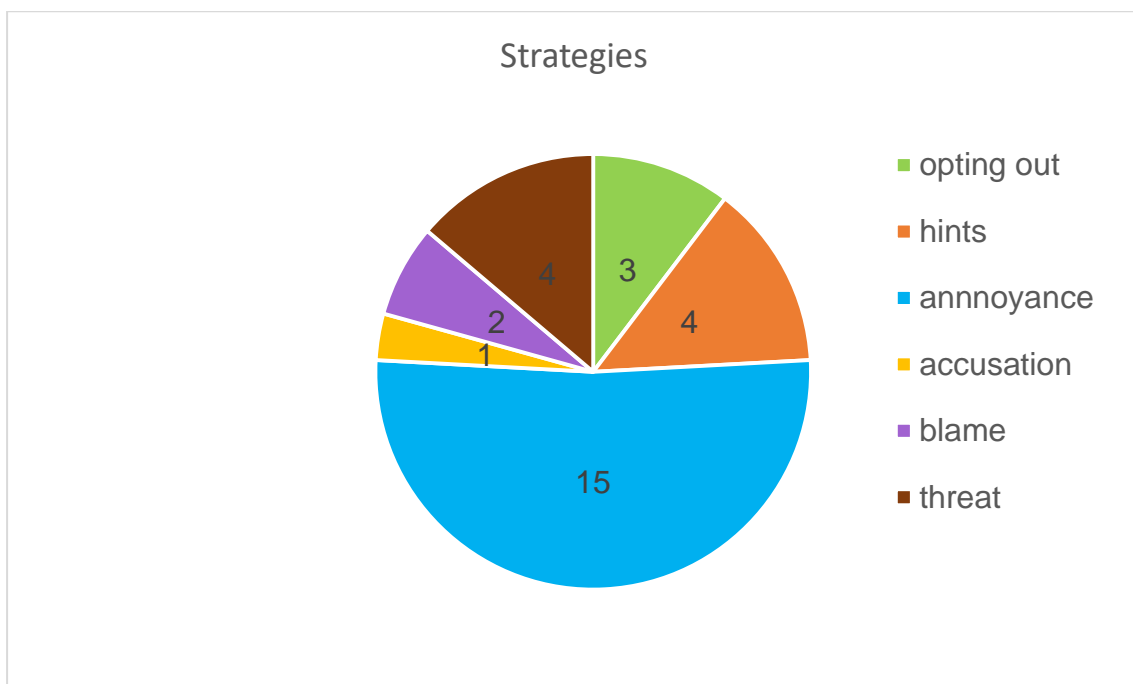


Figure 12 Noisy party: Complaint strategies used by Macedonian native speakers

Examples:

(13) “Could you keep it down please?” (*annoyance*)

(14) “Малку потивко ако може, учам за тест.” (*annoyance*)

- Situation 6 - Cut-in line

In this situation with a low severity of offence both American and Macedonian participants showed that the most common is the strategy of annoyance. The percentage of this and the other strategies that also appear are shown in the following two figures.

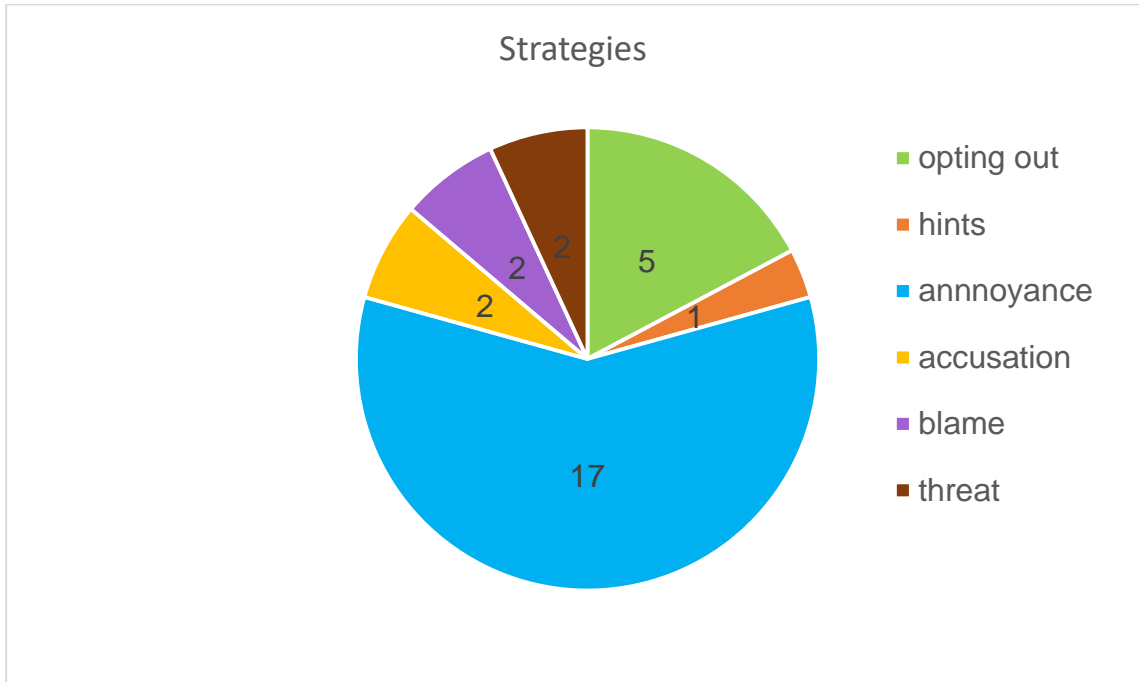


Figure 13 Cut-in line: Complaint strategies used by American native speakers

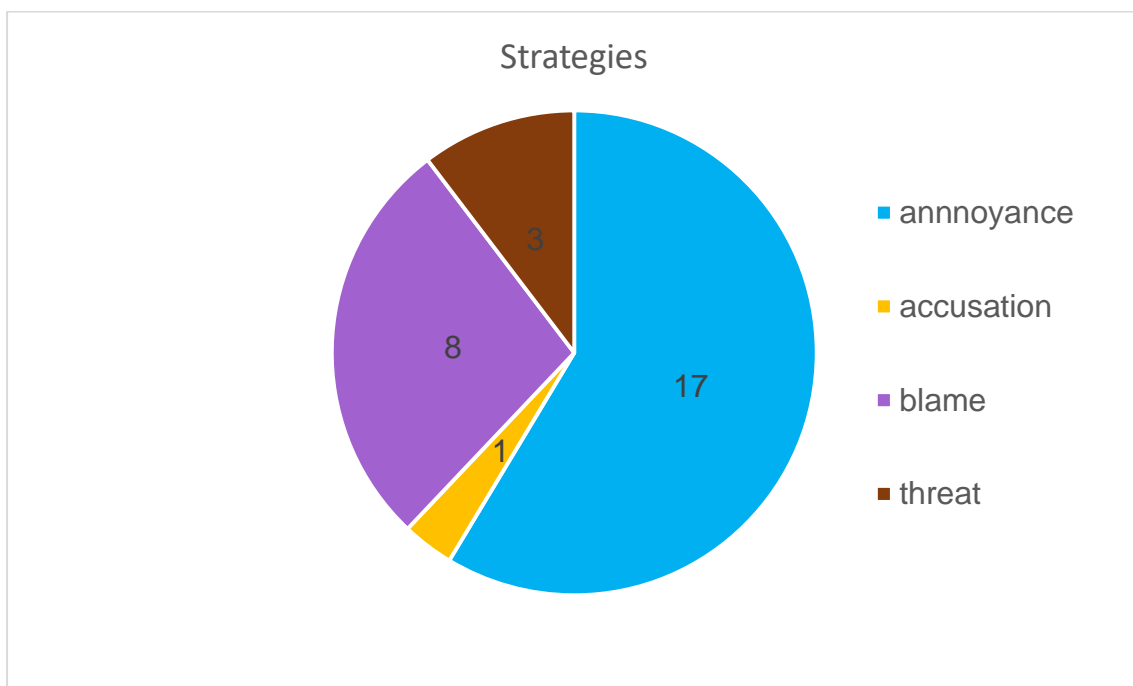


Figure 14 Cut-in line: Complaint strategies used by Macedonian native speakers

Examples:

(15) "Excuse me, I was here first." (*annoyance*)

(16) "Мали ајде врати се во редот." (*annoyance*)

- Situation 7- Cold pizza

The seventh situation is a complaint with a medium severity of offence and the two most used strategies by both groups of participants is the strategy of annoyance, followed by the strategy of accusation.

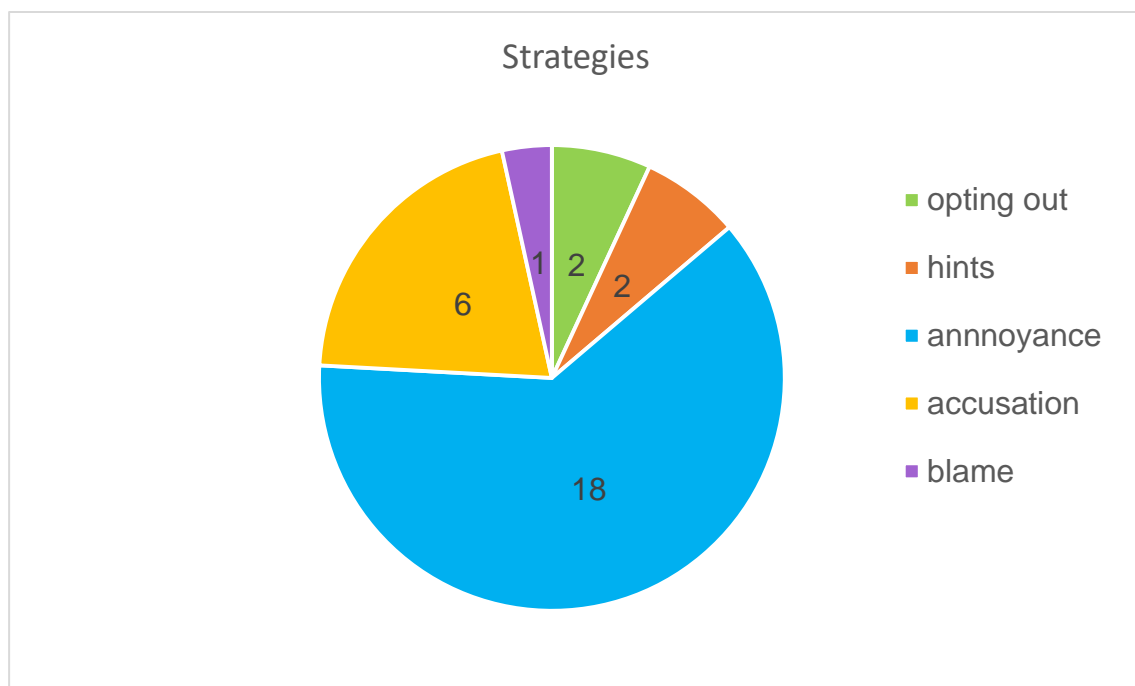


Figure 15 Cold pizza: Complaint strategies used by American native speakers

Examples:

(17) "My pizza is cold, can you please heat it up?" (*annoyance*)

(18) "Ако сакаш донеси ми топла пица." (*annoyance*)



Figure 16 Cold pizza: Complaint strategies used by Macedonian native speakers

- Situation 8 - Noisy parents

The most common strategy in this situation used by American and Macedonian speakers is also the strategy of annoyance, while the second most used strategy is the strategy of blame.



Figure 17 Noisy parents: Complaint strategies used by American native speakers

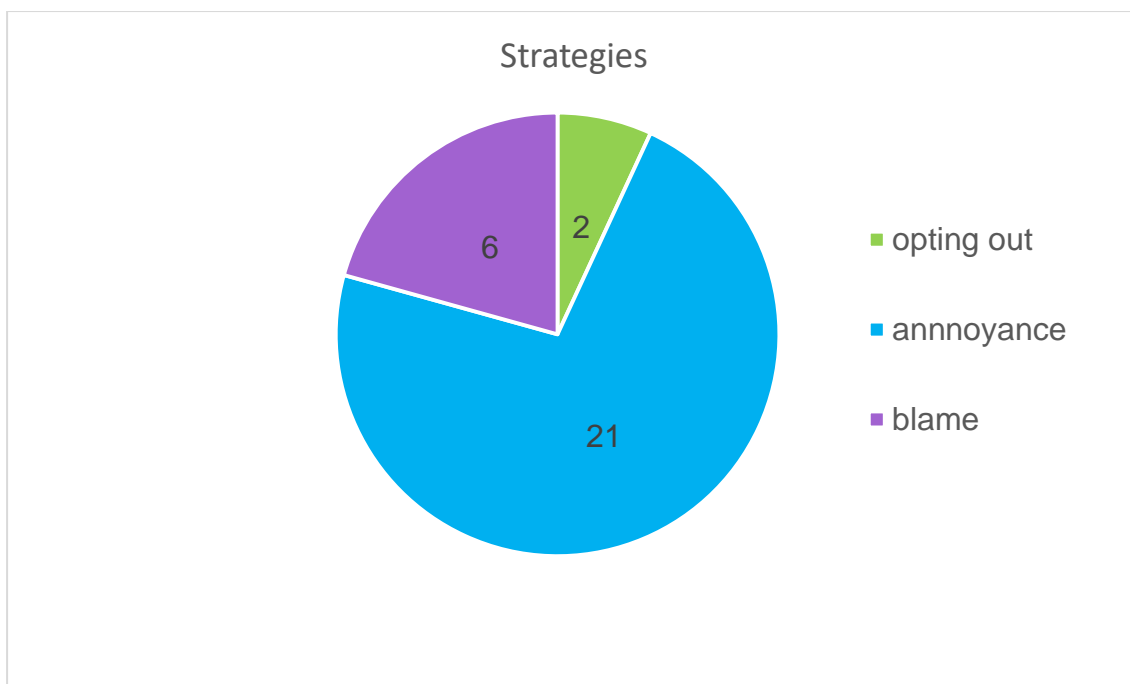


Figure 18 Noisy parents: Complaint strategies used by Macedonian native speakers

Examples:

(19) “Shh. I’m trying to watch a movie.” (*annoyance*)

(20) “Може ли да прекинете, гледам филм.” (*annoyance*)

#### 4.2. Complaint perspective

On the first graph we have shown the use of complaint perspective by American English (AE) speakers while the second graph presents the usage of complaint perspective by Macedonian speakers.

It is visible from the first graph that AE speakers use the “You” and the “I” perspective in all situations regardless of the context or the other parameters. However the “You” perspective is clearly the top choice with usage of 112 times or i.e. it was chosen by 48% of the speakers.

On the other hand we can see from the second graph that Macedonian speakers clearly have one main perspective which is the “You” perspective. It is present in all situations and it has been used 175 times or i.e. it was chosen by 75% of the speakers. Although the “It” perspective appears in all situations as well, it is the choice of only 8% of the speakers so it can’t be noted as the second most used perspective.

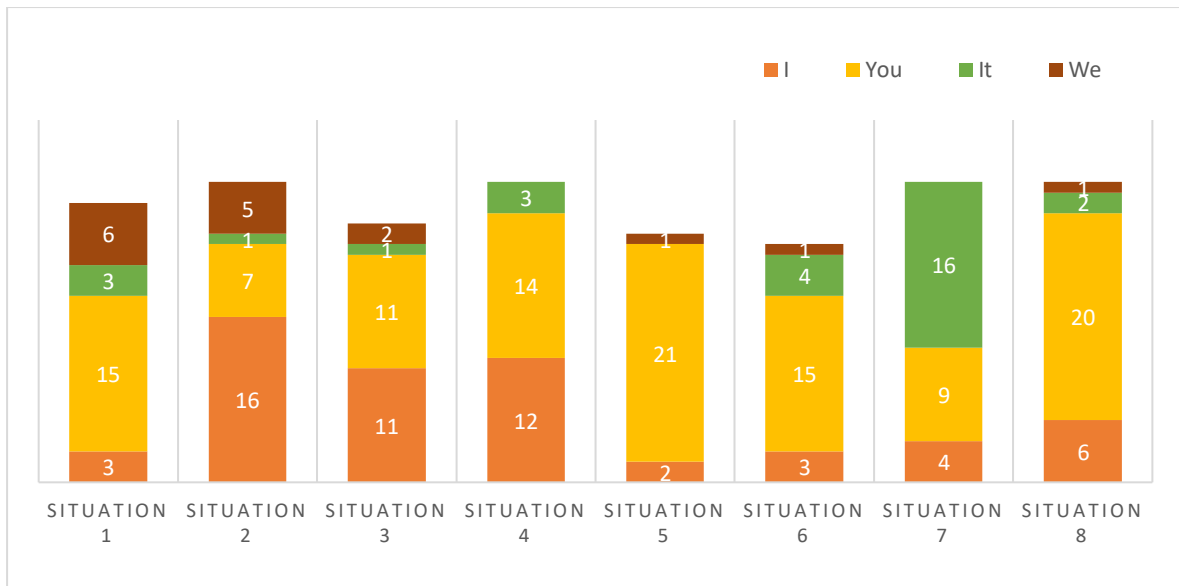


Figure 19 Complaint perspective applied by American native speakers

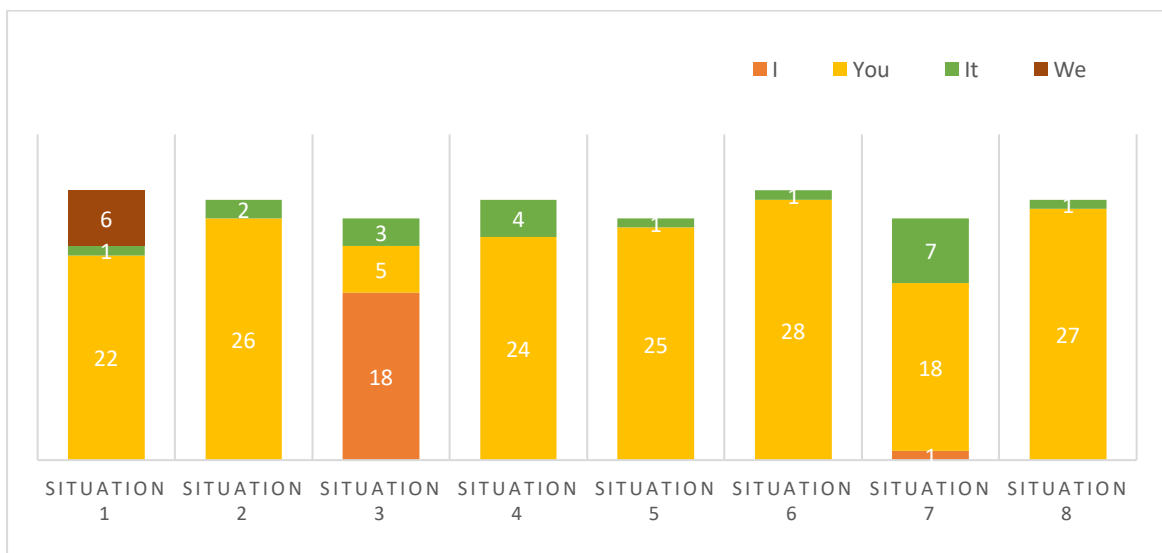


Figure 20 Complaint perspective applied by Macedonian native speakers

### 4.3. Modification of complaints

#### 4.3.1. Internal modification

In order to make their complaints more effective, complainers often mitigate or intensify them. The aim of mitigation is to make complaints milder and show that the aim of the speaker is to make the hearer change his/her behavior, but wants to avoid threatening the face of the hearer and prevent escalation of the conflict. For this purpose, speakers use a number of downgraders, e.g. *maybe, perhaps, I think, you*

*know*, etc. For the same purpose, speakers may grammatically modify utterances using questions, past forms and embedded questions. However, sometimes speakers feel that they need to intensify their complaints, so that they would make hearers change their behavior. To achieve this, they may use upgraders like: *absolutely, really* ..... Some of the most common downgraders and upgraders that appeared in the questionnaires are shown in the table below.

Table 2: The most common types of downgraders and upgraders used by American and Macedonian native speakers.

Downgraders	American native speakers	Macedonian native speakers
downtoners	<i>maybe, just,</i>	<i>само</i>
appealers	<i>right</i>	<i>нели</i>
understaters	<i>(a) little, a bit</i>	<i>малку</i>
hedges	<i>kind of</i>	<i>некако</i>
subjectivisers	<i>I think, I believe</i>	<i>Јас разбираам дека, Јас мислам...</i>
cajolers	<i>you know</i>	<i>знаете, видите</i>
questions	<i>What took you so long?</i>	<i>Зошто ли ветуваш/зошто доцниш, ќе може ли, дали ќе сакате,</i>
embedded questions	<i>Can you please explain why I got this wrong, I was wondering</i>	<i>Дали може тивко да разговарате бидејќи ми сметате</i>
past tense	<i>Could you/could I ...</i>	/
Upgraders		
intensifiers	<i>so, really, absolutely</i>	<i>навистина, многу</i>
lexical choice	<i>It was a damn time, shut up</i>	<i>Каков доктор си ти, на што личи ова, дали сте нормални...</i>
expletive	<i>Damn, damn it</i>	<i>Мрш, мрш бе,</i>
overstater	<i>More, what the hell</i>	/
commitment upgrader	<i>obviously</i>	/



The overall value of the internal modifiers that American and Macedonian native speakers used to mitigate or intensify their complaints is shown below in Figure 21. However, we may note that American speakers have a higher usage of all types of internal modification. Consequently, the overall data results show that American speakers (268 modifiers) use more internal modification than the Macedonian speakers (169 modifiers).

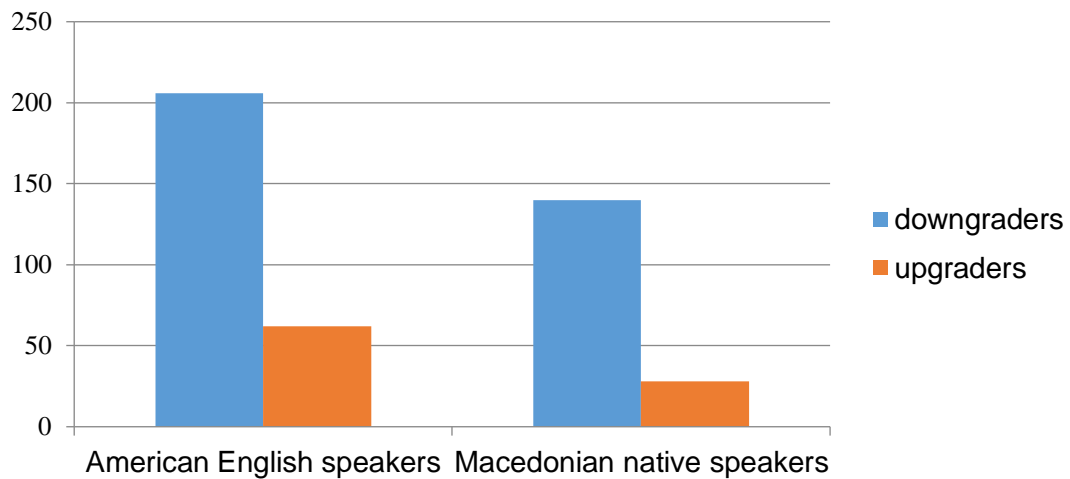


Figure 21: Use of downgraders and upgraders by American and Macedonian native speakers

- Downgraders.

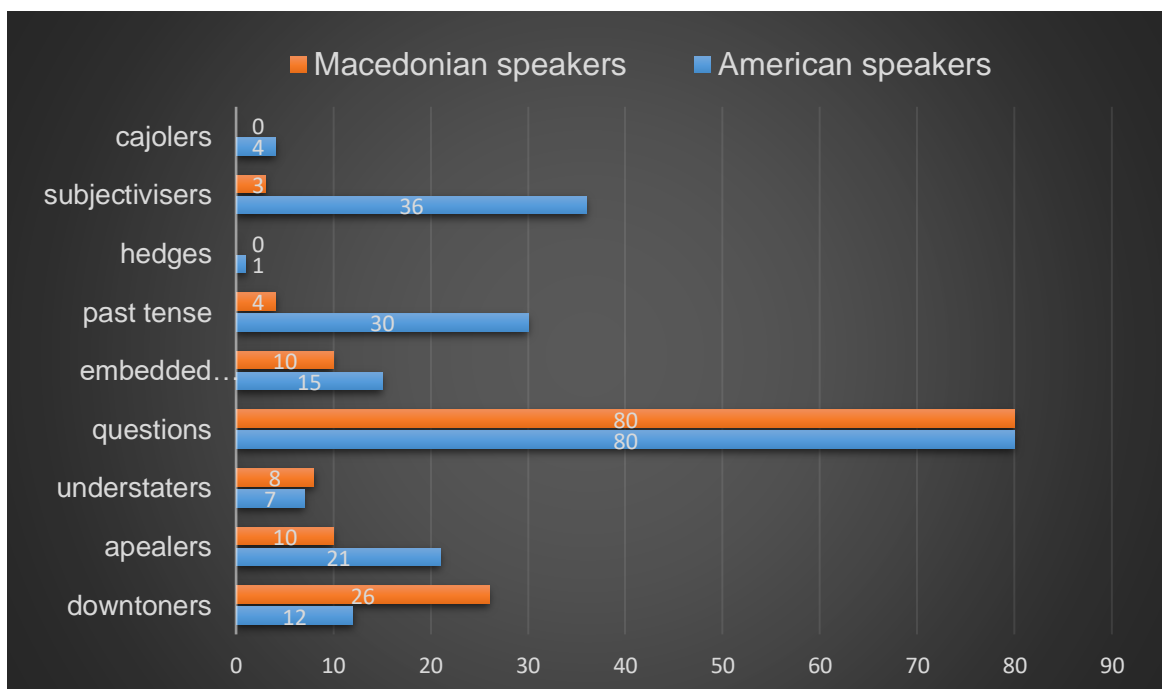


Figure 22 Distribution of downgraders in Macedonian and American complaints

The further analysis on the different subtypes of internal modifiers (see Figure 22) shows that questions are the most used internal modifiers by both groups of speakers.

*Questions* are a means through which speakers do not solely seek information but can also be used to engender other kinds of social activities, some of which are closely linked to argumentative and complaint sequences (Koshik, 2003; Kotthoff, 1993). Sometimes they apply assertions. The analysis of our data shows that the questions are not only the most used internal modifiers, but also that their role in the sentence is not to ask for information, but rather to complain. The questions were used to express the speakers' annoyance with the hearer or the hearer's act (21, 22, 28, 29), to express blame (23, 27), accusation (24, 25, 26) or to pose a threat (30). Usually the questions were followed by a further complaining or an explanation (see examples 23-25, 29-30).

Sample responses from American English speakers:

- (21) Am I supposed to be getting a rash?
- (22) Is this pizza supposed to be cold?
- (23) What took you so long? Let's go!
- (24) Where were you? We are going to be late!
- (25) Hey, do you still have my notes? I really need them.

Sample responses from Macedonian speakers:

- (26) Зошто не си одговорен?
- (27) Кој ти даде диплома?
- (28) Зар ова е убава пица?
- (29) Каде си до сега? Ајде вози побргу!
- (30) Ќе ми ги донесеш ли белешките, ако сакаш нареден пат да те услужам.

It is clear from Figure 22 that the top three most frequently used internal modifiers by American speakers are questions (80 occurrences), subjectivizers (36

occurrences) and past tense forms (30 occurrences). It is interesting that the two top modifiers (questions & subjectivizers) are present in all eight situations without any exception.

The usage of subjectivizers shows the high tendency of American English speakers to express their attitude or their opinion toward the proposition. Although most subjectivizers were used to downtone the following complaint (see example 31), there were also instances in which it is hard to decide if the speakers tries to downtone or to intensify the complaint by using subjectivizers (see examples 32 & 33).

Examples:

(31) “After I started taking this medicine I got a rash, I think I might be allergic or something.”

(32) “Um, sorry, but, uh, I think that this answer was more accurate than you put.”

(33) “I believe there has been a mistake on my exam.”

The third modifier characteristic only for American speakers are the past forms. The most common type of past forms present in the American speech were the past modals.

Examples:

(34) “Could you be quite please?”

(35) “Hey, I lent you my notes a while ago. Could I have them back please?”

Although questions are the top modifiers (81 occurrences) for Macedonian speakers as well, the other most used modifiers are downtoners (26 occurrences), embedded questions and appealers (both with 10 occurrences). It is important to note that the questions and the downtoners are present in all eight situations.

Examples:

(36) “Малку потивко ако може.” (downtoner)

(37) “Пицава е ладна, ќе сакате ли да ја замените?” (embedded question)

- Upgraders.

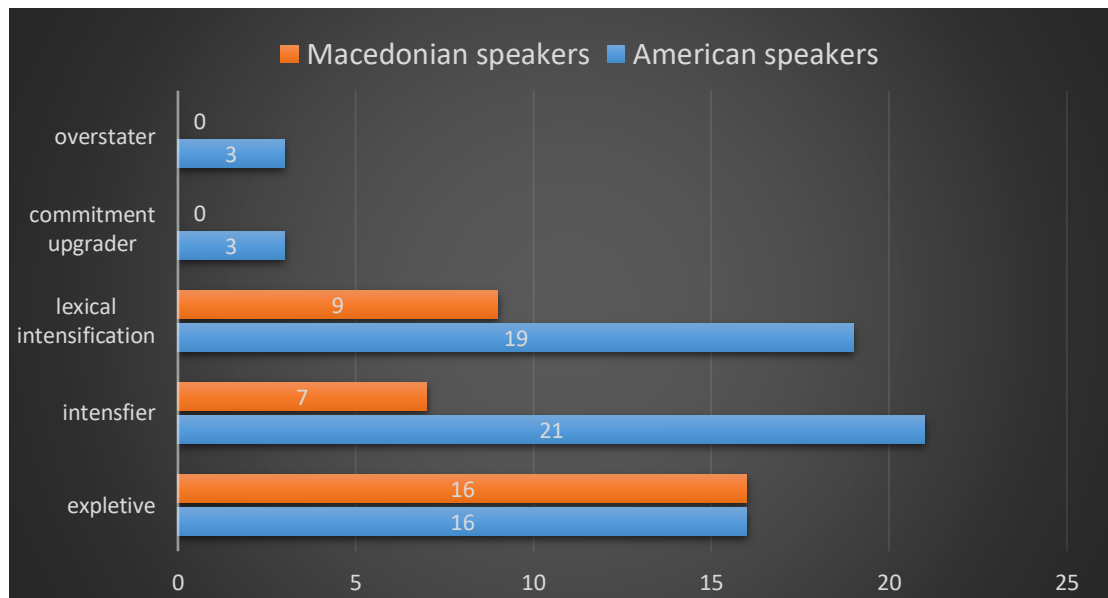


Figure 23 Distribution of upgraders in Macedonian and American complaints

The results from the data analysis presented in Figure 23 have shown that Macedonian and American native speakers employ the same upgraders in their speech. The American speakers have used mostly intensifiers, followed by lexical intensification and expletives.

Examples:

(38) What took you so long? (*intensifier*)

(39) Shut up! I'm trying to watch a movie please. (*lexical intensification*)

(40) It's about damn time. Now I'm late so you owe me lunch later. (*expletive*)

On the other hand Macedonian speakers have used mostly expletives, then lexical intensification and intensifiers. It is important to note that the Macedonian complaints do not contain any overstaters or commitment upgraders, which are present in American English.

Examples:

(41) Абе ја тебе ли ќе те чекам. Мрш да не те гледам. (*expletive*)

(42) На што личи воа, каков доктор си ти? (*lexical intensification*)

(43) Многу неодоговрно од ваша страна. (*intensifier*)

#### 4.3.2. External modification

Our data analysis shows that the American speakers use external modifiers more often (169 modifiers) than the Macedonian speakers (131).

American English speakers and Macedonian speakers share the two most frequently used external modifiers, which are the grounders and the alerters.

Examples:

(44) Can you please lower the music? I am trying to study. (grounder)

(45) Ми смета галамата морам да учам за утрешниот тест или ќе ја намалите галамата или ќе повикам полиција ! (grounder)

(46) Um, sorry, but, uh, I think that this answer was more accurate than you put. (alerter)

(47) Дечко, овде има ред. (alerter)

The other external modifiers that are used by American English speakers are preparators and disarmers, while Macedonian speakers have used a little more disarmers and then preparators.

Examples:

(48) Well, we're going to be late. (preparator)

(49) Извини, а да го запазиш редот. (preparator)

(50) Hi, sorry to bother you, but my pizza is rather cold. (disarmers)

(51) Се извинувам, но пицата е ладна. (disarmers)

Some of the most common supportive moves for external modification are shown in the table below.

Table 3: Use of external modification by American and Macedonian native speakers

External modification	American native speakers	Macedonian native speakers
preparators	<i>well, look,</i>	<i>извинете но...</i>
alerters	<i>hey, hi, um, sorry, excuse me</i>	<i>Професоре, дечко, еј</i>
disarmers	<i>sorry to bother you but, it's not huge issue but...</i>	<i>Се извинувам, но, ако може да...</i>
grounders	<i>I'm trying to study</i> <i>I have a rash</i>	<i>Бидејќи сметаме, морам да учам,</i>

If we look at the results for each situation, it can be noted that there are two exceptions: the Wrong medicine situation, in which both groups of speakers have very close value of modifiers with only one more modifier used by Macedonian speakers; and the Unfair grade situation which is the only situation where Macedonian speakers have a higher usage of external modifiers. In all of the other (six) situations the American speakers of English have used more external modifiers, which can be seen in the two figures below.

The detailed data from the analysis for each situation is presented in the two figures below.

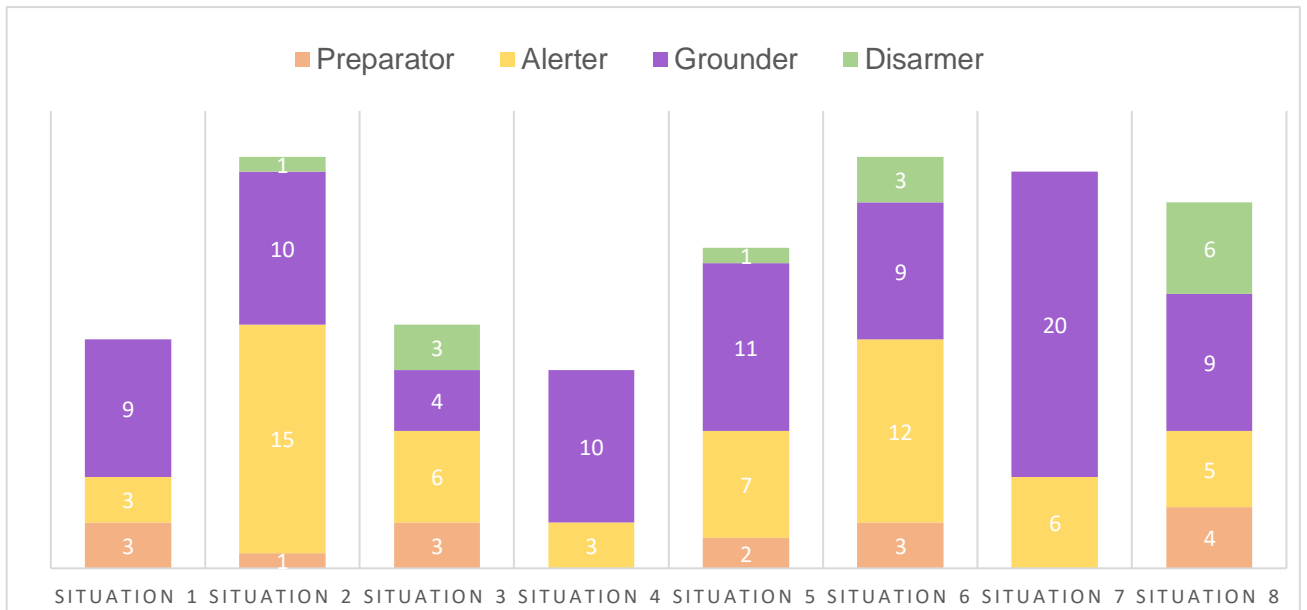


Figure 24: External modifiers applied by American native speakers

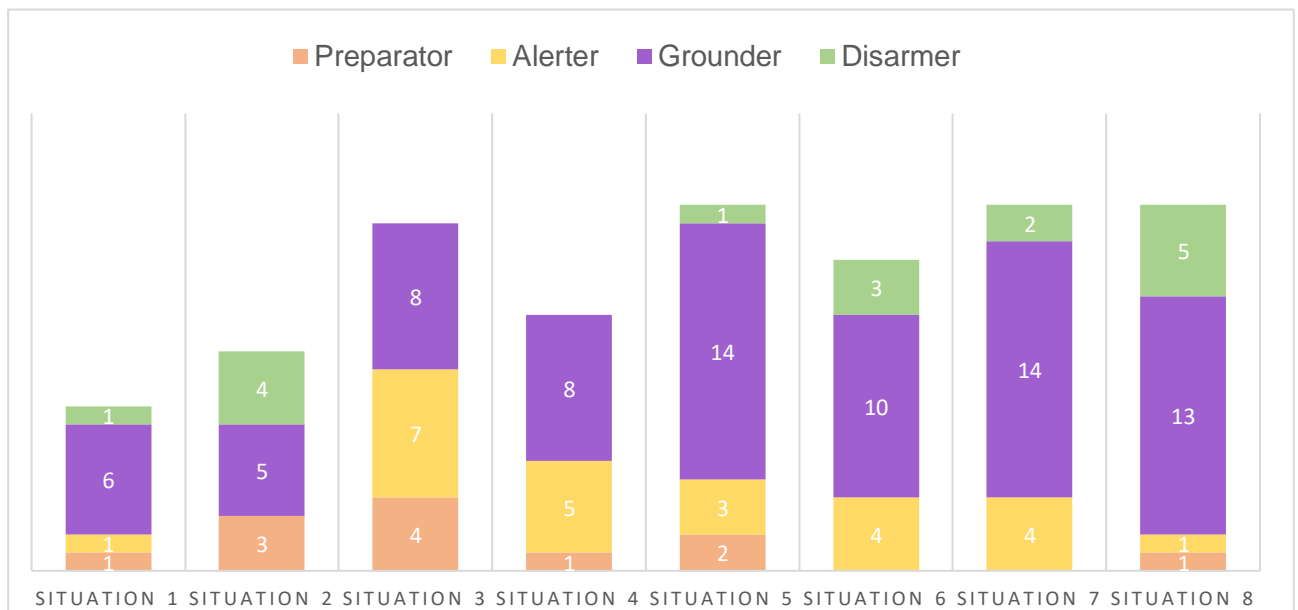


Figure 25: External modifiers applied by Macedonian native speakers

## 5. Discussion

The present study investigates the similarities and differences in the pragmatic structure of the speech act of complaining used by American and Macedonian high school students. The aim of this thesis was to determine the pragmatic structure and to compare it in the two languages by identifying the similarities and the differences. The study was carried out on an American English and a Macedonian corpus compiled through an online Discourse completion task consisting of eight situations with different severity of offence (low, medium, high) and different vertical and horizontal distance between the interlocutors. The results helped us define the most common types of complaints used in both languages.

Our research is based on the hypothesis that there are differences in how the speech act of complaining is formulated in American English and in Macedonian. The analysis of the results for each particular situation revealed that there are some differences which are characteristic for the American English speakers and for the Macedonian speakers. The low severity complaints showed differences in the strategy use and modification, the medium severity complaints showed differences in the complaint perspective and modification, while the high severity complaint showed differences in the strategy use and the perspective use.

### 5.1. Discrepancies in communication

- *Differences in the most frequently applied strategies*

The group of strategies that emerged in our research were in relation to the classification made by Trosborg (1995). The respondents in our research have generally showed similar tendencies in the usage of strategies. The two exceptions appear in the Late pick-up situation and the Wrong medicine situation.

In the Late pick-up situation the American speakers tend to express blame, while Macedonian speakers prefer expressing annoyance. This is the only situation in which the strategy of blame appears as the top strategy for American speakers. This findings show that in a situation with no power or social distance between the interlocutors the respondents from the two cultures would choose a different complaining strategy.



Example:

(52) "You are late man." (blame)

(53) "Каде беше до сега?" (annoyance)

The different strategies applied by the speakers show the different approaches the speakers have toward this situation. The closeness between the interlocutors and the low severity of the offence cause only annoyance for the Macedonian speakers. It is very common to be late for Macedonians regardless of the situation, and it is rarely seen as offensive especially between close friends. However American culture shows a great appreciation for being on time and great criticism for being late. Consequently the offence in this situation is not regarded low by the Americans, and in spite of the closeness between the interlocutors the act of blame is applied. Actually, the lack of social power or distance between the interlocutors seems to be the cause for choosing the strategy of blame by American speakers. This is the only instance in which they distance from their first choice, which is showing annoyance and it is the only situation where there is a lack of vertical and horizontal distance.

The Wrong medicine situation is the only high severity complaint that we have tested with vertical (power) distance between the interlocutors. Unlike in the previous exception, here we have completely opposite usage by the speakers. The American speakers most frequently applied the strategy of annoyance, while the Macedonian speakers most frequently applied the strategy of blame. Interestingly, this is the only instance in which the blame appears as the top strategy for Macedonian speakers.

Example:

(54) "I have a rash because of this cream so I stopped using it." (annoyance)

(55) "Како е можно да направите ваква грешка, веднаш да ми препишете нешто против осипот." (blame)

It may be concluded that we have a different tendency of expression in a situation with a high severity of offence. This means that Macedonian and American speakers have a different approach when we have an interlocutor with more social power, but also when the offence is with high severity. Americans tend to respect people that are higher on the social scale and in spite of the offence, only showed

annoyance. On the other hand, Macedonians behave differently from any of the other situations that were analysed due to the severity of the offence. The high severity of the offence is the main cause for expressing blame. It is natural for the Macedonians to clearly express their opinion and pose a direct blame on the hearer, when they find themselves not only offended, but hurt directly as well.

Although there isn't a distinction in any particular situation, we feel obliged to note that the strategy of threat appears as a cultural marker for Macedonian language. It is the third most often used strategy by Macedonian native speakers, and it occurs almost five times more often than in the speech of American speakers.

Example:

(56) Пицата е ладна. Или донесете ми топла или нема да ја платам.  
(threat)

(57) Врати се назад во редот да не те вратам јас. (threat)

This tendency of Macedonian speakers of choosing to complain by expressing threats, can be very ambiguous for American speakers and it may consequently be the cause for miscommunication or complete communication failure.

- *Differences in the complaint perspective*

Our study indisputably shows that the most frequently applied perspective in both languages is the "you" perspective. This means that both Macedonian and American English speakers show preference for vocalizing perspective that brings into prominence the role of the referent or the hearer, as explained by Haverkate (1984). In contrast to the overall analysis, there are a few exceptions that appear in the following complaints: Borrowed notes, Unfair grade, Cold pizza (a medium severity of offences), and in Wrong medicine" (high severity offence).

In the Borrowed notes situation that has no vertical or horizontal distance between the interlocutors, the American speakers have chosen the "I" perspective as the leading perspective, while the Macedonian speakers have mostly chosen the "you" perspective.

Example:

(58) "Hey, can I have my notes back?"

(59) "Мораш да ми ги вратиш белешките, ми требаат за викендот."

The Unfair grade situation with a vertical distance between the interlocutors shows a similar difference. Here the American speakers show the same preference for the "you" and "I" perspectives, but the Macedonian speakers have surprisingly used mostly the "I" perspective. This is the only instance in which Macedonian speakers use a different perspective from the leading "you" perspective.

Example:

(60) "Can you please explain me how I got this wrong?"

(61) "Is there anything I could do to lift my grade?"

(62) "Сакам да одговарам."

(63) "Дали може да си ја поправам оцената?"

In the Cold pizza situation, marked with power and social distance between the interlocutors, Macedonian speakers again applied the "you" perspective, but the American speakers chose the "it" perspective.

Example:

(64) "My pizza is cold."

(65) "Ако сакаш донеси ми топла пица."

The Wrong medicine situation is marked with high severity offence. Although the "You" perspective prevailed in both languages, it was particularly interesting that in the speech of Americans the two most often used perspectives (you and I) have almost equal frequency. Therefore we must acknowledge the "I" perspective and consequently note that there is difference in expression between speakers of English and speakers of Macedonian in a situation with a high severity of offence. This means that complaining that includes a patient and a doctor with different cultural background will definitely result in poor or unsatisfactory communication, which will consequently lead to greater problems in the doctor-patient relation itself.

Example:

(66) "I'm getting a rash. Is this a side effect of the medication?"

(67) "You gave me the wrong type of medicine."

(68) "Ти не внимаваш кога даваш рецепти? Работиш со луѓе не со предмети."

The above explained differences in relation to perspective usage are indicators for the different behaviour of Americans and Macedonians caused by the severity of the offence and the distance between the interlocutors. The Macedonians are culturally very direct and the only exception of their direct "you" perspective in the situation which includes a student-teacher relation. On the other hand, Americans change their (you) perspective only in those situations that involve medium or higher severity of offence or high vertical power between the interlocutors.

- *Differences in distribution of internal modifiers*

The overall analysis of the internal modifiers has shown that both American and Macedonian speakers have the tendency to use more downgraders than upgraders, which means that they tend to downtone the circumstances under which an offence was committed and consequently reduce the blame that is put on the complaine. The only difference between the speakers of the two language communities is the high tendency of Americans to use internal modifiers. Our further analysis has also shown that the most frequent internal modifiers in both languages are questions, which were often followed by further complaining or an explanation, as in (68) and (69).

Example:

(68) "What took you so long, you were supposed to be here 25 minutes ago?!"

(69) "Зошто доцниш толку многу? Знаеш дека мораме да стигнеме во 9."

The two other markers of the American speech were the subjectivizers (70), which rarely appeared in Macedonian speech, and the past forms (71) that American speakers used in all situations, while Macedonian speakers, on the other hand, did not use them.

Example:

(70) “I think I deserve more.”

(71) “Could you please explain where my method went wrong”.

This use of subjectivisers shows that, besides downtoning their speech, American speakers also tend to indicate their personal opinion or their attitude, which was rarely seen in the speech of Macedonians. I believe that this slight difference is caused by the cultural characteristic of Americans as being direct and explicit when complaining. These characteristics are developed from childhood, by encouraging the child to speak up, be independent, and talk freely, openly and directly.

On the other hand, Macedonian children are usually taught to behave, listen and follow the teachers or parents’ directions etc. This has caused a speech characterised solely with discourse elements that downtone their speech and appeal to the hearer’s understanding.

Example:

(72) Се извинувам ако може малку потивко.

Although we have mentioned that the use of upgraders was very low in both languages, it should be noted that again we have a slight difference in how the two groups use them. It is clear that Americans have a higher tendency for intensifying the complaint with intensifiers, while the speech of Macedonian speakers is rich with swear words/phrases and directness.

Example:

(73) Hey I really need those notes back.

(74) Абе јас тебе ли ќе те чекам. Мрш да не те гледам.

In conclusion, the overall analysis of the internal modifiers shows that both American and Macedonian speakers share the preference for the positive politeness. This means that both American English and Macedonian speech is considerate and courteous and it employs solidarity, approval, warmth and friendliness.

- *Differences in distribution of external modifiers*

In the analysis we have noted that the usage of modifiers is the same in both languages and is in the following order: grounders, alerters, preparators and disarmers. The grounders are the leading external modifiers for Macedonian speakers in all situations (75, 76, 77), while the Americans show differentiation by using more alerters than grounders in the situations of Borrowed notes (78), Unfair grade (79) and Cut in line (80).

Example:

(75) Ќе можеш ли да ми ги вратиш белешките ми требаат за есеј?

(76) Дадете ми шанса да си ја поправам оценката знам повеќе од добиениов резултат.

(77) Тука си има ред, врни се и чекај.

(78) Hey, I need my notes!

(79) Excuse me sir/miss, I don't believe I deserve the grade I got on this exam.

(80) Hello! What do you think you're doing?

However this differentiation does not seem to be related to the type of situation or any of its aspects, but we believe it appears solely because of the preference of the respondents. Also it should be noted that the situation of Unfair grade is the only instance in which Macedonian speakers have applied more external modifiers than the American speakers. The results are very close in number, so further analysis is needed to determine the cause for this differentiation, if there is one. However, it is interesting that another research that analysed the same situation of an Unfair grade, which was "The speech of Macedonian learners of English and the speech of native speakers" (M. Kusevska, B. Ivanovska, N. Daskalovska, 2016), has also showed that Macedonian learners of English use more external modifiers than the native English speakers in this context.

Generally speaking the only notable difference in relation to the external modifiers is the higher tendency of American speakers for using twice more alerters in their complaints than Macedonian speakers, regardless of the other aspects of the complaint.

## **5.2. Final comments**

Although both cultures value individuality and independence, and emphasize the freedom to express one's individual thoughts, opinions and emotions, the above mentioned differences that we have encountered in relation to the most frequent strategies, perspectives and modifiers have helped us determine the key differences in the overall speech of Macedonian native speakers and English native speakers.

### **5.2.1. Features of Macedonian speech**

The most notable difference in complaining that emerged from our research concerns complaining in situations marked with high severity offence ("Wrong medicine") and power distance between the interlocutors. When Macedonian speakers are faced with high offence situations, they restrain from the natural and frequent complaining by showing annoyance and resort to directly blaming the hearer, often using swear words. On the other hand, American speakers follow their tendency of showing only annoyance by either identifying themselves as the complainers or by establishing the hearer as the agent of the complaint.

Example:

(81) Како е можно да направите ваква грешка, веднаш препишете ми нешто против осипот.

(82) I got a rash right after I started taking this medicine.

This means that in a situation of a high severity offence, the Macedonian speech is completely expected and natural to other Macedonian speakers, while it will sound too direct, inappropriate, impolite and threatening to an American English speaker. Consequently, the interlocutors will find themselves in a face threatening act that challenges the positive face of the (American English) hearer.

The awareness of the different communication styles in both languages for high severity offences can prepare the American speakers and change their view on the possible future complaining situations, and it can also help Macedonian speakers and especially Macedonian EFL learners to be careful in intercultural communication and to adapt their speech in order not to be misunderstood.

In summary, the distinct features of the Macedonian complaints are the following:

- In situations with high severity offence and power distance between the interlocutors, the speaker directly blame the hearer/s;
- the speaker often presupposes that the accused is guilty of the offence and threatens the hearer;
- the usage of devocalizing perspective (I) appears only in the student-teacher relation;
- high use of elements to downtone the speech and to appeal to the hearer's understanding;
- use of adverbial sentences or modifiers that express tentativeness;
- high use of swear words and phrases.

### **5.2.2. Features of American speech**

One of the distinctive features of the American speech that emerged from our research is the correlation between the power distance and the internal modifiers used by American native speakers. We have already mentioned that usage of subjectivisers seems to be cultural marker of American English speech as it was proposed by Kusevska (2012). However, the further analysis also showed that the presence of subjectivisers is closely related to the vertical or the power distance between the interlocutors. The usage of this modifier is most frequent and with highest values only in the situations that include power distance between the interlocutors. This means that American speakers are especially direct, assertive and openly state their opinions or complain toward hearers with different social power. On the other hand, the lack of this modifier in the Macedonian speech leads us to the conclusion that this cultural marker can also cause an intercultural misunderstanding.

Example:

(83) I think I should have a higher grade.

(84) I believe you gave me the wrong medication.

The other distinction that emerged in the American English speech is the correlation among the severity of an offence, the power distance and the perspective



of American speakers. We have determined that the usage of “you” as the most frequently applied perspective for American speakers changes to “I” or “it” only if the situation includes high or medium severity of offence and has a power distance between the interlocutors. In these circumstances the American speakers are less direct in their complaining and choose to identify themselves as the complainers and show certain responsibility or to completely suppress the identity of the agent.

It is also very interesting that this avoidance or the use of the “It” perspective has the higher value in a medium offence situation that includes both power and social distance.

Example:

(85) Excuse me, but the pizza is cold.

However, these distinctions do not appear in Macedonian speech which again leads us to the conclusion that the misunderstandings in the intercultural communication are highly probable.

In summary, the distinct features of the American complaints are the following:

- use of direct blame only in situations that lack social and power distance between the interlocutors;
- higher tendency (than Macedonian complaints) for employing internal modifiers;
- use of devocalizing perspective in situations with power distance and high or medium severity offence;
- high and frequent use of subjectivisers, past forms and intensifiers;

### **5.2.3. The relation between culture and speech**

The distinct features of Macedonian and the distinct features of American speech are due to the different culture membership of these speakers. It is part of the Macedonian culture to be affective or i.e. to readily show your emotions regardless of the circumstances, and at the same time it is natural to be non-specific in your speech and leave much to the context. Macedonian speakers feel free to take risks and value uncertainty and ambiguity that is expressed in their speech. They value the sense for belonging and employ more polite language to members of

their group (close friends, parents...) and to people with high status, than to people outside of their group. On the other hand, American culture is more neutral, which means that they keep their emotions controlled and are more careful in the emotions that they display, and their speech is specific, logical and explicit. They tend to avoid being critical, even if they do not agree with a certain idea. Also they do not differentiate between groups and apply the same language with the previously mentioned features to all interlocutors.

These cultural differences do not mean that there is one correct way of speech, and the other is incorrect, but it means that we all have different cultural biases and it is necessary to be aware of them in order to have a successful intercultural communication. However, we also must be aware that the cultural markers are only generalizations of people's speech and show the most usual or probable speech that we can encounter for that particular culture, but it doesn't guarantee any particular speech patterns due to the personal features of the speech of each person. In order to overcome the difficulties in communication caused by those characteristic features of the language in each culture, it is of vital importance to understand those exact stylistic differences. If we are aware of our own communication style and of our interlocutor's communication style as well, then we can accommodate our language and avoid uncertainty and possible misunderstandings. Macedonian speakers can try to be more sensitive and explicit about their intended meaning. On the other hand, American English speakers can try to pay more attention to contextual cues of their Macedonian interlocutors. Therefore, by being aware and by understanding the cross-cultural differences, interlocutors can diminish cultural misunderstandings.

#### **5.2.4. The most common form of complaint**

Our work has demonstrated the differences in relation to the strategies, perspective and use of mitigation devices between American English and Macedonian speakers. Our findings show that these differences do not outnumber the similarities between the speech of American and Macedonian high school students. Despite our initial beliefs, the general results have shown that American English and Macedonian complaints share the same pragmatic structure.

These findings have helped us determine the most common form of the speech act of complaining in both American English and Macedonian.

The most common form of a complaint in both languages is a complaint in which the speaker:

- explicitly establishes the hearer as the agent of the complaint;
- expresses annoyance or disapproval and implies that he/she holds the complainees responsible for the offence;
- uses questions to mitigate the circumstances under which the offence is committed;
- uses supportive elements that provide explanation or justification for the complaint;
- uses modifiers to get the interlocutor's attention;
- uses adjectives that intensify part of the proposition
- uses intensifiers which explicitly express speaker's negative attitude.

The similar pragmatic structure of American and Macedonian complaints means that the possibility for discrepancies in the communication among these speakers is not very high. However, the complaining of both speakers is still enriched with non-significant differences that act as markers of their cultural and social identities.

### **5.3. Limitations and recommendations for further research**

Although this research has achieved its aims, we are aware that it has a few limitations. Firstly, the lack of prior research on the speech act of complaining in Macedonian has made it difficult to establish the framework for our research and to make any correlations to previous findings. An additional source of uncertainty was the small number of participants who did the discourse completion task, which restricted our ability to generalise the results or to provide strong statistical deductions. Another limitation might be the Discourse completion task. The DCT is the most frequently used instrument for measuring pragmatic competence and

eliciting responses to speech acts. The DCT is a one sided role play with background information regarding the setting, the situation and the interlocutors. It is a scripted dialogue that is considered to elicit data most similar to natural speech and it is believed to initiate productive answers. On the other hand, the responses in the DCT are not the same as the language in real-life communication, because there are some aspects that cannot be measured with this instrument. This instrument describes a hypothetical situation and people may not behave and give the same response as in a real life situation. It would be better if this instrument is accompanied by another one, in order to ensure most authentic responses.

The limitations of our study can also serve as points for further research in the field of complaining. Hopefully this study can serve as a source for future Macedonian researchers for better understanding of this speech act.

Also the possibility to analyse the speech act of complaining on a larger and more diverse number of respondents can help widen the scope and perhaps reveal more significant findings, which will consequently help broaden and validate the defined characteristics of the American and Macedonian speech.

#### **5.4. Implication of the study**

The findings of our research for the pragmatic structure of complaints can be used to improve the teaching of this speech act to Macedonian EFL learners. The speech act of complaining is particularly difficult to achieve for non-native speakers because of its pressure for social interaction and facework. This means that the data should be used as a rich source for the EFL teachers to improve and change their teaching techniques in order to raise learners' awareness of the differences in complaining between EFL learners in Macedonia and native speakers. These students should be taught the cultural and social characteristics of American English speakers that are portrayed by the differences in expressing complaints. This will help them express themselves better in English and it will eliminate any discrepancies in communication.

We suggest that the EFL teachers conduct this process in the following steps:

- talk about the realization of complaints in Macedonian with their students,

- present examples of American complaints and discuss them,
- teach students about the different severity of offence through short examples,
- talk about the different types of interlocutors,
- compare the usage of linguistic means in both languages,
- use listening exercises and discourse completion tasks (DCT) to ensure their understanding of complaints,
- use model dialogues, role-plays etc. to improve their ability to express themselves in English.

The application of all the above mentioned activities in the classroom will help students to better understand the specific structure of complaints and their appropriate features. Consequently it will enable them to produce a correct speech act, to transmit the intended meaning and avoid possible misunderstandings. The minimal changes and addition in the teaching curriculum related to speech acts and especially the speech act of complaining will enormously ease the process of teaching and understanding the pragmatic functions in English and it will definitely help the EFL students to achieve higher pragmatic competence.

## Conclusion

As most of the cross-cultural research done on speech acts, our work was also inspired by the influential CCSARP - Cross-Cultural Speech Act Realization Project (Blum-Kulka et al. 1989). The initial hypothesis which guided our work was that there are differences in the pragmatic structure of the speech act of complaining in Macedonian and American English. Using the work of Trosborg (1995), Olshtain and Weinbach (1993), Haverkate (1998) and Wahyumi (2010) we have analysed, classified and compared the Macedonian and the American English complaints in relation to the used strategies, perspective and modifiers. In this process we have identified the similarities and the differences of complaints in both languages.

In general, our research implies that the similarities outnumber the differences between Macedonian and American complaints. Based on the similarities and the overall results, we have identified a common form of complaint preferred and shared by both speakers. This complaint is characterized with: a hearer as a direct agent of the complaint, expressions of annoyance or disapproval, questions used to mitigate the circumstances under which the offence is committed, supportive elements that provide explanation or justification for the complaint, modifiers to get the interlocutor's attention, adjectives that intensify part of the proposition and intensifiers which explicitly express speaker's negative attitude.

Our research indicates that there are no-significant differences in the strategy use, the perspective and the use of internal modifiers. We have found that American speakers directly blame the hearer only if there is a lack of both social and power distance between the interlocutors. They have also shown usage of devocalizing perspective (I) in medium or high severity offences and power distance between the interlocutors. We have determined that the American speakers are prone to indicate their personal opinions and attitudes, have a higher tendency for intensifying their complaints and employ much more internal modifiers unlike the Macedonian speakers. On the other hand, we have found that Macedonian speakers directly blame the hearer only in situations of high severity offence and power distance between the interlocutors. The complaints are characterized with frequent usage of adverbials that express tentativeness and other elements for downtoning their speech and appealing to the hearer's understanding. The high use of swear

words/phrases and the frequent use of threats also appear as a distinctive cultural markers.

These findings suggest that there is a direct link between the speakers' communication styles and their culture. The American English complaints illustrate the neutral culture of American speakers, which is characterized with specific, explicit, direct and logical speech, controlled emotions and lack of differentiation between groups. It is a culture that values independence and openness. On the other hand, the Macedonian complaints describe the Macedonian affective culture. It is a culture that values the sense of belonging, solidarity and it is characterized with non-specific and emotional speech that leaves much to the context.

These cultural differences are transmitted in the communication styles of the speakers and can negatively affect the intercultural communication between the members of the two cultures. However, the small number of differences and the specific situations in which they appear have led us to conclude that the discrepancies in communication can be easily surpassed by being aware of the different communication styles and accommodating our speech to the interlocutor.

We believe that our work will help both American and Macedonian speakers to enhance the understanding of complaints and help them surpass and avoid future misunderstandings. Also it is especially useful for Macedonian teachers and students of EFL in the process of learning and developing pragmatic competence.

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## **КОНТРАСТИВНА АНАЛИЗА НА ГОВОРНИОТ ЧИН НА ПРИГОВАРАЊЕ ВО МАКЕДОНСКИОТ И ВО АНГЛИСКИОТ ЈАЗИК**

Еден од основните елементи кои што ги образуваат карактеристиките на секој јазик се говорните чинови. Културата на еден народ се отсликува преку јазикот, па така граматичките и лексичките карактеристики на говорните чинови, всушност се културни особини на еден народ. Токму поради важноста на говорните чинови во интеркултурната и меѓукултурната комуникација, но и поради малиот број на истражувања започнав со истражување на говорните чинови.

Оваа магистерска теза претставува меѓукултурно истражување и контрастивна анализа на говорниот чин на приговарање во македонскиот и англискиот јазик. Основната хипотеза од којашто се раководеше нашето истражување е дека постојат разлики во прагматичката структура на говорниот чин на приговарање во македонскиот и англискиот јазик. Поточно се анализираше перспективата во приговорите, употребените стратегии на приговарање во однос на нивната функција и контекстот во кој се употребени, како и видовите на внатрешни и надворешни модификатори што се употребуваат при приговарањето.

Целта на истражувањето беше да се дефинира прагматичката структура на овој говорен чин во двата јазика преку идентификување на сличностите и разликите, а со самото тоа да се откријат културните разлики на овој говорен чин и потенцијалните последици кои што би ги предизвикале истите во меѓукултурната комуникација.

Во истражувањето учествуваа 58 средношколци на возраст од 16 до 19 год. Од нив 29 се македонски ученици во ССУ „Коле Нехтенин“ во Штип, а 29 се американски ученици во „John Burroughs High School“ во Бурбанк, Калифорнија. Сите учесници имаа пристап до онлајн Прашалник за пополнување на дискурс на нивниот мајчин јазик (македонски/англиски) којшто се состоеше од осум ситуации кои предизвикуваат приговарање со различни карактеристики на моќ и општествено растојание меѓу говорителите и различен степен на сериозност на прекршокот. Испитаниците ги внесуваа своите

одговори, поточно го формулираа нивниот приговор за секоја од дадените ситуации.

Добиените резултати ги анализираме и контрастираме во поглед на употребените стратегии (според кодирањето на Трозборг (Trosborg, 1995)), перспективите на приговарање, како и внатрешните и надворешните модификатори (според поделбата на Вајхуни). Квантитативната и квалитативната анализа покажа дека постојат мали разлики во прагматичката структура на овој говорен чин во двата јазика. Овие разлики им ги даваат посебните карактеристики на македонскиот и англискиот јазик. Оттука утврдивме дека карактеристики кои што се јавуваат исклучиво во приговарањето на македонските говорители се следниве: директно обвинување на соговорникот во ситуации со високо ниво на прекршок, соговорникот често се смета виновен за навредата и говорителот употребува директна закана кон истиот, имаме зголемена употреба на ублажувачи, пцовки итн. Од друга страна во приговарањето на американските говорители ги забележавме следниве разлики: директно обвинување на соговорникот во ситуации со говорители без различно општествено растојание или моќ, двојно поголема употреба на внатрешни модификатори, користење на минати форми, итн.

Утврдените разлики посочуваат на директна врска меѓу начинот на комуникација и културата на говорителите. Македонските приговори ја покажуваат македонската култура којашто ја цени солидарноста и припадноста кон една група и се одликува со неодреден и емоционален говор, додека американските приговори ја покажуваат неутралната американска култура која што се одликува со прецизен и директен говор, контролирани емоции и воздржаност.

Во главно нашето истражување покажа дека сличностите меѓу двата јазика сепак се повеќебројни од разликите. Врз основа на сличностите ја утврдивме најкористената форма на приговарање која ја користат и македонските и американските говорители. Овој приговор се одликува со: слушател којшто е директен предизвикувач на приговорот, стратегии за искажување на наодобрување и негодување, употреба на прашања за ублажување на навредата, модификатори за оправдување, модификатори за

привлекување на вниманието, придавки за засилување на приговорот и директно изразување на негативниот став.

Културните сличности и разлики при приговарањето се показател за различниот начин на изразување меѓу културите. За да се има успешна меѓукултурна комуникација и да се спречат можните потешкотии и недоразбирања, неопходно е да се знаат карактеристиките и на двата јазика. Ако сме свесни за меѓукултурните разлики во комуникацијата и јазикот, како и на оној на нашиот соговорник ќе можеме да го приспособиме изразувањето и да ги избегнеме можните недоразбирања. Затоа од особена важност е да се знаат меѓукултурните разлики меѓу јазиците.

Ова научно истражување дава одговор во поглед на карактеристиките на говорниот чин на приговарање што ќе им помогне и на македонските и на американските говорители во идната комуникација. Сметам дека резултатите и заклучоците од истражувањето се најкорисни за наставниците по англиски како странски јазик, а воедно и самите ученици. Доколку наставниците внесат мали промени во наставата и ги запознаат учениците со: различните начини на приговарање, направат споредба меѓу приговорите во англискиот и македонскиот јазик преку примери, разговараат за различните видови на соговорници и сл. ќе им помогнат на учениците подобро да го разберат приговарањето на англиски јазик и да бидат поуспешни во формирањето на приговори. Преку мали промени во наставата ќе добиеме поуспешно совладување на прагматичките функции на англискиот јазик, а со самото тоа и повисока прагматичка компетенција кај самите ученици.

## Appendix I

### Discourse Completion Task - Complaints

#### Page 1

Thank you for agreeing to take part in this survey analysing the discourse of High School students. It is part of the following master thesis: "A Contrastive Analysis of the speech act of complaints in English and Macedonian". The acquired data will be used to help the Macedonian students of ESL in their learning process.

#### Page 2

What is your native language? \*

How old are you? \*

Age:  years old

You have class at 9:00. A friend was supposed to pick you up for school at 8:30, but she/he doesn't show up until 8:55. When she/he pulls over, you say: \*

You allow a new student in your class to borrow your notes. She/he promises to give them back to you by the next class, as you need them to write a paper over the weekend. She/he forgets. You approach her/him and say:

\*

**You get the results from a final exam and you are not happy. You believe you deserve a higher grade. You go up to your professor and say: \***

**You have been prescribed the wrong dose of medicine. As soon as you start taking it, you get a rash. You go to the doctor and say: \***

**You are studying for a test you have tomorrow. Throughout the evening, you are being disrupted by noise coming from the upstairs apartment belonging to a new neighbor who is having a party. Not being able to work anymore, you go upstairs to complain about the noise. You say: \***

**You are standing in line for food at your school cafeteria, when a younger student cuts in line in front of you. You say: \***



**You go to an Italian restaurant that is well-known for its pizza. When your pizza comes, it's cold. You call the waiter/waitress and say: \***

**Your parents are constantly talking as you're trying to watch a movie. You turn back and say: \***

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## Appendix II

### Дискурс анализа - Приговори

#### Page 1

Ви благодарам што се согласивте да учествувате во оваа анкета која го анализира дискурсот меѓу средношколците. Анкетата е дел од следната магистерска теза: "Контрастивна анализа на говорниот чин на приговарање во англискиот и македонскиот јазик". Добиените податоци ќе бидат искористени за подобрување на процесот на изучување на англискиот јазик како странски јазик од страна на македонските ученици.

#### Page 2

Мајчин јазик: \*

Возраст: \*

 години

Имаш час во 9h. Пријателот требало да те земе во 8:30, но тој/таа доаѓа дури во 8:55. Кога застанува со автомобилот, велиш: \*

Ги позајмуваш белешките од часот на новиот ученик. Тој/таа ветува дека ќе ти ги врати на наредниот час, бидејќи ти се потребни да пишуваш есеј за време на викендот. Тој/таа заборава. И/Му пристапуваш и велиш: \*

Ги добиваш резултатите од последниот тест и не си среќен. Веруваш дека заслужуваш повисока оценка. На професорот му велиш: \*

Препишана ти е пограшна доза од лекарството. Само што си почнал/почнала да го земаш, добиваш осип. Одиш кај докторот и велиш: \*

Учиш за утрешниот тест. За време на вечерта те прекинува галама што доаѓа од горниот стан во кој новиот сосед прави забава. Бидејќи не можеш да работиш, одиш да се жалиш за галамата. На соседот му велиш: \*

Стоиш во редица во училишното бифе, кога помлад ученик наеднаш влегува во редот и застанува пред тебе. Му велиш: \*

Одиш во италијански ресторант кој е познат по пицата. Ти ја донесуваат пицата ладна. На келнерот му велиш: \*

Твоите родители не прекинуваат да зборуваат додека ти се обидуваш да гледаш филм. Се вртиш и им велиш: \*

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## Appendix III

1. Wha is your native language?	2. How old are you?	3. You have class at 9:00. A friend was supposed to pick you up for school at 8:30, but she/he doesn't show up until 8:55. When she/he pulls over, you say:
English	18	I'm driving myself to school from now on.
English	18	Do you think we will make it in time
English	17	What took you so long? Let's go!
English	19	Why were you late? I thought you were suppose to pick me up at 8:30.
English	18	We're going to be late. You know that, right?
English	16	You better have a present for me...
English	18	I'm going to be late!!
English	18	Nothing. I'm grateful for the ride.
English	17	Well, we're going to be late. That's life.
English	17	We are going to be late. Where have you been?
English	16	"Hey, next time you're late, would you mind giving me a call so I can see if I can hitch another ride. My teacher really doesn't tolerate me being late. Now let's go!"
English	16	Where were you? We are going to be late!
English	17	Thanks, but you couldn't get here earlier?
English	17	I next time I'm telling you class starts at 8:30
English	18	Dude what the hell, I'm going to be late, you were supposed to pick me up at eight thirty, I can't afford to be late to first period again, oh my god Mister Madooglu is so nice and I'm going to show up late to his class ect ect.
English	16	You're late.
English	17	hey man, why you late? wtf i have class
English	17	What the fuck? You got better things to do than pick me up? Bitch, drive.
English	17	Where were you?
English	18	WHAT THE HELL MAN CLASS IS AT 9 IM GOING TO BE LATE
english	18	screw it let's bail and go see a movie.
English	17	It's about damn time. Now I'm late so you owe me lunch later.
english	18	I told you what time we needed to be there, it would be nice if you could show up on time.
English	17	What took you so long? You said you'd be here by 8:30
English	18	I'm gonna be late!
English	17	"What took you so long, you were supposed to be here 25 minutes ago?!"
English	16	oh come on man. We're late
English	18	You are late man
English	18	Where were you ?

<b>4. You allow a new student in your class to borrow your notes. She/he promises to give them back to you by the next class, as you need them to write a paper over the weekend. She/he forgets. You approach her/him and say:</b>	<b>5. You get the results from a final exam and you are not happy. You believe you deserve a higher grade. You go up to your professor and say:</b>
(I'm assuming the weekend came and went) could I get my notes back?	Could you please explain where my method went wrong?
Hey can I have my notes back	Hey are you sure this is graded correctly
Can I have my notes back?	Why was my grade so low?
Hey you forgot to give me my notes back can I have them?	Why did I get this grade and what can I do to bring it up? Because I feel like I deserve a better grade.
Hey. Can I get my notes back?	¿Por qué tengo esta calificación?
Hey, do you still have my notes? I really need them.	Look, I'm not trying to be greedy or anything but I really feel that I deserve a better grade.
I need my notes back!	I wouldn't go up to my professor.
Hey I need my notes back I have to write a very important.	Why did is my grade so low? I thought I did well.
Hey, could I have my notes back? I need them to write a paper.	I would never pester my professor to try and get a higher grade.
I really need the notes for the homework this weekend. Can you send me a picture of my notes tonight?	Can I please see the questions that I got wrong on the test and can you explain the answers to me?
"Hey, do you still have my notes? I really need them for the essay I have to write this weekend, so I kind of need them back now. Sorry, you can borrow them again afterwards if you still need some more time to copy. I can even send pictures if you want."	"Hi, I was wondering if you would mind going over my final exam with me. I feel that my grade that I got doesn't reflect how much I've learned and improved in this class and I was just wondering if there was anything I missed, or could do to improve upon it."
Hey, I lent you my notes a while ago. Could I have them back please?	I believe there has been a mistake on my exam.
Hey can I have my notes back?	Excuse me sir/miss, I don't believe I deserve the grade I got on this exam.
I'm sorry if you didn't finish but I'm going to need the notes back to write a paper	I don't understand why I got this grade, can you explain?

Hey, I need my notes!	Um, sorry, but, uh, I think that this answer was more accurate than you put.; ; (more realistically, either "nothing" or "please raise my grade, I did X, Y, and Z)
Where's my notes.	Could you re-evaluate my paper.
Hey, you forgot my notes, give them back. I'm not letting you borrow my notes anymore. Trust gone.	"hi professor, i got a low score on my test and i was wondering why, i feel like i should have gotten a better score. Can we go over it?"
You got my notes? I need them, so make with em.	I want to talk about my results.
Hey, I need my notes back now.	Can we go over the exam together to see what exactly I'm doing wrong?
WHAT THE HELL MAN I NEEDED THOSE NOTES FOR MY PAPER I DIDN'T WRITE	WHAT THE HELL IS THE F ON MY PAPER MAN YOU OBVI MADE A MISTAKE ON MY TEST .
Hey are you still using my notes?	Can you show me how the answers are wrong?
I need my notes back. I couldn't write my paper this weekend.	Can you please explain to me how I got this score because I don't understand how I got it.
It's not a huge issue but next time i let you borrow my notes and i let you know that i need them the next day then i really do need them the next day.	I studied really hard for this and i believe that i did better than the grade that you gave me could you please look it over it.
I needed those papers and now my papers late because of you	Is there anything i can do to lift my grade
Um, I kind of really needed those, but whatever.	Can you please explain why I got this one wrong?
"Dude I need my notes"	"I felt I deserved a better grade"
hey I really need those notes back	I think I should have a higher grade.
I need my notes back	Can you please explain to me why I got this score. I think I deserve more.
I need my notes back	Soory prof, but can you tell me why I didn't get a higher grade.

<p><b>6. You have been prescribed the wrong dose of medicine. As soon as you start taking it, you get a rash. You go to the doctor and say:</b></p>	<p><b>7. You are studying for a test you have tomorrow. Throughout the evening, you are being disrupted by noise coming from the upstairs apartment belonging to a new neighbor who is having a party. Not being able to work anymore, you go upstairs to complain about the noise. You say:</b></p>
<p>Someone messed up, could I please get the proper dosage.</p>	<p>Wouldnt go up, would call the police.</p>
<p>I been getting rashes from this medicine, what the heck.</p>	<p>Hey can you turn it down.</p>
<p>I have a rash from the medicine. I think you prescribed me the wrong dose.</p>	<p>Can you keep the noise down please</p>
<p>You prescribed me the wrong medicine can I be compensated for this?</p>	<p>Can you keep it down? I'm trying to study for an important test I have tomorrow</p>
<p>Hello Doctor, could you please check my dosage because I started to get a rash.</p>	<p>This is too loud for me.</p>
<p>Am I supposed to be getting a rash?</p>	<p>Hey, I'm your downstairs neighbor and I have a big test tomorrow. Do you think you could possibly turn down the volume a bit?</p>
<p>Is there something wrong? I have a rash.</p>	<p>I wouldn't complain. It's not my business.</p>
<p>I have a rash because of this cream so I stopped using it.</p>	<p>It's too late for this ruckus. Please turn down the music.</p>
<p>I'm getting a rash, maybe I should change this medication.</p>	<p>I would never complain about that, it's called headphones.</p>
<p>I'm getting a rash. Is this a side affect of the medication?</p>	<p>Hey can you please keep it down a little I'm really trying to study for a test tomorrow.</p>
<p>"So, I understand this is supposed to be helping me, but I have had a nasty rash ever since I have started taking this medicine. Is there any alternatives I could take instead that would relieve me from this?"</p>	<p>"Hey, excuse me, I'm your downstairs neighbor. I have a HUGE test tomorrow and I'm really trying to study, but all the banging and noise is making it very hard. Would you mind keeping it down a little, just until I'm done studying at least please. Thank you."</p>
<p>Could you please fix this? I don't like this.</p>	<p>SHUT UP! Do you know how hard it is to study with all this noise? Please keep it down.</p>
<p>Doctor, you gave me the wrong prescription, and now I have a rash.</p>	<p>Hi, I live downstairs and I'm trying to get some work done. Can you please keep down the noise?</p>
<p>After I started taking this medicine I got a rash, I think I might be allergic or something</p>	<p>(I probably wouldn't say anything at all in all honesty but for the purpose) Hey I'm you downstairs neighbor. I was wondering if you can try to keep it down, because it's getting late and I need to cram for a test.</p>
<p>I got a rash right after I started taking this medicine?</p>	<p>Hey, shut the fuck up, I'm trying to study, jesus fucking christ.</p>
<p>You gave me the wrong type of medicine.</p>	<p>Could you turn it down?</p>
<p>"i need new medication i have a rash so can i also get anti itch cream please?"</p>	<p>please keep the noise down I'm trying to study, also next time you're having a party please invite me.</p>



What the fuck? Make this shit better. Needs to happen.	Can i get lit with y'all?
You gave me the wrong prescription and now I have a rash. Can you do something about it?	Hi, I'm _____ from downstairs. I'm trying to study for a test tomorrow so I was wondering if you could tone it down a little. It's hard for me to concentrate.
WHAT THE HELL MAN , WHAT IS THIS NON SENSE I COULD HAVE DIED MAN.	WHAT THE HELL MAN WHERE IS MY INVITE TO THIS PARTY?
hey doc i think I got the wrong medication, I have rashes now so what do I do?	Dude what the fuck? does the noise have to be that loud? I'm trying to study and I would appreciate it if you durned it down so I can focus
What kind of doctor doesn't describe the right medicine. I better get my money back for this.	Can you please lower the music? I am trying to study.
You need to pay more attention next time, it is your job.	Please turn it down because i'm busy and trying to get things done and you're being extremely disrespectful.
What type of doctor are you	Im gonna call the cops if you don't quiet down
Yeah, I think this wrong dosage.	Shut the f*** up!!!
"I think you gave me the wrong prescription."	"Hey I have this huge test tomorrow I'm trying to study for, could you maybe keep it down?"
Hey doc. You were probably wrong with the prescription	Could you please turn the music down?
I believe you gave me the wrong medication	Can you please keep down the noise?
hello Doctor, could you check my prescription. I have a rash	Do you think you could possibly turn down the volume a bit?

<b>8. You are standing in line for food at your school cafeteria, when a younger student cuts in line in front of you. You say:</b>	<b>9. You go to an Italian restaurant that is well-known for its pizza. When your pizza comes, it's cold. You call the waiter/waitress and say:</b>
It's not fair to the rest of us who have been waiting, go to the back.	My pizza is cold, send it back please.
Get in back of the line.	Hey this pizza is cold.
Hey! No cutting!	My pizza is cold, can you please heat it up
I'd threaten him to move if he doesn't comply then I'll move in front of him	I need to get my money back and a free pizza
Hey, go back in line.	Hey, my pizza is cold. Could you please reheat it?
Hey buddy, no cutting.	My pizza is cold...

Nothing. It doesn't matter.	Nothing. It's rude to send food back.
Nothing. I wouldn't care	My pizza's cold can you warm it up?
Nothing, I don't care and the cafeteria food sucks anyway.	Cold pizza is just as good. I would eat it without complaints.
Hey, back of the line.	My pizza is cold. Can you heat it up please?
"Excuse me, but you can't cut. I've been waiting in this line for much longer so please, do the same and go to your rightful spot. Thank you."	"Hi, sorry to bother you, but my pizza is rather cold. Is there any way to warm it up a bit. Thank you."
Hey, I was here first. What do you think you're doing?	Is this pizza supposed to be cold?
Hey, can you not cut in front of me please?	Excuse me, but my pizza is cold. Can I get another?
Hey kid, get to the back	Can you reheat the pasta it has gotten cold
Absolutely nothing. I don't care.	I'm so sorry, but this pizza is a little cold. Could you please reheat it?
I'm going to report you for skipping in front of me.	I thought this was a fabulous restaurant, I guess I was wrong.
hey bud, i don't care if you cut but its gotta be behind me...move	hi my pizza is cold, please make me a new one (if the waiter/waitress is sassy tho i make a scene and demand a free pizza)
Cut behind me, I need my food.	Why isn't this warm.
Excuse me, I was here first.	Excuse me, my pizza is kinda cold. Do you think you could heat it up for me again?
WHAT THE HELL MAN THERE'S A THING CALLED A LINE AND THE LINE STARTS BACK THERE	WHAT KIND OF RESTAURANT SERVES COLD PIZZA?
Hell no kid, you go to the back!	Hey ,y pizza is cold, can you heat it up more?
Back of the line buddy boy.	Can you warm this up please? My pizza is cold.
Excuse me but i was in line first. You can take the spot anywhere else.	Please take this back and warm it up, i came for hot pizza not cold.
back of the line mister	it's cold
Nothing.	I'm not going to eat my food unless it's warm and fresh. Please take it back.
"Excuse you?"	"Why is this cold"
Helloo! What do you think you're doing?	Excuse me, but the pizza is cold.
get back in the line kid	Sorry, but I didn't order a cold pizza.
Excuse me, I was here first.	Can you warm this up please?

**10. Your parents are constantly talking as you're trying to watch a movie. You turn back and say:**

Can you guys argue in another room please?

Be quiet

Shhhhhh

Shut up I'm trying to watch a movie please

¿Está bien si podemos hablar más tarde por favor?

Oh my god shut the fuck up

Can you stop talking please.

Shut up!!!!

I'm trying to watch this movie, please quiet down.

Shhhhh! I'm trying to watch the movie.

"Hello! I'm watching a movie in here, would you please be a little quieter so I can hear it. Thank you. Maybe could you move into another room? Thank you. Sorry, I just couldn't hear a thing."

Please be quiet, I'm trying to watch the movie.

Mom. Dad. I can't hear the movie I'm watching. Could you keep it down, please?

Mom, dad I love you but I'm trying to watch this movie and you guys are being really loud so I can hear. So don't get mad at me for highering the volume

Shh. I'm trying to watch a movie.

Could you be quiet please?

stop talking! if you wanna talk during the movie watch it another time when I'm not watching it. Thanks

Can you stop please?

Can you please go talk somewhere else? I'm trying to watch a movie.

WHAT THE HELL MAN IM WATCHING A GOD DAM MOVIE

Shut up i'm trying to watch a movie! damn!

I am trying to watch a movie here.

Shh. I'm trying to pay attention to the movie.

shutup mom

Shut up I can't hear anything.

"hush."

I am trying to watch a movie here!

Would you be quiet. I'm trying to watch

Let me watch the movie, will ya?

## Appendix IV

1. Кој е твојот мајчин јаз?	2. Колку год. имаш?	3. Имаш час во 9:00. Твојот пријател треба да те земе во 8:30но тој/таа доаѓа во 8:55. Кога ќе застане со автомобилот му/и велиш:
Македонски	16	Какво е ова доцнење? Требало да ми засвониш на мобилниот и да ми кажеш.
Македонски	16	Те молам друг пат не доцни
Македонски	16	Те молам да побрземе ќе задоцниме
Македонски	16	Ајде бе брат што направи?
српски	15	Се извунувам, но зошто доцниш, знаеш дека сум на часови од 9
Македонски	17	Зошто те немаше толку долго, ајде да одиме, касниме.
Македонски	17	Зошто доцниш чекам 20 мин
Македонски	17	Дека си до сега
Македонски	16	Каде беше до сега
Македонски	16	Абе ја тебе ли ќе те чекам. Мрш да не те гледам
Македонски	17	Шо каснеш бе
Македонски	17	Ако уште едншка закаснеш ќе ти се налутам
Македонски	17	Дека си до сега
Македонски	18	Зошто каснеш
Македонски	16	Колку е саато ќе закаснеме
Македонски	18	Шо е работата со тебе, секогаш каснеш
Македонски	15	Побрзај
Македонски	16	Нареден пат не се договарам со тебе
Македонски	16	Зошто закасна
Македонски	16	Те молам нареден пат биди точен/точна.
Македонски	17	Каде беше до сега?
Македонски	16	Побрзај, ќе задоцниме
Македонски	17	Зошто ти требаше толку време? Ајде да побрземе, ќе задоцниме.
Македонски	16	Зошто се задржа толку долго?
Македонски	17	Каде си до сега? Ајде вози побргу
Македонски	17	Зошто доцниш толку многу? Знаеш дека мораме да стигнеме во 9.
Македонски	17	Ќе задоцнам на час каде беше до сега ?
Македонски	17	Доцнам за час, каде беше до сега, мораме да побрземе !
Македонски	9	Ne e ubavo da se docni

4. Ги позајмуваш белешките на новиот ученик во класот. Тој/таа ти ветува дека ќе ги врати до наредниот час, бидејќи мора да пишува есеј, но заборава. Му/и велиш:	5. Ги добиваш резултатите за последниот тест и не си задоволен. Веруваш дека заслужуваш повисока оценка. На проф. му/и велиш:
Нареден пат кога ќе ми побараш нешто нема да ти дадам зашто ова е многу неодговорно од твоја страна.	Професоре дали ќе може да си ја поправам оцената.
Те молам мајка ти или татко ти да ги прати по такси ми требат за викендо	Може ли да одговарам
Те молам утре донеси ми ги	Што да научам за да одговорам
Кога ќе ми ги врнеш белешките	Професоре сакам да си поправам
Се извинувам кога ќе ми ги вратиш белешките бидејќи ми требат	Професоре мислам дека знам многу повеќе дали може да одговарам за подобра оценка.
Поради тебе ќе добијам слаба оценка. Донеси ми белешките.	Професоре ќе одговорам нареден час, че научам се.
Срам да ти е	Може ли двојка
Не е лошо да ми ги вратеш белешките	Па добро е
Каде ми се белешките	Нареден час ќе одговарам
Јас поклони ли ти ги за дома белешките	Што е ова
Не ќе биде лошо да ги врнеш белешките	Нема да се карам
Нареден пат не ти давам	Ова не е фер, заслужувам повеќе. За џабе ли учи јас
Дека се белешките смотан	Сакам да одговарам нареден час
Може ли да ми ги вратеш белешките	Проф може ли да одговарам за да си ја поправам оцената
Ќе ми ги донесеш ли белешките ако сакаш нареден пат да те послучам	Проф, ова што го правите не е фер
Нели немаше да забравеш бе. Гледам донесе ги	Проф воа не е уред од ваша страна
Зошто не си одговорен	Сакам да одговарам
Повеќе нема да ти давам ништо	Може ли да одговарам
Зошто ли ветуваш	Сакам да одговарам нареден час
Ќе можеш ли да ми ги вратиш белешките?	Ќе може ли да си ја поправам оценката?
Нема проблем, ќе ги донесеш наредниот пат.	Следниот пат ќе биде подобро.
Дека после школо ќе одиме до неговата куќа за да ми ги даде	Дали може да правам поправен тест или да одговарам на истиот материјал
Извини, ќе можеш ли да ми ги вратиш белешките ако не ти требаат повеќе бидејќи ми се потребни мене.	Професоре, мислам дека оценката на тестот не го покажува моето вистинско знаење, дали може да одговарам повторно за да се поправам?
Може ли да ми ги вратиш белешките?	Професоре, дали може да ја поправам оценката од тестот?
Ми вети дека ќе ми ги вратиш. Како знаеш врати ги	Сакам да одговарам за повисока оценка
Ако си разгледал/а белешките дали ќе може да ми ги вратиш,ми требаат за есејот.	Дали ќе можам да одговарам за овој материјал бидејќи сметам дека го добро совладано и треба да имам повисока оценка од оваа на тестот.

Ќе можеш ли да ми ги вратиш белешките ми требаат за есеј?	Ќе можам ли да одговарам за повисока оцена сметам дека заслужувам повеќе
Мораш да ми ги вратиш белешките ми требаат за викендот	Дадете ми шанса да си ја поправам оценката знам повеќе од добиениов резултат
Te molam ne gi zaboravaj utre navistina mi trebaat	Moze li da mi objasnite kade zgresiv. Mislam deka sum odgovoril za povisoka ocena

<b>6. Ти препишале погрешна доза од лекот. Откако ќе почнеш да го земаш добиваш осип. На докторот му велиш:</b>	<b>7. Учиш за утрешниот тест. Вечерта те прекинува бучава од горниот стан каде што новиот сосед прави забава. Не можеш да работиш, па одип да се пожалиш и му велиш:</b>
Многу неодоговорно од ваша страна...	Никој нема да ви забрани да слушате музика, но не живеете само вие во оваа зграда. Има луѓе што одат на работа и сакаат да одморат. На што личи ова?
Докторе сте ми дале погрешни лекови да ми ги дадете потребните	Ќе може ли да не галамите учам за тест
Докторе сте ми препишале погрешна терапија.	Ве молам за разбирање утре ќе имам тест
Ти ненормален ли си	Намалете ќе преземам мерки
Докторе вашата доза е погрешна, можете да ми напишете, дали следниот пат може да внимавате.	Се извинувам дали може тивко да разговарате бидејќи ми сметате
Абе ти гледап ли шо пишуваш, главата ќе ти ја скршам.	Ај малку потивко за да не презимам некои мерки.
	Се извинувам може ли потивко. Утре правам тест
Абе шекнат еден	Абе колку е саато
Што си ми препишал ти на мене	Колку е саато прекини веќе
Срамота е	Ако не прекинеш ќе те фрлам од терасата
Кој ти даде диплома бе	можам да работам и на галама
Докторе сакате ли да ме убиете	До кога ќе трае забавата, бидејќи треба да учам
Шо си препишал ти тука	Колку е саато бе
Докторе сте ја згрешиле дозата, кажете сега што да правам	не ми смета
Кој ти ја даде лиценцата? Колку ја плати?	Друже де ако сакаш намали со музиката
Малку да не погрешите докторе?	
Поправете си ја грешката	Може ли да престанете за одредено време
На што личи воа, каков доктор си ти?	Не се наоѓаш сам во зградата
Зошто ме излажавте	Малку потивко ако може, учам за тест
Дозата која ми е препишана е погрешна, што да сторам?	Ќе сакате ли да ја намалите музиката бидејќи не можам да учам

Шо си ми дадел бе?	Прекини или ќе те стрелам.
Да ми даде нешто друго	Дека мора да учиш и дека ни требало да ја намали музиката
Поради нечија грешка, а оигледно ваша ми се влоши ситуацијата. Како можам да го исправам ова? Внимавајте следен пат, некој нема да биде трпелив како мене.	Јас разбираам дека досаѓам, но навистина ми смета галамата. Ако може да ја намалите музиката, би ви била благодарна.
Лекарствата кои ми ги препишавте ми предизвикаа осип. Што да направам?	Дали може забавата да биде малку потивка, имам многу за учење а ми смета.
Ти не внимаваш кога даваш рецепти? Работиш со луѓе, не со предмети	Те молам намали ја музикатс
Докторе/ке од лекартството кое ми го препишавте добив осип. Ве молам проверете за каков лек станува збор?	Дали ќе можете да ја намалите музиката, затоа што ми пречите и не можам да учам, а правам многу важен тест.
Добив осип дали е можно да е од лекарството	Ми смета галамата морам да учам за утрешниот тест или ќе ја намалите галамата или ќе повикам полиција !
Добив осип мора повнимателно да се однесувате, можеше да биде и полошо	каква е оваа галама мора да бидете потивки имам за учење
Kako e mozno da napravite vakva greska vedna prepisete mi nesto protiv osipot	Dali moze malku da ja namalite muzikata se obiduvam da rabotam

<b>8. Стоиш во редица во училишната кафетерија, кога помлад ученик ти го зема редот и оди пред тебе. Му/и велиш:</b>	<b>9. Одиш во познат италијански ресторант. Ти носат ладна пица. На келнерот/келнерката му/и велиш:</b>	<b>10. Твоите родители непрестајно зборуваат додека гледаш филм. Се вртиш и им велиш:</b>
Колку некултурно.. Овој не е воспитан... Немам зборови.		
Врати се во редот	Може ли топла пица, а не ладна од нека	Може ли да прекинете гледам филм
Почитувај го кодексот на однесување		Ве замолувам за тишина.
Пополека мали	Ако сакаш донеси ми топла пица	Де трајте си глеам филм или одете у другата соба
Јас дојдов пред тебе, дали може да се вратиш назад бидејќи не е културно.	Се извинувам но пицата е ладна,. Дали може да ја врнете	Дали можете да зборувате потивко бидејќи го глледам мојот филм.
Дечко ај врни се позади.	Абе затоа ли сте познати по пиците за да ми ја донесеш ладна ли?	Ај тишина малку или одете во друга соба.
Мали ај назад		Де потишина малку главата ме боле
Мали дека бе	Те молам друга пица	Ајде прекинете веќе еднаш

Шо праеш ти бе	Донеси ми тошла пица	Доста више прекините
Враќај се назад, да не те врна јас		Ај потишина
Ај врни се да не дојдам	Дечко??	Мамо ај патувајте малце
Застани си у редо, ние не сме будали што чекаме тука.	Ресторан за пици, а пицата ладна	Де трајте неможам да го гледам филмо
Дека ќе одеш, застанни малку	Ај земи ја пицата и донеси ми топла	Тишина малку што е тоа тука
Еј јас сум на ред, почитувај го редоследот	Господине пицата е ладна, ако може да ја смените	не ми смета
Мали ајде врати се во редот	Зар ова е убава пица	Може да зборувате по завршување на филмот
Де малку потргни се назад	Брат пицата е ногу жешка у уста не се става	Де малку потивко ако може гледам филм
Мрдни се, јас сум тука	Сакам топла пица	Надвор излезите
Тука си има ред, врни се и чекај	Каков ресторан е ова?	Излезите надвор ако ви се зборе
Врати се назад и чекај	Земете ја пицава. Сакам свежа и топла, а не од вчера	Малку потишина сакам да гледам филм
Почитувај ги останатите следен пат	Пицава е ладна, ќе сакате ли да ја замените?	Сослушајте ме
Мавни се бе!	Ти отспан ли си?	Прекините!!!
Дека сите брземе и треба да го почитува редот	Да ми донесе друга	Ако не го гледаат филмот да одат во другата соба или да го прекинеме филмот
Извини, а да го запазиш редот? Некој овде чека од прееска.	Не сум задоволна од пицата, би сакала да ја вратам.	Престанете веќе, ништо не можам да слушнам.
Те молам застани во редот, јас сум пред тебе.	Се извинувам, пицата е ладна. Дали може да ми направите друга?	Може да зборувате малку потивко, не можам да го гледам филмот
Дечко овде има ред	Донеси ми нова,топла. Не плаќам за џабе	Ве молам престанете
Другар не се влегува вака во редот,ние овде стоиме и чекаме долго време.Врати се назад каде што треба.	Се извинувам,но зошто пизава е ладна?Не нарачав ладна пица?Сакам да ми направите нова.	Ве молам престанете со разговорот или одете во друга просторија и зборувајте.Гледам филм и не можам да се сконцетрирам на него,ми пречите
Врати се назад , почитувај го редот !	Не сум задоволен, пицата е ладна ве молам донесете ми нова	Се обидувам да гледам филм или не зборувајте или одите во другата соба
Врати се назад во редот да не те вратам јас	Пицата е ладна или донесете ми топла или нема да платам	Прекинете за зборувате се обидувам да гледам филм !
Zastani i cekaj vo redot	Smenete ja i donesete mi topla vo sprotivno ne ja plakam	Moze li malku potivko se obiduvam da gledam



**Ana Koceva**

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**University "Goce Delchev" - Shtip**