

Complaint Strategies in Arabic: An intra-Lingual Comparison of Jordanian and Saudi female Undergraduates

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ABSTRACT

This study aims to investigate the complaint strategies that Jordanian and Saudi female undergraduates use when complaining about their academic advisors to friends, people in charge, and the complainers themselves. A data completion task (DCT) with three scenarios was devised and given to 34 female undergraduates (17 Jordanians and 17 Saudis). The results revealed 19 complaint strategies. These strategies indicate that Jordanian females are more aggressive and offensive than Saudi females, who are quieter and have more control over themselves when they express complaints.

Keywords: Complaint Strategies, Speech Acts, Saudi, Jordanian, Arabic Language, Politeness.

INTRODUCTION

Speaking a language entails the performance of speech acts (Searle, 1990: 19). Therefore, speech acts are important elements of communication, and speakers of a language need to know how to carry out speech acts properly.

Speech acts have received considerable attention from researchers after the important categorizations were introduced by Austin (1962), and Searle (1976). These scholars classify illocutionary speech acts into five sets, with some differences. Austin (1962) classifies speech acts as: verdictives, executives, commissures, behabitives, and expositive while Searle (1976, 10-13) classifies them as: assertives, directives, commissures, expressives, and declarations. Based on Austin's and Searle's classifications, Cohen (1996) mentions representatives, directives, expressive, commissures, and declaratives, in which the speech act of complaint was classified under the category of "expressive". Deveci,

(2003: 2) asserts that the significance of speech acts has created interest in research into a number of related issues for both first language and second language learning.

Complaining or complaint, which will be used interchangeably in this study, is a speech act which expresses the complainer's reaction to a displeasing behavior or utterance in a certain situation, or to a feeling of being annoyed. A speech act is an utterance that serves a function in communication (e.g., apology, request or greeting). According to Moon (2001), *complaint* is a face-threatening act to the hearer; therefore, the speaker ought to be cautious in order not to hurt the hearer's feelings and impair the relationships between them. When making complaints (Wannurk, 2005), people often use indirect strategies in order not to offend the other party and to avoid being impolite, rude or disrespectful.

A complainer can present the complaint in ways that indicate objectivity and seriousness that help its being considered seriously as well (Edwards, 2005: 5). Tanck (2002), asserts that the speech act of complaint occurs when a speaker reacts with displeasure or annoyance to an action that has affected him/her in an unfavorable manner. Nureddeen (2008) assures that the choice of

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linguistic expressions to convey certain communicative purposes is governed by social conventions and the individual's assessment of situations. Bonikowska (1988) identifies four categories explaining the reasons for opting out complaint as a complaint strategy: the conditions for the act of complaining, the relationship of the act to the speaker's goals, the relationship of the act to the social goal, and the contextual factors. Olshtain and Weinbach (1988) indicate that though languages and situations vary, the expression of a complaint generally falls under one of five strategies: below the level of reproach, expression of annoyance or disapproval, explicit complaint, accusation, and warning. DeCapua (1998) adds three more strategies used by the German participants: request for repair, justification, and criticism.

The *Macmillan English Dictionary for Advanced Learners* (2002) defines *complaint* as "a written or spoken statement in which someone says they are not satisfied with something." Laforest (2002: 1595) defines complaint as "an expression of dissatisfaction addressed by an individual A to an individual B concerning behavior on the part of B that a feels is unsatisfactory". These two definitions indicate that a complaint may be expressed directly to the complaint addressee or indirectly to another person, may be oral or written, and represents some kind of communication between two interlocutors where part B, from the point of view of party A, holds complete responsibility for the annoyance or displeasure of party A.

The present research aims to explore Jordanian and Saudi undergraduate female students' complaints in various educational situations. It also aims to find out if they vary their strategies when they complain to peer friends, to people in charge, and to the complainer themselves. Therefore, the question of the study is:

This study differs from studies that investigated the speech act of complaining by EFL learners for two reasons (Abdolrezapour, Dabaghi, & Kassaian, 2012; Ayu & Sukyadi, 2011; Bikmen, 2015; Cohen & Olshtain,

1993; Fatmasari, 2015; Mofidi & Shoushtari, 2012; Nakabachi, 1996; Park, 2001; Rhurakvit, 2011; Umar, 2006; Tabatabaei & Balakumar, 2014; and Yaramadi & Fathi 2014). First, this study compares between two Arab groups using their native language. Therefore, it is an intra-lingual study. Second, using a discourse completion task (DCT) with three educational scenarios devised by the researcher, it investigates the speech act of complaining alone, which differs from studies that investigated this speech act alongside with one or more other speech acts (e.g. Al-Hammuri, 2011; Mubark, n.d.).

Unlike the well-defined speech acts such as apologizing, requesting, and complimenting, complaining is comparatively more complex in that it has no pre-determined forms and the interpretations are often negotiable (Chen, Chen & Chang, 2011). However, the speech act of complaint of Saudi and Jordanian university female students has not been studied yet. It is hoped that it will help researchers involved in the educational field gain insights into the speech act of complaint and seek to improve how it is handled in an educational setting. Second, it may encourage further research, which may lead to the enrichment of the field of speech acts in general, and the speech act of complaint in particular. Third, it will encourage teachers to better understand the speech act of complaint and engage with it more effectively in their classroom routines.

Literature Review

Different attempts have been made to find the impact of gender on the performance of the speech act of complaint. Most have found that female speakers use more positive politeness strategies than males in the context under investigation (Akinci, 1999; Ayu & Sukyadi, 2011; Jui-chun, W., 2013; Lin, 2007).

Saleh (2010) reveals that Jordanian subjects use more than one complaint strategy in each situation. Females prefer remaining silent and use shorter utterances than males do with fewer religious expressions and proverbs. However, AL Hammuri (2011) and Al-Omari (2008)

carried out comparative studies in which they studied Jordanian and American students' complaints. On the one hand, Al-Hammuri (2011) shows that American and Jordanian students employed a number of similar strategies when expressing indirect complaint. These strategies include: expressing annoyance, blaming, criticizing, demanding justification, suggesting alternatives, sentencing, threatening, regretting, mentioning the offensive act, future action, asking for advice, warning, proverbs, asking for help, opting out, request for a solution, irony, asking for opinion, and expressing justification. On the other hand, Al-Omari (2008) reveals that Jordanian and American respondents employed 15 complaining strategies together: mentioning the offensive act, sentencing, adverse criticism of the hearer, threat, placing blame, suggesting alternatives, demanding justification, reprimands, joking, accusation, regret, implication, request, future action, and avoidance. The Jordanian respondents were the only ones to employ the strategy of regret, while the strategy of demanding justification was used only by the American respondents. The Americans provided more speech acts and tended to be more direct than their Jordanian counterparts.

Chen, Chen and Chang (2011) studies American and Taiwanese university students' complaints. Six complaint strategies (opting out, interrogation, dissatisfaction, accusation, request for repair, and threat) were identified and analyzed in terms of their overall and combined use across eight complaint-provoking scenarios. The quantitative analysis revealed that both samples showed similar distributions in both overall and combined strategy use whereas the qualitative analysis showed differences in their choice of linguistic forms and expressions of semantic content. Murphy and Neu (1996) finds that Korean learners preferred the use of criticism over the strategies of explicit or direct complaint which American learners preferred when complaining to professors about low marks.

Rinnert and Iwai (2002) shows that the Japanese respondents were direct with both friends and professors,

while Singaporean respondents were somewhat direct with the friends and indirect with professors, and the American respondents were indirect with friends and somewhat direct with professors.

Zhoumin (2011) reveals that Chinese respondents showed greater respect to professors than to parents, whereas the Americans were the opposite, though they tended to use physical expression (fight). With professors, the Americans used ignorance, annoyance or disapproval, offensive act, explicit complaint, accusation, and threat whereas the Chinese students only used ignorance, offensive act, annoyance or disapproval, and explicit complaint. Yue (2007) finds that Chinese subjects differed significantly from their American counterparts in their choice of complaint strategies when stating their grievances to professors, intimates, friends and strangers. The Chinese subjects showed greater respect to professors than the Americans did. With interlocutors of equal social status, the Americans subjects complaining degree displayed a gradually descending tendency along social distance continuum, while the Chinese had intimates and strangers at both ends with friends in the middle.

Prykarpatska (2008) finds that Ukrainian friends apply the whole rank of complaint strategies from the least offensive to the most severe. Native speakers of American English use the most indirect and conventionally indirect strategies. It also found that Ukrainians prefer elliptic "to make sure" general questions, elliptic exclamatives and different types of special questions about the particulars of the event, whereas Americans tend to use the full versions of the general "to make sure"-questions, complex clauses with personal/impersonal subjective embedding and what-questions about the event in general.

Tabatabaei (2015), using Murphy and Neu's (1996) modified taxonomy, reveals that English native speakers use polite strategies most when they complain to a professor or a person of equal status while their Persian counterparts use offensive strategies viz. threat and

criticism. When complaining to a person of lower status, English native speakers use demand and justification and threat most while their Persian counterparts use justification, request, demand, criticism, and threat the most.

Bikmen (2015) reveals that requests, hints, annoyance, threats/warning and direct accusation were the most commonly used by Turkish and British natives. However, modified blame, indirect accusation, blame (personal), and blame (behavior) were less used. Natives (Boxer, 1993) use indirect complaints as a positive strategy for establishing points of commonality.

Umar (2006) reveals that British native speakers, when complaining to a friend, used conveying a sense of annoyance or dissatisfaction, request, and excusing oneself for imposing, respectively. When complaining to a boss/bother, they used establishing context or support followed by a request, with a criticism or warning coming last.

Chang (2001) shows no difference in the use of the strategies identified by Olshtain and Weinbach (1988) though all the subjects preferred using explicit complaint, followed by threat. Accusation and warning and expression of annoyance or disapproval shared similar frequencies of occurrence, while a complaint below the level of reproach was least frequently used.

Hartley (1998) shows that direct complaints occupied only 20% of the utterances, while 75%–80% of the elicitations were mitigated complaints, indirect complaints, and the choice of opting out. Lin (2007) finds that females preferred the strategies of explicit complaint and opting out.

Jui-Chun (2013) reveals that female Hakka speakers were more polite than males and they could choose an “ask for repair” strategy. Male Hakka speakers were also more aggressive and tended to choose severe complaint strategies with interlocutors of relatively similar social status. Hakka speakers were more inclined to use an “opt out” strategy when facing recipients of higher social status.

Trosborg (1995) shows that the strategies used by the two groups had very much in common, with annoyance occurring most often and hints, accusation, and blame less often. Trosborg also finds that strategies frequently depend on whom the complaint is uttered to, while Akıncı (1999) finds that the severity of the complaint differed depending on the situation, and that neither the young nor the adults complained using direct forms with fathers, directors and professors, who were considered to be formal addressees.

The review of literature shows that few studies have been carried out on Jordanian students' complaints while none on Saudis. It is hoped that more attention will be given to study the speech act of complaint by the researchers.

The study

- Question of the study:

The present study aims to answer the following question:

What are the complaining strategies that Jordanian and Saudi female undergraduates use when they complain about their academic advisors concerning certain advisory situations to peer friends, persons in charge, and the complainers themselves?

Sample:

The sample of the study consisted of 34 Jordanian and Saudi undergraduates (17 participants of each nationality), with ages ranging between 18 & 25 years old. They were volunteers with different majors from the humanities faculties of Yarmouk University in Irbid, Jordan and King Saud University in Riyadh, Saudi Arabia.

Both groups are Arabs from two neighboring countries. Both countries are kingdoms. Jordan is a small poor country with few natural resources, whereas Saudi Arabia is a larger rich country with many natural resources. Co-education is the system of education at Jordanian universities whereas in Saudi Arabia it is not. The majority of Jordanian students pay tuition fees and

go to the university by public transportation whereas Saudi students pay no fees at all, and females use the university buses or their families' own vehicles. Some Jordanian students receive monthly salaries while all Saudis do.

Data collection instrument:

The researcher devised three educational scenarios regarding a situation with an academic advisor that could provide undergraduates with opportunities to complain so

that they arrive at a satisfactory solution for their complaint. Complainers have to complain to three complaint addressees: a peer friend, a person in charge, and directly to the complainer. A discourse completion task (DCT) was designed to elicit the data necessary to answer the question of the study. The distribution of the situations and people concerned with the complaints included in the study instrument is as in Table (1).

Table (1)

Distribution of situations and people concerned with the complaint

Situation no.	Source of complaint	Complainer (Complaint addresser)	Complaint addressee	Complainer
1	Academic advisor's behavior	Female students	1. Peer friend 2. Person in charge 3. Complainee	Academic advisor at university
2	Academic advisor's behavior	Female students	1. Peer friend 2. Person in charge 3. Complainee	Academic advisor at university
3	Academic advisor's behavior	Female students	1. Peer friend 2. Person in charge 3. Complainee	Academic advisor at university

Data analysis procedure:

The subjects of the study provided a total of 228 speech acts. The Jordanians provided in the DCT 108 speech acts while the Saudis provided 120. The researcher along with three other colleagues analyzed the speech acts, considering each speech act utilized by the respondents as a separate strategy, even if the same answer contained more than one speech act. However, scenarios that were left without a response were not considered at all.

Findings

The present study aims at investigating Saudi and

Jordanian University students' complaints to others, through answering the following question:

What are the complaining strategies that Jordanian and Saudi female undergraduates use when they complain about their academic advisors concerning certain advisory situations to peer friends, persons in charge, and the complainers themselves?

To answer the question, the frequencies of strategies were calculated according to the person whom the complaint was directed to.

The frequencies of complaining strategies directed by the complainer to the "peer friends" are shown in Table (2).

Table (2)

Complaint strategies directed to peer friends

Strategy	Jordanian	Saudi	Total
Accusation	8	11	19
Expressing frustration	0	3	3
Opting out	1	3	4
Request	0	5	5
Direct Complaint	2	9	11
Criticism	0	5	5
Warning	0	3	3
Inquiry	3	0	3
Sarcasm	8	2	10
Expressing anger	6	0	6
Obscenity	4	0	4
Cursing	4	0	4
No complaint	1	0	1
Total	37	41	78

Table (3)

Complaint strategies directed to persons in charge

Strategy	Jordanian	Saudi	Total
Accusation	3	5	8
Expressing frustration	0	1	1
Opting out	0	1	1
Request	3	17	20
Direct Complaint	8	9	17
Blame	1	1	2
Giving advice	1	1	2
Suggestion	1	1	2
Inquiry	12	1	13
Sarcasm	1	0	1
Expressing anger	1	0	1
Regret	1	0	1
Cursing	1	0	1
No complaint	1	6	7
Total	34	43	77

Table (2) shows that when Jordanian and Saudi students complained to their peer friends, they provided 78 complaining speech acts. These speech acts were classified into a total of 13 strategies: accusation, expressing frustration, opting out, request, direct

complaint, criticism, warning, inquiry, sarcasm, expressing anger, obscenity, cursing, and no complaint. The Jordanian students used 9 of these strategies while the Saudi students used 8 strategies. This means that there were strategies that were used by the students of each

group which were not used by the students of the other group. This table also shows that the Jordanian students used accusation and sarcasm most, with a total of 8 frequencies each, while the Saudi students used accusation and direct complaint most, with the totals of 11 and 9 frequencies, respectively.

The frequencies of complaining strategies directed by the complainer to the “person in charge” are shown in Table (3).

Table (3) shows that when Jordanian and Saudi students complained to the persons in charge, they provided 77 complaining speech acts. These speech acts were classified into a total of 14 strategies: accusation, expressing frustration, opting out, request, direct complaint, blame, giving advice, suggestion, inquiry,

sarcasm, expressing anger, regret, cursing, and no complaint. The Jordanian students used 12 of these strategies whereas the Saudi students used 10 strategies. This means that there were strategies that were used by the students of each group that were not used by the students of the other group. This table also shows that the Jordanian students used inquiry and direct complaint most, with the totals of 12 and 8 frequencies, respectively, while the Saudi students used request and direct complaint most, with the totals of 17 and 9 frequencies, respectively.

The frequencies of complaining strategies directed by the complainer to the complainers themselves are shown in Table (4).

Table (4)
Complaint strategies directed to the complainers themselves

Strategy	Jordanian	Saudi	Total
Accusation	1	0	1
Opting out	1	4	5
Request	4	6	10
Direct Complaint	9	10	19
Blame	2	3	5
Giving advice	4	2	6
Suggestion	0	1	1
Inquiry	10	0	10
Sarcasm	1	1	2
Threat	0	2	2
Reproach	2	0	2
Regret	1	0	1
Cursing	1	0	1
No complaint	1	7	8
Total	37	36	73

Table (4) shows that when Jordanian and Saudi students complained to the complainers themselves, they provided 73 complaining speech acts. These speech acts were classified in a total of 14 strategies: accusation, opting out, request, direct complaint, blame, giving advice, suggestion, inquiry, sarcasm, threat, reproach,

regret, cursing, and no complaint. The Jordanian students used 12 of these strategies while the Saudi students used 9 strategies. This means that there were strategies that were used by the students of each group that were not used by the students of the other group. This table also shows that the Jordanian students used inquiry and direct

complaint most, with the totals of 10 and 9 frequencies respectively, while the Saudi students used direct complaint and no complaint most, with the totals of 10 and 7 frequencies, respectively.

Discussion of the findings

The study found that both Jordanian and Saudi undergraduates used 19 complaining strategies to complain for and about their academic advisor with the inquiry strategy occupying the first rank by the Jordanians and the direct complaint and request strategies by the Saudis. These strategies were extracted from 228 speech acts provided: 108 by the Jordanian undergraduates and 120 by the Saudi undergraduates. That 19 complaining strategies could be extracted from 228 speech acts indicates that the Arabic language is a rich one. This advantage might not be available in some world languages.

The Jordanian undergraduate students employed 15 strategies whereas the Saudis employed fourteen strategies. They both shared the use of 10 strategies. Sharing roughly about 50% of the strategies (10/19) by the respondents using a DCT indicates that there is a considerable degree of commonality between Jordanian and Saudi students that might result from their being neighbors. The following are examples for each shared strategy if necessary from the respondents with its translation.

1) **Accusation:** a. (للمزملة) صبح، ما عندها سالفه. [They really have nothing to say, (to the friend/ Saudi)].
b. عنجد ما بفهموا، ومش عارفة كيف بفتحوا الجامعات. (للمزملة) [Really, they don't understand; and I cannot tell how they establish universities, (to the friend/Jordanian)].

2) Opting out: (للمسؤولة) [Referring to another advisor, (to person in charge/ Saudi)].

3) Request: (للمسؤولة) أطلب تغيير المرشدة الأكاديمية. [I am applying to change the academic advisor, (to the person in charge/ Saudi)].

4) Direct complaint: أخبرها بأنني أتردد على مكتبها دائماً [I tell her that I come to her office

but don't find her, (to the academic advisor/Jordanian)].

5) Inquiry: ليش حضرة المرشد ما يتعاون معنا؟ (للمسؤولة) [Why doesn't the academic advisor cooperate with us, (to the person in charge/ Saudi)].

6) Sarcasm: (للمزملة) هذا المرشد يالله يرشد حاله. [This advisor can hardly advise himself, (to the person in charge/ Jordanian)].

7) No complaint: (للمرشدة) ما أروحلها. ما أتكلّم، أسكت. [I don't go to her. I don't say anything. I keep silent, (to the academic advisor/Saudi)].

8) Blame: نزلتلي مادة من المفروض ما نزلت وبعد ما أخذتها خبروني، يعني الصبح يخبروا. (للمسؤولة) [I was given a course that I shouldn't have taken; and when I had finished it, they informed me that it is not required in my study plan. It is better they inform us before they register such courses, isn't it? (to the person in charge/ Jordanian)].

9) Suggestion: a. يعني أنا دافع رسوم المادة على الفاضي. [Did I pay tuition fees for nothing? You should either count this course or equate it, (to the person in charge/ Jordanian)].
b. أقولهم يعدلون الوضع الوضع وينزلون لي مادة ثانية ويغيرون (للمسؤولة) [I tell them to solve the issue or to give another course instead and to replace the academic advisor, (to the person in charge/ Saudi)].

10) Giving advice: مرحباً دكتور، وين كنت بالساعة المكتبية، إذا مش قدها لا تنزل ساعات مكتبية. (للمرشد) [Hello Dr., Where were you during your office hours? If you don't have time, don't assign office hours in your course plan, (to the academic advisor/Jordanian)].

Jordanian undergraduates used 5 strategies which Saudi undergraduates did not use:

11) Expressing anger: (للمزملة) بصرخ بزعل وبعصب. [I shout angrily and nervously, (to the friend)].

12) Obscenity: (للمزملة) مسبات غير أخلاقية لا تذكر [Unmentionable immoral obscenities, (to the friend)].

13) Cursing: الله يلعنهم ما أحقرهم، ما لقيت ولا كلب فيهم (للمزملة) [Damn such rude advisors. I couldn't find any dog of them, (to the friend)].

14) Regret: (للمرشدة) يا حسرة علينا، تبا لك من جامعة. [I regret, (to the academic advisor/ Saudi)].

[Alas, damn such university, (to the academic advisor)].

15) Reproach: معاتبته بشكل قوي لأن تعاونه من حقوقي (للمرشد) [I admonish him/her seriously. His/Her cooperation is one of my rights, (to the academic advisor)].

Saudi undergraduates used 4 strategies which Jordanian undergraduates did not use. These strategies are:

16) Expressing frustration: يا الله، لماذا فعلت ذلك؟ ما [O' God! Why did she do that? I didn't expect that she would do it, (to the friend)].

17) Criticism: مش عارفة ليش حاطين مرشادات. [I don't know why they assign academic advisors, (to the friend)].

18) Warning: أنبه عليها وأذكر لها الموقف حتى تأخذ [I warn her and remind her of this situation so that she can be careful, (to the friend)].

19) Threat: أقول لها أنا لا أريد أي تعاون معك بعد الآن (للمرشدة) [I tell the academic advisor that I don't want to cooperate with her anymore, (to the academic advisor)].

The Jordanian undergraduates' use of expressing anger, obscenity, cursing, regret, and reproaches complaining strategies (examples 11-15) could be ascribed to multiple reasons. First, Jordanians in general, and university students in particular, might feel that they face lots of social, psychological, and economic problems resulting from current circumstances that have nearly affected all aspects of their life, like the recent influx of Syrian refugees. Second, Jordanian undergraduates are rather unique in the Arab World in that they pay tuition fees at state universities (example 9 a). Third, traveling by public transportation obliges all travelers, including university female students, to hear all kinds of words which in some cases can be shameful and impolite; hearing such words might have its impact on female students to use them among themselves or with others to express their feelings towards certain situations. Moreover, studying with male students and spending long hours studying with them at the university might encourage females to imitate some males' behaviors in in

expressing their complaints. These reasons could be enough to account for their aggression to others and to be more emotional and upset most of the time.

The Saudi undergraduates' use of expressing frustration, criticism, and warning as complaining strategies (examples 16-19) could likewise be ascribed to multiple reasons. First, Saudi undergraduates do not pay any tuition fees at state universities. Second, they get a monthly salary from the university. Third, formal socializing with all nationalities (peers and teachers at schools, lecturers at university, maids and drivers at home, nurses and physicians at hospitals, shopkeepers at shopping centers) would have some kind of influence on their behavior. Fourth, religious education at home, school and university might have a moderating impact on their behaviors. These reasons could be enough to help them have more self-control, behave more calmly and act more rationally. Example 9 b shows a Saudi respondent who was relaxed and asked for an alternative course, which means that she did not mind spending an extra term at university. Example 19 indicates that Saudi female undergraduates care for each other and have good will towards others.

The findings of the current study agree partially with some previous studies (e.g. Al-Omari, 2008; Rinnert & Iwai, 2002; Trosborg, 1995; and Yue, 2007). This partial agreement could be ascribed to the data collection tool used and the variables investigated and how they have been treated. The Jordanian respondents' employment of "regret" and providing less speech acts when compared to their Saudi counterparts agree with Al-Omari (2008). The Saudi female directness in complaining to friends and advisors agrees with Japanese respondents in Rinnert and Iwai (2002). The use of "accusation" that showed a high frequency by both groups with friends contradicts with Trosborg (1995), whereas they agree in the use of "blame". Chinese and American respondents (Yue, 2007) agree with Saudi respondents and differ from the Jordanian respondents in their respect for their professors/advisors.

The use of blame, criticism, suggestion, warning, threat, opting out, request and sarcasm by the Jordanian and Saudi respondents is in line with the same strategies employed in Al-Hammuri (2008) by Jordanian and American respondents. It also agrees with American and Taiwanese respondents (Chen, Chen & Chang, 2011) in the use of accusation, opting out, and threat. Differences in the severity of the complaint agrees with Akinci (1999). The Saudi participants' use of polite strategies agrees with English native speakers, while Persian native speakers agree with the Jordanian participants' use of offensive strategies (Tabatabaei, 2015). Chinese students' respect for professors (Zhoumin, 2011) agrees with the Saudi participants, while the Jordanian participants' use of offensive acts and accusation agrees with the American respondents. The Jordanian participants' use of offensive complaint strategies agrees with male Hakka speakers who tended to choose severe complaint strategies (Jui-Chun, 2013).

Bikmen (2015) agrees with findings of the current study in the high use of requests and accusation and less use of blame by both groups of each study. Ukrainian friends (Prykarpatska, 2008) agree with the Jordanian respondents in the use of the whole range of complaint strategies from the least offensive to the most severe. In Saleh (2010), providing more than one speech act in each

answer agrees with both the Jordanian and Saudi participants. Finally, there are some studies that the findings of the current study hardly meet (e.g. Boxer, 1993; Chang, 2001; Hartley, 1998; and Lin, 2007).

Conclusion

The findings of this study and the findings of other studies carried out in Arabic using a DCT (Al-Hammuri, 2011; Al-Omari, 2008; and Saleh, 2010) demonstrate the use of a large number of complaining strategies. This number of strategies might have resulted from the scenarios devised by the researchers, or the variables that have been investigated so far, or the imprecise categorization of speech acts in general, and the speech act of complaint in particular in Arabic language textbooks; or according to Chen, Chen, and Chang (2011) that this speech act has no pre-determined forms and the interpretations are often negotiable. Thus, including speech acts in general, and the speech act of complaint in particular in Arabic language textbooks might help standardize and streamline their classification. The speech of complaint still needs further investigation, especially in the Arabic language. More studies should be carried out in Arabic so that a standardized taxonomy can be arrived at.

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أساليب الشكوى في اللغة العربية: مقارنة بين الطالبات الأردنيات والسعوديات

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ملخص

هدفت الدراسة إلى المقارنة بين طالبات الجامعة الأردنيات والسعوديات عند الشكوى من المرشدين. وقد تم دراسة هذه الأساليب عند توجيه الحديث إلى الأصدقاء، المسؤولين والمُشتكى منهم أنفسهم. استخدم الباحث الاستبيان المفتوح (DCT) كأداة بحث والذي تكون من ثلاثة حوارات. تكونت العينة من (34) طالبة، (17) أردنية، و (17) سعودية. توصلت الدراسة إلى تحديد (19) أسلوب شكوى مُتَّبَع من كلا الفريقين. كما أظهرت النتائج أن أساليب الأردنيات كانت أكثر هجومية وعدائية من السعوديات اللاتي أظهرت هدوءً وضبطاً للنفس بشكل أكبر.

الكلمات الدالة: أساليب الشكوى، أنواع الحديث، أردني، سعودي. اللغة العربية، التهذيب.

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