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**Investigating the Realization of the Speech Acts of Complimenting and  
Complaining**  
**The Case of English Language Master Students at Larbi Tébessi  
University, Tébessa, and a Group of English Native Speakers**

A Dissertation Submitted to the Department of Letters and English Language in Partial  
Fulfilment of the Requirements for the Degree of Master in Language Sciences

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## Abstract

This pragmatic study aims to examine complimenting and complaining speech acts across Algerian and British cultures. EFL learners must accomplish both linguistic competence and pragmatic competence to build abilities based on both language accuracy and appropriateness, for the sake of not falling in a cross-cultural pragmatic trap. The current study investigates whether there are any differences or similarities between Algerian non-native English Speakers' answers (NNESSs) and British native English speakers' answers (NESs), concerning the realization of both complimenting and complaining speech acts. The subjects of this study are forty two (42) Algerian NNESSs at the Departement of English at Laarbi Tebessi University, in addition to seven (07) British NESs. Additionally, we rely on a mixed method triangulation design to end up with an overall interpretation. The data collecting tool is a discourse completion task (DCT) which is administered during the academic year 2021-2022. Moreover, a set of various models have been followed in order to analyze the provided answers (Manes and Wolfson, 1981; Herbert, 1986-1990; Trosborg 1995; Laforest 2002; Olshtain and Weinbach 1987). The analysis of the obtained data revealed more similarities than differences between non-native participants and native ones in the realization of both speech acts. Therefore, it is recommended to reinforce EFL learners' awareness about the role of culture in interpreting speech acts in general and complimenting and complaining in particular.

*Keywords:* Pragmatics, complimenting speech act, complaining speech act, cross cultural pragmatics, mixed method

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***Dedication***

*First of all, I should be very grateful to our **God ALLAH***

*I whole heartedly dedicate this work to:*

*My credible gift my precious **parents** for their endless love, sacrifices, prayers, support, and encouragement I needed to be who I am now*

***Myself** who grew up with love, loyalty, patience and will*

*My sweet brothers **Anoir, Mohamed, and abd-Errazzak***

*My soulmate little sister **Hibet-Errahmen***

*My dear fiance **Youcef** for his support and love*

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*My dear **uncle**, god bless his soul*

***Bouthaina BENDIB***

***Dedication***

*Praise be to Allah for enabling me to complete this humble work.*

*I would love to dedicate this work to:*

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***My mother** for her love, sacrifices, support and encouragement*

*My kind-hearted sister in law **Wanessa***

*My only two brothers **Yahya** and **Ismail***

*All **the teachers** who believed in me*

*All the people whom I love*

***Zed-El-Khir Ferial YAHYAOUI***

## List of Abbreviations

- **CC:** Communicative Competence
- **CCP:** Cross Cultural Pragmatics
- **CCSARP:** Cross-cultural Speech Act Realization Patterns
- **CEFR:** Common European Framework of Reference
- **CF:** Compliment Form
- **CR:** Compliment Response
- **DCT:** Discourse Completion Task
- **EFL:** English as Foreign Language
- **FTAs:** Face Threatening Acts
- **ILP:** Interlanguage Pragmatics
- **L1:** First Language
- **L2:** Second Language
- **LS:** Language Sciences
- **M1:** Master One
- **M2:** Master Two
- **MMR:** Mixed Method Research
- **NA:** No Answer
- **NES:** Native English Speakers
- **NNES:** Non-native English Speakers
- **NNSs:** Non Native Speakers
- **NSs:** Native Speakers
- **PC:** Pragmatic Competence
- **SAT:** Speech Act Theory

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## General Introduction

This chapter represents the background of the study, research questions, the objectives of the study, significance of the study, methodology, and the structure of the study as well.

### 1. Background of the Study

Pragmatics is a field where socio-cultural contexts and intercultural communication can be studied. According to Chin Lin (2007, p. 92) “Pragmatics is a field of knowledge that can be recognized as a socio-cultural context study in intercultural communication”. One of the concerns of pragmatics is where non-natives and natives must focus more on their way of communication taking into account not only the grammatical rules and the vocabulary of the target language, but most importantly the appropriateness of the different cultural issues. Hymes (1972) argued that the wrong use of grammar affects the right form of the message while inappropriate pragmatics leads to wrong messages or misinterpretation (cited in Kecskes, 2015). This latter lies on the notion of pragmatic failure and the misunderstanding of interlocutors’ messages. Therefore, EFL learners must be both linguistically competent as well as pragmatically competent (Hymes, 1972). Furthermore, pragmatics provides EFL learners with the opportunity to integrate themselves with native speakers and interact appropriately in this globalized world. Speech Act Theory (SAT) is one of the pragmatics theories that help accomplishing a successful cross-cultural communication. Complementing and complaining speech acts are the heart of the current study; it is where the Algerian non-native English speakers’ answers have been compared with British native English speakers’ answers to investigate the similarities and differences between the two different cultures. It aims also to shed the light on the importance of pragmatics as a field of study to enhance cross-cultural communication.

## 2. Statement of the Problem

The reason behind choosing this topic is to comprehend the way EFL learners perform speech acts across different cultures. Because the mastery of the target language needs to go beyond the grammatical aspects (Hymes, 1972), the researchers seek to compare non-natives' and natives' realizations of both speech acts. Since the lack of knowledge concerning L2 socio-cultural rules leads to a miscommunication and pragmatic failure, the researchers seek to raise teachers' awareness concerning this matter. The current study intends to investigate the similarities and the differences between Algerian NNEs and British NESs concerning complimenting and complaining speech acts to check whether there are any differences or similarities between both cultures. The researchers aimed to choose complimenting and complaining speech acts in particular due to some specific reasons. Concerning complimenting, first, Nelson (1996) claimed that despite the fact that extensive research has been conducted on compliments, few cross-cultural studies have investigated complimenting speech act (cited in Nelson et al., 1996). The socio-linguistic examination of complimenting in non-Western speech communities remains less investigated (Adachi, 2014, p. 01). Thus, this dissertation brings much needed discussions of this speech act in an Arab society; more specifically in an Algerian one which is a non-Western community, making a significant contribution to the field. Furthermore, Arab studies on compliments include Yemeni, Jordan, Egyptian, Saudi Arabian contexts that were discussed in the same speech community; i.e., discussing compliments only between Yemeni people, or solely between Jordan people; they were not cross-cultural studies. However, up to the researchers' knowledge, compliments among Algerians were neither discussed in the same speech community nor cross-culturally. Thus, in the present study, the researchers are trying to investigate compliments cross-culturally between British native speakers and Algerian non-native speakers. Second, the researchers selected the complaining speech act in particular

because first it is considered as the least studied speech act (DeCapua, 1998 and Ekmekci, 2015). Moreover, it has been noted that the complaining speech act is performed differently across cultures (Shea, 2003 and Yian, 2008). These reasons motivated the researchers of the current study to investigate the realization of those speech acts across Algerian and British cultures.

### **3. Research Questions**

The research questions that the present research addresses are:

1. What are the similarities and the differences between Algerian Master English language learners at Larbi Tebessi University and British native English speakers in the realization of complimenting and complaining speech acts?
2. To what extent does gender affect the participants' realization of complimenting speech act?
3. What is the degree of severity of both Algerian non-natives and British natives' complaints?

### **4. Research Assumptions**

In the light of the aforementioned research questions, it is assumed that:

1. There are no similarities between the Algerian NNES' answers and the British NES' answers in the realization of complimenting and complaining speech acts.
2. Cross-gender compliments will not occur between Algerian participants. .
3. British NES' complaints are more severe than the Algerian NNES' complaints.

### **5. Aims of the Study**

This research aims at investigating the similarities and the differences between Algerian English language learners at Larbi Tebessi University and British NESs in term of the realization of complimenting and complaining speech acts.

## **6. Methodology**

In this study, a mixed method is selected for the sake of comparing Algerian English language learners at Larbi Tebessi University and British NESs answers. Additionally, the researchers chose (DCT) to test the subjects' answers. Furthermore, a triangulation mixed method design is used since the researchers' aim is to end up with a holistic interpretation of the results, wherein qualitative and quantitative methods are used at the same time.

The population of this study is Master Language Sciences (LS) students at the Department of English Language at Larbi Tebessi University, Tebessa, and British native speakers. More precisely, the participants are purposefully chosen due to their background in pragmatics and advanced level. The first section of the second chapter includes further details about the methodology.

## **7. Structure of the Dissertation**

This dissertation is divided into two chapters: a theoretical chapter and a practical one. The first chapter is divided into two sections. The first section introduces an overview about pragmatics, (SAT), and culture. The second section introduces the speech acts of complimenting and complaining with their components. The second chapter is also divided into two sections; the first section provides a thorough explanation of the methodology used in this research and the procedure of data collection. The second section deals with the analyses and discussion of the DCT.

## Chapter One: Literature Review

### Introduction

This study intends to investigate the similarities and the differences between Algerian NNEs and British NESs in the realization of complimenting and complaining speech acts.

This theoretical chapter is divided into two sections. The first section provides an overview of pragmatics and its components (Speech Act Theory, pragmatic competence (PC), pragmatic failure, intercultural communication, and cross cultural pragmatics CCP). The second section is devoted to complimenting forms and responses, in addition to complaining speech acts with respect to its strategies, responses, and severity.

### 1.1. Section One: An Overview of Pragmatics

#### 1.1.1. *Pragmatics: History and Definitions*

Pragmatics is a branch of the philosophy of language as well as a field of linguistics. It appeared during the late sixties and early seventies as a reaction to some early theories mainly Chomsky's "syntax only approach" (Mey, 2001). Pragmatics did not appear out of nowhere; philosophers such as Morris (1938) wanted to overstep the narrow boundaries of syntax and semantics during that era. Thus, he defined pragmatics in a contemporary way by introducing it as a third triadic branch in a theoretical semiotic framework after syntax and semantics (Morris, 1938). For Morris (1938) pragmatics is "the relationship between signs and their interpreters" (p. 06). That is to say, pragmatics is not just concerned with language as an end product, but rather with the language user. Kuhn (1964) stated that we are dealing with "a paradigm shift" (p. ) from the paradigm of grammar to the paradigm of language in use, from the abstract to the concrete, and from competence, knowledge, to performance (Mey, 2001). Mey (2001) gave a full account of how pragmatics developed from the "waste-basket of semantics and syntax" (p. ) into an independent and important domain of linguistic research. Pragmatics waste-basket is what syntax and semantics could



not explain or give interpretation to some linguistic phenomena. These problems kept bothering the linguists; thus, they were thrown into a new waste-basket which is the pragmatic waste-basket. Crystal (1997) stated that:

Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication. (cited in Ren, 2018, p. 119)

Crystal (n.d) declared that grammar, vocabulary and phonology are important aspects of language, but they are all subordinate to one much more important concept which is pragmatics. For him, pragmatics answers the question “Why”, why the language user is using that particular word or grammatical structure rather than another (cited in Hay Levels, 2015). Yule (1996) mentioned that “pragmatics is the study of contextual meaning” (p. 03). Via this definition, Yule wanted to shed light on the impact of context on language in use; the same idea expressed by Hymes (n.d) who found that “the context limits the range of possible interpretation and supports the intended interpretation” (cited in Zhu and Han 2010, p. 142). Moreover, Mey (2001) affirmed that “Pragmatics studies the use of language in human communication as determined by the conditions of society” (p. 06). In other words, restricting pragmatics only to linguistic factors is not acceptable; there are many other non-linguistic factors that intervene during the process of communication.

### ***1.1.2. Speech Act Theory (SAT)***

**1.1.2.1. History and Definition.** John Lagshaw Austin is the British philosopher who is attributed to developing the theory of speech act that is considered as the most famous contribution in pragmatics theories. He stressed the notion of utterance used in real life

situations of communication. Austin introduced his ideas in a series of lectures which were published in 1962 as a book entitled “How to Do Things with Words” (Hickey, n.d).

Speech act studies the performance of actions through words; how words are uttered not only to provide information but also to perform actions. Yule (1996) stated that “Speech act is an action performed by producing an utterance” (p. 48). It includes different kinds such as invitation, compliment, promise, request, complaint, and invitation that are devoted to the speaker’s communicative intention which is expected to be interpreted by the hearer depending on certain circumstances (context).

Crystal (2008) identified speech act theory as: “a theory which analyzes the role of utterances in relation to the behavior of speaker and hearer in interpersonal communication” (p. 446). Crystal endeavored to highlight the main role of speech act in compromising between both the utterance and the performance in a communicative situation.

Example:

The speaker: Although it is morning, the room seems a little bit dark.

The hearer: Yes, it is too. I will switch on the light.

The speaker’s utterance aimed to push the hearer to perform an action, which is switching on the light. Then, the hearer’s response means that he successfully understood the speaker’s intention.

**1.1.2.1. Direct and Indirect Speech Act.** There is a distinction between direct speech acts and indirect speech acts based on the structural forms of the three sentence types (declarative, interrogative, imperative). Yule (1996) claimed that if there is correspondence between the structure of the sentence and the function it performs, it is a direct speech act;

otherwise, it is the opposite. In other words, if the structure of the sentence does not fit the function, it is an indirect speech act.

Examples:

- The door is wide open. Indirect speech act, because it performs an order; and the order should be in an imperative sentence.
- Go out! (Order) Direct speech act, because there is a relation between the structure and the function.

**1.1.2.3. Types of Speech Act.** Austin's (1962) work started by comparing the constative and the performative. The first one is concerned with facts and reality that may be described as either true or false. However, the second one is a tool used in order to perform actions and achieve communicative goals (Hickey, n.d).

Austin (1962) stated that there are three related acts depending on the effect.

1. The Locutionary Act: it is the act of uttering a particular expression that should be grammatically correct and serve meaning.
2. The Illocutionary Act: it is the intended communicative meaning of the speaker/writer.
3. The Perlocutionary Act: "is the achieving of certain effects by saying something" (1962, p. 120). Therefore, it is the effect of the performance of the illocutionary act that can be summarized into two words, which are the intended effect.

Here is an example to make a clear distinction between locutionary, illocutionary and perlocutionary acts.

A: Tomorrow is Valentine's Day. Are you busy tonight?

B: Oh! I almost forgot, but No, I am totally free.

1. The Locutionary Act: are you busy? (What is said)
2. The Illocutionary Act: Let's meet tonight. (What is meant)
3. The Perlocutionary Act: I am totally free (the effect of the illocution on the hearer)

Furthermore, Searle (1979) further explained and worked on SAT and proposed five taxonomies based on Austin's classification:

1. Declarations: "Are those kinds of speech act that change the world via their utterance". It is the use of certain words in certain contexts in order to change a situation, such as declaring war, firing someone, and marrying.
2. Representatives: Here, the speaker aims to represent a piece of information he believes in like concluding, and asserting.
3. Expressives: When the speaker wants to express his feelings. It is about the speaker's psychological state such as apologizing, thanking, congratulating...etc.
4. Directives: Occurs when a speaker tries to push someone to perform an action for him. It can be in the form of request, suggestion, and order.
5. Commissives: Is when the speaker expressed his willingness to perform futuristic actions. For example, promising, refusing, and threatening. (cited in Yule, 1996, pp. 53-54)

### ***1.1.3. Pragmatic competence (PC)***

Descartes (1637) described "pragmatic competence" as le "Bon Sens"; it is the good sense of performing different languages differently and appropriately (cited in Kecskes, 2015,

pp. 3-4). Hymes (1966) introduced communicative competence as a reaction to Chomsky's linguistic competence; he claimed that this notion combines linguistic competence and pragmatic competence. Hymes (1972) argued that the one who accesses communicative competence already has knowledge about language rules and also has the ability to use language appropriately in its right contexts because the wrong use of grammar threatens the right form of the message, while inappropriate pragmatics leads to wrong messages or misinterpretation. Moreover, Chomsky (1980) differentiated between both grammatical/linguistic competence as "the knowledge of form and meaning", and pragmatic competence as "the knowledge of conditions and manner of appropriate use (of the language), in conformity with various purposes" (p. 224). He simply identified linguistic competence as language accuracy and pragmatic competence as the knowledge of how, when, and where to use language in a given context (cited in Kecskes, 2015, pp. 3-4).

Crystal (2008) defined pragmatic competence as follows: "it has been characterized as the study of the principles and practice of conversational performance – this including all aspects of language usage, understanding and appropriateness" (p. 379). PC is concerned with peoples' abilities to understand and interpret other's messages depending on certain choices and principles which enable them to interact appropriately in a given society during the communicative process.

PC is composed of both pragmalinguistics and sociopragmatics that are interrelated to have not only correct utterances (grammar rules) but also appropriate utterances (depending on certain social contexts). Crystal (2008) identified those two components as:

Pragmalinguistics has been used by some to refer to the more linguistic 'end' of pragmatics, wherein one studies these matters from the viewpoint of the structural

resources available in a language. Sociopragmatics, by contrast, studies the way conditions on language use derive from the social situation. (p. 379)

The first refers to the grammatical knowledge and the linguistic strategies of a particular language, while the second is concerned with social, cultural and situational knowledge about a given language and community.

Canale (1988) widened his definition of pragmatic competence to include: “illocutionary competence, or the knowledge of the pragmatic conventions for performing acceptable language functions, and sociolinguistic competence, or knowledge of the sociolinguistic conventions for performing language functions appropriately in a given context” (p. 90). It is concerned with the ability to express and to interpret the illocutionary force using language according to certain sociolinguistic contexts. Bialystok (1993) claimed that pragmatic competence is based on three statements. The first one is devoted to the speaker’s ability to use language in order to achieve a desirable aim. The second, deals with the listener’s capacity to understand and interpret the speaker’s intended message, while the third one includes the rules that gather utterances together to bring out discourse (cited in Tello Rueda, 2006).

The Common European Framework of Reference (CEFR) for Language introduced pragmatic competence as: “The functional use of linguistic resources, production of language functions, speech acts, drawing on scenarios or scripts of interactional exchanges” (2001, p. 13). The CEFR (2001) described pragmatic competence as a basic ingredient in addition to linguistic and sociolinguistic in communicative competence. Furthermore, Kasper stressed the communicative knowledge and the interactional opportunities that underlie pragmatic competence, which deals with the speaker’s ability to manipulate rules not to deviate from

social contexts and also to understand and interpret different kinds of utterances (cited in Kaliska, 2018).

All in all, PC is concerned with the ability to interpret the intended message adequately and as it is proposed by the interlocutor depending on different knowledge background about socio-cultural contexts. PC must be taken into consideration

#### ***1.1.4. Pragmatic Failure***

Pragmatic failure refers to the inability to understand what is meant by what is said as stated by Thomas (1983). It is a common phenomenon that second language (L2) learners experience due to their focus on linguistic knowledge rather than communication. Consequently, they can be described as linguistically competent, but pragmatically they are incompetent. Pragmatic breakdown occurs due to the failure in choosing the appropriate words to communicate meaning between interlocutors from different cultural backgrounds. Successful cross-cultural communicators focus not only on the grammatical proficiency of a language, but rather they put words in relation to their socio-cultural context in order to avoid pragmatic misunderstanding (Nouichi, 2015). Nelson et al., (2002) If they fail to do so, this will result in a cross-cultural communication crash, and will be considered impolite and rude by native speakers of the target language who are less likely to forgive pragmatic errors. Pragmatic failure has two main types that are categorized by Thomas (1983). Starting with pragmalinguistic failure which occurs when speech acts strategies are transferred from the first language and applied in the second language resulting in inappropriate effects in the target language. Unawareness of cross-cultural differences between people speaking different languages further causes socio-pragmatic failure in cross-cultural communication which is the second type of pragmatic failure (Thomas, 1983). Riley (1989) confirmed that socio-pragmatic failure is the outcome of applying the social rules of one culture in a

communicative situation where the social rules of another culture should be applied. Thus, second language teachers are not only responsible for explaining the linguistic knowledge of the target language, but also for describing its appropriate use to improve the learners' linguistic, pragmatic, and communicative competence. Therefore, EFL teachers should raise their learners' awareness about the possible cross-cultural differences (different speech acts) between their first language and the target language to avoid falling into the trap of pragmatic failure. Furthermore, we should draw a clear distinction between the term "pragmatic failure" which occurs when there is a misunderstanding between people belonging to the same speech community and the term "cross-cultural pragmatic failure which" happens when there is a misunderstanding between people from different speech communities. Charlebois (2003) illustrated this by providing an example of an American speaker of Japanese who interprets the answer "that will be a little difficult" as an acceptance for his/her request, whereas this answer refers to refusal in the Japanese culture. There is also a clear cut between the notions of pragmatic failure and pragmatic error. For Thomas (1983), it is preferable to use the concept "pragmatic failure" rather than "pragmatic error" because an error refers to the violation of grammar rules; however, failure refers to the violation of rules involved in pragmatic competence. Pragmatic failure may occur mainly due to different reasons:

- Pragmatic transfer: Richard and Schmidt (2002) claimed that "Pragmatic transfer" is the transmission of first language speech into a second language (cited in Nouichi, 2015, p. 97). Yule (2017), in the study of language, defined transfer as using sounds, expressions and structures from the L1 while performing in an L2. This means when there is a lack of knowledge about the pragmatic rules of the target language, a second language learner will directly transfer the pragmatic norms from his/her native language. Yule (2017) stated that there are two types of transfer; positive transfer



which is considered as an evidence of socio-cultural and pragmatic universality among languages and negative transfer. The positive transfer occurs if L1 and L2 have similar features (e.g. marking the plural on the ends of nouns); then, learners may be able to benefit from the positive transfer of L1 knowledge to L2. The negative transfer, also called “interference”, occurs when transferring an L1 feature that is really different from L2 (e.g. putting the adjective after the noun) resulting in negative transfer and making the L2 expression difficult to understand. Negative transfer starts decreasing when the learner develops greater familiarity with L2 (Umair Linguistics, 2019).

- Different cultural values: House (2008) asserted that “Different cultural values” is a second reason that leads to pragmatic transfer as it deals with the lack of knowledge of differences between the cultures of the first and the target languages that may end up in a pragmatic failure. It is worth knowing that language and culture are part and parcel. Thus, having background about the target culture leads to successful cross-cultural communication, and its lack causes cross-cultural pragmatic failure (cited in Nouichi, 2014, p. 98).
- Teachers and teaching materials is a third reason for pragmatic transfer. According to Amaya (2008), EFL teachers are not only required to teach the linguistic knowledge of the target language, but they are rather responsible for developing the learners’ communicative competence. For her, there is an absence of teachers who are qualified enough to create a cultural atmosphere in an EFL classroom, which will absolutely cause pragmatic failure. If teachers themselves fail in cross-cultural communication, how can they help students to avoid pragmatic breakdown? Their over-concentration on teaching grammar leads them to cause pragmatic failure. In addition, Thomas (1983) affirmed that there are some teaching strategies that help increase pragmatic

failure. We can give as an example the use of Arabic language to explain the lesson in an EFL class.

### ***1.1.5. Definition of Culture***

Culture is a hard term to be clearly defined. It has no exact definition. Oatey (2000) attempted to define culture as follows:

Culture is a fuzzy set of attitudes, beliefs, behavioral conventions, and basic assumptions and values that are shared by a group of people, and that influence each member's behavior and each member's interpretations of the meanings of other people's behavior. (p. 4)

In other words, he wanted to clarify culture in relation to some basic issues such as, assumptions, values, attitudes, beliefs and social conventions that are related to a particular group of people, which reflects not only their behaviors but also their interpretations of the meaning addressed by others' behaviors.

**1.1.5.1. Intercultural Communication.** Oatey (2000) claimed that culture depends on what is called cultural groups: Culture is operationalized primarily in terms of ethno-linguistic and/or national or regional political identity. The term "intercultural" is used to refer to interactional data; in other words, data obtained when people from two different "cultural" groups interact with each other (p. 4).

Oatey (2000), in his definition, aimed to identify culture as different groups of people which characterize their language and behaviors. He also stressed the term "intercultural" that is interested in the different interactions which occur between different cultural groups of people. Consequently, the attention was shifted towards studying people's culture in order to interact adequately and to avoid falling in misunderstandings.

Because each culture has its specific behaviors that are appropriate in certain and different contexts, culture must be studied and respected. Thus, people from different cultures may behave differently although they speak the same language; what is accepted in one culture may not be accepted in another culture.

Oatey (2000) presented an example in his book that clarifies what is mentioned above; the example is about a British teacher of EFL who has recently begun teaching at a college in Hong Kong. One day in the afternoon after she had finished her work, she went to the bus station. Suddenly, she met her students waiting there as well. They asked her “Where are you going?” The teacher got surprised and felt annoyed and thought to herself “What is their business?”, “How could they ask me such a question?”, “Why should I tell them where I am going, it is something personal”. Although she got angry, she replied “I am going to visit my friends”. However, the fact is that, in the Chinese culture, such a question is used as a greeting; according to that culture the students were polite and friendly with their teacher and not disrespectful and impolite as it will be considered in the British culture and as the teacher interpreted her students’ question. All in all, this misinterpretation is due to the cultural differences and also is the result of the lack of intercultural competence (Gao, 2006, p. 62).

#### ***1.1.6. Cross- Cultural Pragmatics CCP***

(CCP) literally means “a comparison between different cultures based on the investigation of certain aspects of language use such as speech acts, behavior patterns, and language behavior” (Kecskes, 2017). Wierzbicka (1991) stated that CCP shows that people in different contexts produce different utterances; these differences show how language use differs from one culture to another. Yule (1996) claimed that “the study of differences in expectations based on cultural schemata is part of a broad area of investigation generally known as cross cultural pragmatics” (p.87). For Yule, the term “expectations” denotes the

presuppositions and preexisting knowledge non-native speakers have about the target culture. We cannot deal with CCP without referring to Interlanguage Pragmatics (ILP). The latter focuses particularly on the communicative behavior of non-native speakers when they are trying to communicate in their L2 as described by Yule (1996). (ILP) investigates the way L2 learners develop the ability to communicate in the target language.

## 1.2. Section Two: An Overview of the Speech Acts of Complimenting and Complaining

### 1.2.1. *The speech act of complimenting*

**1.2.1.1. What is complimenting?** Searle and Vanderveken (1985) stated that “a compliment is an expressive force of the form” (p. ). In addition, Al-Rassam (1999) declared that compliments are expressive, polite formulaic speech acts (cited in Jibreen, 2008, p. 09). Literally speaking, a compliment is an expression of esteem, respect, affection, or admiration (Webster, n.d). France (1992) stated that the word “compliment” has its roots in the Italian “complimento”, which is in turn derived from the Spanish “complimiento” that is in itself derived from the latin comolere in 1604 (cited in Jibreen, 2008, p. 07). Wolfson ( ) claimed that compliments function as “social lubricants which grease the social wheels” (p. ). In other words, complimenting is a speech act that enhances the social relationship between people; via complimenting people try to convey positive evaluation in order to maintain solidarity between one another (cited in Mkhitaryan and Babayan, 2020, p. 55). In addition, Holmes (1988) defined complimenting as “a speech act which explicitly or implicitly attributes credit to someone other than the speaker, usually the person addressed for some “good” possession, characteristic, skill, etc” (p. ). Brown and Yule (1983) proclaimed that explicit and direct compliments are the ones wherein speakers reconstruct meanings based on conventional implicative and literal meanings, while implicit indirect compliments are the ones when the addressee decodes the message in a dependent manner based on the context and the intention (cited in Adachi, 2011, p. 97). Here is an example of direct and indirect compliments:

Example 1: Explicit compliment: what a nice car you have!

Example 2: Implicit compliment: I wish I could have a car like yours.

Jibreen (2008) stated that there are a countless number of topics that people use to compliment each other in everyday life, but the majority of compliments refer only to a

small range of topics which are: appearance e.g. “You look elegant today”, possession e.g. “I really liked your new smartphone”, performances/ skills /abilities e.g. “You did excellent in yesterdays’ presentation”, and personality traits e.g. “You are a brave person”. Mainly, these are the attributes praised that are mostly used by complimenters (p. 08).

### **1.2.1.2. The Difference Between Complimenting, Praising, and Flattering.**

Mkhitaryan and Babayan (2020) stated that the concepts “praise” and “compliment” are often used interchangeably in both scientific literature and in everyday language. In fact, there are few differences clearly mentioned by some researchers. Lewandowska- Tomaszczyk (1989) stated that to compliment somebody means that you are giving him/her personal positive evaluation either about his/her appearance, attire, physical shape, or anything related to that person . Al-Rassam (1999, as cited in Jibreen, 2008) confirmed that praising on the other hand, may not be directed to others; which means one may praise his/her own home, country, army, ancestors . We can describe “praising” in this case as self-praise and “complimenting” as other-praise. Secondly, Tannen (1993, as cited in Al-Abodi, 2005) say that “a compliment is an interactive speech act whereas praising is a statement with, or without this interactive function” (Jibreen, 2008, p. 11). That is to say, it is not necessary to have another physical side “person” in front of us to establish what is called praising (Jibreen, 2008). Also, Wierzbicka ( , as cited in Adachi, 2011) claimed “One can praise, but not compliment, someone who is absent” ( p. 27). Therefore, the presence of the addressee is a condition and a must to set up a compliment. Lewandowska-Tomaszcyk (1989, as cited in Al-Rassam, 1999) claimed that compliments appear only in face to face interaction; complimenting always involves a human addressee; e.g., when one says “we have a great boss” in his absence, in this case one is not complimenting the boss, but rather praising him/her (Jibreen, 2008, p. 11). We may have cases when complement and praise occur at the same level; e.g., “you have a pretty daughter” in this example one is praising the daughter

and at the same time complimenting the parents for their contribution in the object complimented (the daughter). Compliments can be face threatening acts (FTAs); e.g., for the Yemeni culture, the expression “I like your dress” indicates a FTA since the compliment threatens the addressee’s face; in this case the addressee may understand that the complimenter wants his/her dress. Thus, he/she is highly going to feel embarrassed and her response will be automatically: “this is nothing please take it” (Jibreen, 2008, p. 11). The practice of offering the object of the compliment to the complimenter is more problematic for non-native Arabic speakers than native Arabic speakers. Arab speakers accept this offering as a ritual (a custom, or ceremony) and do not take it literally, but non-native Arabic speakers of English accept the literal meaning and either oppose the compliment or feel embarrassed when the Arabic speaker offers the object complimented (Nelson et al., 1996). Some Arabs see compliments as FTAs because of their belief in the evil eye which is defined by Maloney (1976) as “the belief that someone can project harm by looking to another’s property or person”. Spooner (1976) stated that it is frequently that the evil eye relates to “envy in the eye of the beholder,” and that it is most harmful to pregnant women and children and to anyone who is beautiful; for instance, if someone compliments a mother on her son, this may cause harm to visit the son, but to prevent this effect, the complimenter mentions God’s name to protect the child saying “Mashallah” “what god has willed!” (cited in Nelson et al., 1996, p. 112). AL-Rassam (1999) claimed that unlike complimenting, praising is not a FTA; e.g., saying “X has a nice dress does not indicate FTAs because X is passive and absent he/she is not on the scene” (cited in Jibeen, 2008, p. 12). We cannot discuss what the term compliment is without shedding light on the meaning of the word “flattery”, which literally means “the insincere or excessive praise” (Webster, n.d). In order to avoid ambiguity, and vagueness, one must draw distinction between the two (compliments and flattery). Lewandowska - Tomaszczyk (1989, as cited in Al-Rassam, 1990) proclaimed that while compliments tend to

be sincere, objective, and given without thought of gain, flattery is often mere lip service and lacking sincerity” (cited in Jibreen 2008, p. 12). For them, a flattery may be used as an introduction to another act. Therefore, they are called pre-acts for questions and requests; for instance ,when someone is willing for a raise for his salary will tell his/her boss “your new haircut looks great”, so he/she used this insincere expression in order to gain a favor from his/her boss. Simply, flattery remains culturally-bound because what counts as a flattery situation in one culture may not be considered so in another.

**1.2.1.3. The Semantic and Syntactic Structure of Compliments.** A number of linguists have been interested in investigating how compliments are linguistically realized both at the semantic and the syntactic levels. Manes and Wolfson (1981, as cited in Adachi, 2011) stated that the syntactical structure of compliments has a “formulaic nature” (p. 37), which is a linguistic term for verbal expressions that are fixed in form. In simpler words, the structural pattern of compliments lacks much variety; this formulaic nature of the syntactic patterns of compliments minimizes the chances of misinterpretation that the addressee may face during speech . Manes and Wolfson (1980, 1981, 1983, as cited in Jibreen, 2008) in a study of American compliments found that 85 percent of compliments consisted of three main syntactic patterns with six categories which are:

1. NP/ is /looks (really) ADJ, e.g. Your raincoat is really nice.
2. I (really) like /love NP, e.g. I really like your hair.
3. PRO/ is (really) a ADJ NP, e.g. That is really a neat jacket).
4. You V (a) (really) ADJ NP, e.g. You did a really good job.
5. You V (NP) (really) AD, e.g. You really handled that situation well.
6. You have (a) ADJ NP! e.g. You have such stunning eyes.
7. What (a) ADJ NP! e.g. What a lovely baby you have.



8. ADJ NP! e.g. Nice car!

9. Isn't NP ADJ! e.g. Isn't your car cool! (pp. 12-13)

Manes & Wolfson (1981) ended up by finding only two verbs: “like” and “love” which accounted for 86 percent of the positively evaluative verbs. Furthermore, it was found that there are five positive evaluative adjectives “nice”, “good”, “beautiful”, “pretty”, and “great” which accounted for two-thirds of the adjectives used, the two most used ones are “nice” (22.5 percent) and “good” (19.6 percent). Morphologically speaking, Manes and Wolfson (1981) suggested that there are some morphological restrictions as well. Compliments are seldom uttered with comparatives or superlatives of adjectives. The same thing with tense, they confirmed that they found no example of future tense compliments in their data, but they found infrequent instances of progressive tense, present perfect and conditions. Below are examples of each case:

- Comparatives: “Your accent is charming. Much nicer than ours.”
- Superlatives: “Hank, that’s some of the best banjo picking I’ve ever heard.”
- Progressive: “Jane, you’re looking great as usual.”
- Present perfect: “I’ve always loved that shirt.
- Conditional: “I think you’d be good in law school” (cited in Adachi, 2011, p. 37).

Holmes and Brown (1987) also, using ethnographic methodology, collected 200 compliments in New Zealand. Their results were similar to those of Wolfson and Manes; almost 80% of the compliments belonged to one of the above three syntactic patterns (as cited in Nelson, et al., 1964).

**1.2.1.4. Compliment Responses (CRs).** Pomerantz (1978) is one of the first researchers who discussed compliments in the light of pragmatics (Adachi, 2011). Pomerantz (1978); Schegloff, Amp, and Sacks (n.d) asserted that compliments together with compliment

responses have been tackled from different perspectives in various subfields in linguistics; e.g., sociolinguistics, pragmatics, discourse analysis, conversation analysis, and ethnography of communication. Conversation analysis, for instance, analyzes the sequence of compliments and their responses as an “adjacency pair” since A compliments B and B responds to the compliment of A.

A: You look shining today.

B: Thank you (Adachi, 2011, p. 218).

Herbert (1986, 1990) asserted that it was once traditionally believed that a simple response of “Thank you” was a correct answer to a compliment. Pomerantz ( ) was among the first who started dealing with compliment responses. Her work on compliment responses in American English was so creative and significant to the point that researchers still follow her framework in the literature on compliment responses (Adachi, 2011). While investigating, Pomerantz (1978) declared that the recipients of compliments face two conflicting constraints:

A) They have to Agree with /or accept compliments.

B) They have to avoid self-praise.

The addressees of compliments would be first constrained by A and this would incline complimentees to accept compliments. On the other side, the addressees of compliments would be constrained also by the second constraint B which inclines them to avoid self-praise. The problem is how one can accept compliments without sounding self-praising. In fact, it is a complex relationship between compliment responses and politeness issues. That’s why Pomerantz (1978) suggested few strategies to help complimentees solve the conflict during responding: firstly, she provided two strategies: “the preference system” of supportive actions, and “the constraint system” of self-praise avoidance. She discussed strategies named “shifts” that satisfy the needs of these two competing constraints; the

complimentees will either “downgrade the praise” e.g. “It’s not too bad, is it ?” or “shift the referent of the praise” by praising someone other-than-self e.g. “it is made by my mother.” Through this strategy, the recipients of the compliment can indirectly accept and/or agree with compliments; i.e., satisfy constraint A (accept the compliment) and because of this shift, their self-praise remains minimal; i.e., satisfying constraint B too (avoid self-praise). Returning compliments, which she calls “returns,” is also one of these strategies that are provided by Pomerantz. She claimed that as a solution type, “returns” offer procedures through which the complimentee returns the compliment to the complimenter. It satisfies the constraint of compliment agreement A as well as the constraint of self-praise avoidance B; e.g., “You’re looking good too”. Furthermore, Leech (1983, as cited in Adachi, 2011) discussed CRs in relation to the Politeness Principle. The two systems that Pomerantz discussed are essentially the same as the two maxims that Leech developed, which are the agreement maxim and the modesty maxim. The modesty maxim (Minimize praise of self; maximize dispraise of self). The agreement maxim (Minimize disagreement between self and other; maximize agreement between self and other .

Secondly, in addition to Pomerantz’s Taxonomy (1978) and Leech’s maxims (1978), Herbert (1986, 1990) also discussed different compliment response types found in American English. His study is based on 1062 compliments collected by his university students from State University of New York in (1980-1983) using the notebook method. He suggested that a variety of strategies can be used in responding to compliments. His model of compliment response types (Figure 1) added an important contribution and a systematic advancement on Pomerantz’s model.

### **Figure 1**

*Herbert’s (1986, 1990) twelve response types*

Response Type	Definition	Example
<b>AppreciationToken</b>	A verbal or non verbal acceptance of the compliment ,acceptance not being tied to the specific semantics of the stimulus.	Thank you .
<b>Comment Acceptance</b>	Addressee accepts the complimentary force and offers a relevant comment on the appreciated topic.	Yeah,it's my favorite too .
<b>Praise Upgrade</b>	Addressee accepts the compliment and asserts that the compliment force is insufficient .	Really brings out the blue In my eyes, doesn't it ?
<b>Comment History</b>	Addressee offers a comment (or a series of comments on the object complimented ;these comments differ from comment acceptance in that the latter are impersonal ,that is,they shift force of the compliment from the addressee.	I bought it for the trip to Arizona.
<b>Reassignment</b>	Addressee agrees with the compliment assertion but the complimentary force is transferred to some third person or the object itself.	My brother gave it to me. or It really knitted itself.
<b>Return</b>	As with reassignment except that the praise is shifted to the (or returned)to the first speaker.	So is yours or You look beautiful too.
<b>Scale Down</b>	Addressee disagrees with the complimentary force ,pointing to some flaw in the object or claiming that the praise is overstated.	It's quite Old.
<b>Question</b>	Addressee disagrees with the complimentary force,pointing to some flaw in the object or claiming that the praise is overstated.	Do you really think so?
<b>Disagreement</b>	Addressee asserts that the object complimented is not worthy of praise :the first speaker assertion is in error.	I hateit.
<b>Qualification</b>	Weaker than disagreement addressee merely qualifies the original assertion usually with though,butwell,etc	It's all right ,but Jen's nicer.
<b>No Acknowledgement</b>	Addressee gives no indication of having heard the compliment ;the addressee either responds with an irrelevant. comment or gives no response .	/
<b>Request Interpretation</b>	Addressee consciously or not interprets the compliments as a request rather than a simple compliment.	You want to borrow this one too?

*Note.* From “A Comparison between Malay and American responses to compliments in English”, by Ngadiran, N. (2009).

Thirdly, after Pomerantz, Leech, and Herberts contribution in the field of CRs; Holmes (1988, 1995) also investigated compliment responses in New Zealand English. Her analysis of compliment responses was a significant one because she adopted a different framework from the three models mentioned above. She added another category named “deflect/evade” together with “acceptance” and “rejection” as first introduced by Pomerantz.

Actually, this extra new category suggested by Holmes seems very useful because sometimes we find cases where addressees neither choose acceptance nor rejection compliments. Below is an example for each category:

Example 01: Accept compliments “Thanks, yes”

Example 02: reject compliments “I am afraid I don’t like it much”

Example 03: Defect/Evade “It’s time we were leaving, isn’t it” (Adachi, 2011, p.224).

Finally, Tang, Amp and Zhang (2009, as cited in Razi, 2013) stated that we should take into consideration that giving a compliment or response without being aware of the community’s cultural conventions and compliment norms can be threatening. Taking the Iranian culture as an instance, a compliment on appearance from a socially distant man will make a woman uncomfortable, or may be considered as an insult or harassment. So, whether a compliment is a positive or negative speech act depends on a number of factors like context, cultural protocols and individual interpretation .

**1.2.1.5. Compliments and Gender.** Gender is an interesting social factor in language variation research. Thus, a number of researchers (Knapp et al., 1984; Wolfson, 1984; Holmes, 1986, 1988; Herbert, 1990; Johnson & Amp, ; Roen, 1992; Bolton, 1994; Holmes 1995; Maruyama, 1996; Rose, 2001; Eckert & Amp ; McConnell-Ginet, 2003; Mills, 2003; Matsuoka, 2003; Matsuura, 2004; Wolfson & Manes, 1983, 1988, 1996) tried to study the relationship between the speech act of complimenting and gender. They conducted some studies concerning the relationship between gender and compliments. They ended up by noticing many differences found at the level of compliments realization between both genders, males and females (cited in Adachi, 2011):

- Women usually compliment each other more than they do to men or men do to each other.
- Both women and men use different complimenting syntactical patterns; women use the syntactical pattern (What a ADJ NP!) e.g. “What a nice shirt” while men use a more minimal concise direct one which is (ADJ NP!) “Nice shirt!” Females often prefer to use personalized forms which are totally subjective.
- Female compliment each other mostly on appearance (body, hair, dress, ... etc) whereas men compliment each other on possessions (cars, phones, ... etc)
- Males and females use compliments for different purposes and functions; women use compliments to create strong relationship and for the purpose of establishing a sense of affiliation, while men use compliments with an aim of evaluative judgment and feedback.
- Females give a little more compliments to absent people, which are related to their gossip-oriented personality rather than males who prefer to compliment the ones who are present; usually females like to gossip more than males. Women often incline to discussing others behind their backs, and express their feelings with no purpose (Coates, 2004 cited in Wu, 2008).
- Females receive more compliments from the same gender, female, but it is rare that males receive compliments from males, especially on their appearances, because this will highly be considered as “no masculine” or even “gay” if males compliment males which is FTAs for males (Kitzinger 2006 and Queen 2005 cited in Adachi, pp. 183-184 ).

### ***1.2.2. The Speech Act of Complaining***

**1.2.2.1. What is Complaining?** Searle (1969) classified complaining as one of the speech acts which belong to the expressive type. It is concerned with the speaker’s feelings and psychological state. Both House and Kasper (1981) agreed with Searle’s suggestion.

On the other hand, Decapua (1989) disagreed with them and declared that the speech act of complaining is the result of a mixture of expressive and directive speech acts (cited in Arumugam et al., 2017). Trosborg (1995) on his turn argued that complaints are both expressive and directive speech acts. It is expressive since it is related to the speaker's negative emotions and psychological state, and directive because the speaker aims to direct the hearer towards his wrong act to refine it.

Many researchers attempted to define complaining, like Abe (1982) who stated that complaining is an identified problem which occurred due to an insult committed by someone and offended someone else. Olshtain and Weinbach (1987) considered it as failed expectations about a desirable situation favored by the speaker. Moreover, Weirzbicka (1991), Hartley (1999), and Heinemann and Traverso (2009) agreed with the idea which described a complaint as something negative that happened to the speaker due to the hearer's actions (cited in Arumugam et al., 2017).

Trosborg (1995) introduced complaint as: “an illocutionary act in which the speaker expresses his/her disapproval and negative feeling towards the state of affairs described in the proposition and for which he/she holds the hearer responsible either directly or indirectly” (p. 311). In other words, it describes the speaker's dissatisfaction and annoyance about a particular situation committed by the hearer who holds its responsibility. In addition, Laforest (2002) regarded complaint speech act as: “expression of dissatisfaction addressed by an individual A to an individual B concerning behaviour on the part of B that A feels unsatisfactory” (p. 1596). It is when the speaker got annoyed by the hearer's acts.

**1.2.2.2. Classification of Complaint.** Boxer (2010) reported that complaint is divided into two types. First, direct complaint is directed to the hearer (the complaine) who is responsible for the mistake that annoyed the complainer; for instance, could you turn down

the music? I am revising. Second, indirect complaint aims to maintain solidarity; it is devoted to the addressee who is not responsible for the mistake and cannot solve the situation. For example, to enjoy your holiday do not go there, this hotel is too dirty (cited in Razzak and Jamil, 2016, pp. 4140-4141). Murphey and Neu (1996) supported this claim by saying that: “the expression of dissatisfaction to an interlocutor about oneself or someone/ something that is not present” (p. 219).

To sum up, in the direct complaint the complainer is dissatisfied with what the complainees did. This latter may end with a conversational dispute between the two interlocutors, unlike indirect complaint wherein the addresser (the complainer) devotes his/her complaint to someone else due to the absence of the complainees (cited in Razzak and Jamil, 2016, pp. 4140-4141).

**1.2.2.3. Complaint Strategies.** Trosborg (1995, pp. 316-318) introduced eight categories of complaint, four of them are the basics, while the rest are subcategories constructed depending on the four main ones.

1. No Explicit Reproach: according to Trosborg this strategy is the weakest one as it may also be a hint or a preparatory strategy for other strategies. Also, Trosborg presented this latter as a hinting strategy presented by the complainer to avoid falling in struggles with the complainees since she/he holds the responsibility of the offence which he does not know about. For example, it did not look ripped last time.
2. Expression of Annoyance or disapproval:
  - Annoyance: the complainer expresses his disapproval about a particular undesirable state with holding the responsibility without addressing the complainees’ sin. Example: There is a horrible rip in my dress.



- Ill consequences: Is the result concerned with the complainees offence he is responsible for. Example: I will never lend you my dresses again.

### 3. Accusation:

- Direct Accusation: the complainer accuses the complainees who has perpetrated the offence. Example: did you reap my dress?
- Indirect Accusation: the complainer questions the complainees to assert that he committed the offence in one way or another. Example: normally you have ripped my dress, didn't you?

### 4. Blame:

- Modified Blame: the complainer suggests a substitutional or preferred act to the accused. Example: you should be more aware.
- Explicit Blame/ Explicit Condemnation of the Accused action: Such as I really get tired because of your
- Explicit Condemnation of the Accused as a Person: Trosborg explained: "the complainer explicitly states what is implicit at all other levels, namely, that he/she finds the accused a non-responsible social member" (p. 318). In other words, the complainer honestly shows the complainees that he is a non responsible person because of his insults. For instance: Oh my god! This is the last, you are insane.

#### **1.2.2.4. Classification of Complaints Responses.** Laforest (2002, pp. 16-20)

suggested four types of complaining responses produced by the complainees who is complained for committing offensive acts

1. Acceptance of the Complaint: the complainees admits that s/he is guilty and does not refuse the fact which showed that he is sinful. This category has two subcategories.
  - Admitting Responsibility for the Act/ Behaviour Complained About: the complainees accepts the complaint and admits his wrong. Example:

B: I sincerely apologize, I will clean it.

- Excusing Oneself: where the complainees accepts the complaint and apologizes to the complainer. Example:

A: do you remember your harsh words yesterday?

B: I sincerely apologize, I was angry.

2. Partial Acceptance of the Complaint: in this case, the complainees holds half of the responsibility without refusing that he is guilty, but he defends himself with declaring, arguing, or justifying the reasons which pushed him to do so. There are also two other subcategories of this type.
  - Justifying Oneself: the complainees believes that he has strong arguments and reasons behind his actions/ behaviours. For instance: I thought that you were busy; thus, I did not clean it yesterday.
  - Not Taking the Complaint Seriously: is where the complainees admits his insult, but s/he thinks that it is so funny or silly to be blamed for, like: oh! Come on dude, it is not that bad.
3. Rejection of the Complaint: in this case, the complainees seriously refuses to be sinful or to be accused. It includes two subcategories:
  - Denying the Complaint: here the complainees totally rejects what he was blamed for. Example: I found it like this.
  - Counterattacking the Complaint: the complainees responds to the complaint through directing it back, such as: is this your room? So, stop being nosy.
  - Not acknowledge the act/ behaviour complained about as a problem/ challenging the Speaker's Assertion: the complainees believes that there was no wrong with what s/he did, and refuses to be complained about it, as if the complainees protested against the complaint and the blame. For example: oh! Is this all you worry about?

4. Disregarding the Complaint: in this last category, the complainees totally ignores both the complainer and his complaints either through keeping silent with no reaction against the complaint or through changing the topic of the conversation.

**1.2.2.5. Complaining as a Face Threatening Speech Act.** Olshtain and Weinbach (1987) identified five complaint severities in relation to the speaker's position, taking into account the hearer's face, relying on its linguistic features (cited in Abdul Razzak and Jamil, 2016, pp. 4146-4148).

1. Below the Level of Reproach: in this case, the speaker endeavours to preserve the hearer's public image and to avoid mentioning the offensive act with reducing the effect of the cost and prioritizing the hearer's benefits even at the expense of the speaker. Linguistic features include "complete avoidance of direct or indirect reference to either the event or the hearer". Example: Do not worry, it is okay.
2. Expression of Disapproval or Annoyance: the speaker prefers to show annoyance and disapproval about an offensive act rather than directly pointing out the hearer. For linguistic features, despite the fact that there is no explicit and direct indication of the act or the complainees, there still is some insulting actions or behaviors by the hearer. Example: "What terrible bureaucracy."
3. Explicit Complaint: the complainer in this situation threatens the hearer's face without incitation. There is also a direct indication to the hearer, to the act, or to both of them. Example: "You're not fair".
4. Accusation and warning: this strategy occurs when the speaker uses a threatening act, and it may also include a possible sanction towards the complainees. In addition, the speaker explicitly accuses the hearer and threatens him/her by committing a futuristic action as a reaction towards his/her insult. There is often a direct mentioning of the act as well as a direct accusation and warning to the hearer. Linguistic features

include the speaker passing his/her accusation and warning through using the future tense and first singular person "I". For example: I will tell your parent.

5. Immediate Threat: this is the most severe strategy where the addresser openly, explicitly, and directly attacks and damages the addressee's public image. This strategy provides direct and quick results. By referring to the speaker's action, there is an obvious presence of threat, in addition to playing with the time by using some adverbs of time such as, right now, tomorrow ...etc. Linguistic features include the speaker's aim to use the present tense as well as immediate words. Example: "I'm not moving one inch unless you change my appointment."

These are the severe strategies of complaints which are ranked from the less severe one to the most severe strategy based on the speaker's reactions towards the hearer's insults. Most of the scholars, such as Brown and Levinson (1978, 1987) and Olshtain and Weinbach (1987), argued that complaining is a FTA which attacks the hearer's face. This face threat mainly occurs when the speaker uses direct complaints. Consequently, the hearer's public image will be damaged by the speaker's complaint as well as the relationship between both interlocutors as it may also lead to confrontational conversations (cited in Al-Mofti, 2014, p. 68).

Yule (1996) identified face as "the public self-image of a person" (pp. 61-62). It is a public image and social value that everyone has. According to him, face is divided into two categories. Positive face which is strongly related to acceptance; it is about the personal image that is showed to people and wishing to be appraised. Then, negative face explains the want to be free and not to be imposed by others. Moreover, Yule (1996) reported that face is subjected to be threatened throughout the use of some acts which increased the threat; thus, there is a need for mitigations "politeness", which pushes the speaker to care about the hearer's positive as well as negative face.

For the sake of maintaining politeness, Brown and Levinson (1987) suggested three sociological factors to test its rate during the addresser's and the addressee's communication: the first is about the power of the hearer over the speaker. Then, the social distance between the two interlocutors. The last is concerned with the degree of imposition. Complaining is a FTA, politeness is needed to soften the harshness of direct complaints to preserve faces as well as peoples' relations, intimacy, solidarity, and communication. Lerman (2006) claimed that the complainer's face may be subjected to be offended by the disapproval act, especially when the addressee refused to refine his behaviors. Al Mofti (2014) aimed to shed-light on some mitigating devices that must be used in complaining for the sake of maintaining solidarity and avoiding conversational conflicts. Also, he explained that both threatening acts and politeness are cross-culturally varied because non-native speakers of English do not 100% master native speaker's rules and conventions concerning addressing, receiving and responding to complaints. All in all, FTAs occur most with NNES which is considered as a failure which happens due to a lack of sociocultural and intercultural communications and pragmatic competence (Al Mofti, 2014, p. 69). Trosborg (1995) suggested request as a solution to soften the act of complaining; she mentioned also that if the complaint is followed by the act of apology, it will be less offensive and will lead to maintain social harmony.

**Conclusion:**

This chapter is concerned with pragmatics and its components, in addition to complimenting forms and strategies and complaining speech act with respect to its strategies, responses, and severity. Furthermore, this chapter discussed a list of models (Manes & Wolfson, 1981; Herbert, 1986, 1990; Trosborg, 1995; Laforest, 2002; Olshtain & Weinbach, 1987) which we are going to rely on while interpreting and analyzing the obtained data in the second chapter.

## **Chapter Two: Research Methodology, Data Analysis and Discussion**

### **Introduction:**

This chapter aims to clarify the research method, instrument, as well as the research design and how data will be analyzed and interpreted. We seek to answer some questions related to complimenting and complaining speech acts realization. More specifically, the aim is to investigate whether there are any differences or similarities between Algerians NNEs and British NESs in performing complimenting and complaining speech acts with respect to their strategies and responses; and also to look if there is any influence of social variables on the production of both speech acts. Moreover, this research aims to prove the fact that speech acts are produced differently across various cultures and languages.

This chapter is composed of two sections. The first one aims to describe the research methodology applied in this study. The second section is concerned with the analysis and interpretation of the obtained data.

### **2.1. Section One: Research Methodology**

#### ***2.1.1. Research Sampling***

Many researchers tried to define the notions of sample and population, such as Tarsi and Ty Tuff (2012) who defined population as: “a group of individuals of the same species living and interbreeding within a given area” (p. 01). In addition to Kumar (2011) who stated that sampling is the process of choosing a particular number of people from a larger group. Furthermore, he defined a sample as a small part of group which resembles the whole population. The population of the current study is sixty four (64) Master LS students at the department of English at Laarbi Tebessi University, in addition to seven (07) British naive speakers. The sample consists of two groups, Algerian NNEs and British NESs group. The

first group consists of thirty one (31) master one (M1) students and eleven (11) master two (M2) students, who have been non randomly chosen because of their advanced level in comparison to the other levels and because they have already dealt with pragmatics as a module. Furthermore, M1 sample is larger than master two sample because M2 students were not willing to participate in this study since they were occupied with the preparation of their dissertations. The second group consists of seven (07) NESs whom are the reference of this study; they have been randomly chosen because of the unavailability to get a large group of natives.

### ***2.1.2. Research Method***

We selected the mixed method research in order to analyse the obtained data. Leech and Onwuejbuzie (2009) suggested that the Mixed-Method Research (MMR) “involves data collection (both quantitative and qualitative), analysis and interpretation of studies that, singly or together, address a particular phenomenon” (cited in Cohen et al., 2018, p. 32). It is chosen because MMR provides an overview about the comparison results between both NNEs and NESs samples. Furthermore, MMR allows increasing the accuracy and reliability of the obtained data and decrease bias in the research (Denscombe, 2014 cited in Cohen et al., 2018). It helps to accomplish a sociolinguistic understanding of these two speech acts.

### ***2.1.3 Research Instrument***

The findings of this study will be investigated using a discourse completion task. Billmyer and Varghese (2000) defined DCT as: “a type of production questionnaire in which speech acts are elicited in the written form by some kind of situational description (cited in Sweeny and Hua, 2016, p. 212). Hua (2016, p. 212) reported that DCTs are first used by Blum Kulka in 1982 and then in the Cross-cultural Speech Act Realization Patterns (CCSARP) project which studied a comparison between two specific speech acts, request and

apology, across eight languages between NNES and NES. For decades, DCTs were considered as the most used data collection tool in the field of interlanguage pragmatics and socio-cultural studies (Sweeny and Hua, 2016, p. 213). The DCT consists of different scenarios, also called social situations, given to the participants with blank spaces where they are asked to be natural and answer spontaneously (how would they respond if they were in the same situations in real life interactions).

The provided DCTs are designed by the authors of this dissertation except for four scenarios; two compliments scenarios have been taken from Al-Falasi (2007) and two other complaints scenarios have been taken from Hartley (1998). We rely on this instrument since it is the most suitable tool to gather data quickly in pragmatics field and cross-cultural studies and to test pragmatic competence as well. It helps us to manipulate the situations and also to test the social variables such as gender and social distance. In the current study, there are twenty four scenarios that elicit both speech acts. The designed DCT is divided into two sections. Section one tackles some personal information about the target samples, such as their native language, gender, and level, which helps us to classify their answers accordingly. Section Two includes twenty four scenarios divided equally between both complimenting and complaining speech acts along two parts, which means that each speech act has twelve scenarios. Section two is composed of two parts. Part one includes four scenarios about complimenting with four options, in addition to part two of section two that comprises eight open-ended scenarios. The same organization goes with complaining DCTs. All the provided scenarios are used to check how people make compliments and complaints and how they respond. The provided DCTs were gathered together and distributed to M1 LS on Wednesday afternoon 28<sup>th</sup> march at two o'clock in one of their TD sessions. We delivered a short speech in order to make the respondents feel comfortable while they were answering. We kindly asked them to answer according to their cultural sense. They took one hour responding to the



DCT. After three days, we shared an electronic copy of the DCT with M2 LS students via the Google Classroom application. The same copy of the DCT has been shared with British native speakers through emails, with the help of a teacher at the Department of English language at Larbi Tebessi University.

#### ***2.1.4. Research Design***

Concerning the research design, a triangulation design is a major type of mixed-method design. First, Creswell (2006) defined the triangulation design as: “a one phase design in which researchers implement the quantitative and qualitative methods during the same timeframe and with equal weight” (pp. 62-64). Put differently, this design is based on the use of both quantitative and qualitative methods at the same time. By referring to Creswell (2006), the researchers’ central aim is to end up with a complete interpretation and results; thus, we analyze data using both methods at the same time in order to compare, construct and validate the obtained results and findings.

#### ***2.1.5. Data Analysis Procedures***

On the one hand, compliments’ forms results are analyzed based on two main models proposed by two scholars. The first one is Herbert’s taxonomy for compliment responses (1986-1990), and the second one is Manes and Wolfson’s taxonomy (1981) for compliment forms. Herbert studied compliment responses from the perspective of gender, and this is the case of the current study. In addition, Herbert’s model is the most used one in today’s research (Adachi, 2011; Al Falasi, 2007; Farghal, Al khatib, 2001). Manes and Wolfson (1981) are the pioneers of compliment forms rules; their study on compliment forms is taken as a model for today's compliment research. On the other hand, complaints speech act analysis is based on three main models proposed by three scholars. The first one belongs to Trosborg (1995) who is interested in classifying complaints into four main strategies in

addition to their sub categories. Then, complaints responses will be analyzed by referring to Laforest's (2002) taxonomy as it is stated in the literature review. Since complaining speech act is categorized as a FTA, Olshtain and Weinbach (1987) rated the severity of the complaint starting from the less severe one to the harshest complaint. For the same reason, the respondents' complaints will be also analyzed in relation to social distance, power and degree of intimacy.

## .2. Section Two: Data Analyses

### 2.2.1. Analysis and Interpretation of the DCT

**2.2.1.1. Personal information.** In this section, we aimed to get knowledge about our participants' personal background (native language, gender, and level). First, the Algerian respondents said that their native language is Arabic; while the British native language is English language. Second, the sample consists of thirty three (33) NNS females and nine (09) males, in addition to four (04) native females and three (03) males. Concerning the level of the participants, NNs answered with providing their educational level. There are thirty one (31) M1 LS students and eleven (11) M2 LS students. However, Ns totally ignored answering this question.

#### 2.2.1.2. Analysis of Non-natives and Natives' Compliments.

##### 2.2.1.2.1. Analysis of Non-natives and Natives' Compliments forms.

#### Part 01:

**Table 1**

*Classification of both Algerian NNS and British NSs compliment forms*

Scenarios	Options	NNS	NES
<b>Scenario 01</b>	a. I really liked your job.	20	01
	b. your work looks really perfect	10	01
	c .excellent presentation	08	04
	d. Others.	04	01
<b>Total</b>		42	07
<b>Scenario 02</b>	a. I really loved that so much.	17	02
	b. What a delicious food!	11	02
	c. delicious food	08	03
	d. Others.	06	/
<b>Total</b>		42	07

**Scenario 01:** What would you say when you like your friend's oral presentation?

As it is shown in Table 1, the twenty (20) non-native participants (NNSs) selected option (a) (One male (01) and the rest are females). Ten (10) of the female NNSs selected option (b), but none of the males chose that option. Eight (08) NNSs selected option (c) (five males (05) and three (03) females). Other four (04) NNSs selected other options (rather than the ones provided by the researchers) three (03) males' answers are as the following: "You did a good job", "Bravo good job", "You always said you didn't prepare for it, you were studying on my back". One female (01) of the four respondents answered saying: "Thank you for your effort, you did well".

With regard to the native speakers' answers, four (04) NS selected option (c) (Two (02) males and two (02) females). One (01) native female selected option (a) and another (01) female selected option (b). One (01) male selected option (d) and provided his own answer which is "Well done mate".

**Scenario 02:** What would you say when you like what your friends or relatives have cooked?

Referring to Table 2, Seventeen (17) of the non native participants opted for option (a), (three (03) are males and the rest are females). Eleven (11) female NNSs opted for option (b), but none of the males selected it. Eight (08) NNSs opted for option (c) (six (06) females and two (02) males). Six (06) NNSs opted for option (d) (two (02) females) Examples include: "mm yummy", "that was super delicious keep going" and (four (04) are males) Examples as the following: "I did not know you have great skills at cooking", "Just wow (Blandi)", "Tastes good", "I give you 10/10". Concerning the native participants' answers, they are as the following: three (03) native males selected option (c). Two (02) native females selected option (a), and other two (02) females selected option (b).

**Part 02:**

Table 03 states the five open-ended scenarios that are concerned with both Algerian NNSs as well as British NSs compliment forms, except scenario 08 that is not concerned with compliment forms classification.

**Table 2**

*Classification of both Algerian NNSs and British NSs complement forms*

Scenarios	Scenario 01		Scenario 02		Scenario 03		Scenario 04		Scenario 05		Scenario 06		Scenario 07	
	NN	N	NN	NS	NN	NS	NN	NS	NN	NS	NN	NS	NN	N
NP is /looks (really) ADJ	04	03	04	/	02	/	/	/	11	01	09	01	03	/
I(really) like/love NP	/	02	01	/	/	/	/	/	04	03	10	01	07	03
PRO is (really)(a) ADJ NP	02	01	/	/	01	01	/	/	02	01	/	/	/	01
You V (a) really ADJ NP	/	/	/	/	/	/	01	/	/	/	/	/	03	01
You V NP (really) ADV	/	/	/	/	/	/	/	/	/	/	/	/	/	/
You have (a) (really) ADJ NP	/	/	/	/	/	01	/	/	02	/	02	/	02	/
What (a) ADJ NP !	/	/	/	/	/	/	/	/	/	/	/	/	01	/
ADJ NP !	/	01	05	02	02	04	/	03	01	01	07	04	11	02
Isn't NP ADJ !	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Other different variations.	29	/	08	/	06	/	14	03	08	/	05	/	14	/
No compliment answer	7	/	24	01	25	/	27	01	04	01	07	/	01	/
Total	42	07	42	03	36	06	42	07	32	07	04	07	42	07

**Scenario 01:** What would you say if you as a female want to compliment a female stranger about her new dress?

Based on Table 2, the majority (29) of non native participants used different variations other than the ones provided by Manes and Wolfson. One of the most used

variation that is common among most of participants is the pattern “you look ADJ.” NNSs wanted to address and compliment the person him/herself rather than the dress like saying “You look elegant” instead of “The dress looks elegant on you”. This pattern was used in an excessive manner by the NNSs, especially by females. Instances are as follows: “You look pretty”, “You look amazing”. Besides, the non native participants also used another pattern which is different from the ones of Manes and Wolfson, which is “It suits/fits you ADJ” like “It suits you very well”, “This new dress suits you so much”, “It suits you perfectly Mashallah”. Those different variations include also comparatives especially by females like in “You are like a princess”, “You look like and I name a famous person”. As it is noticed above, the expression “Mashallah” is used only once by a non native speaker, and this is totally against what the researchers expected. One (01) of the NNSs responses is “I cannot take my eyes on you”. British have the same equivalent for this expression saying: “I cannot take my eyes off”. Both cultures use this expression when they are attracted or surprised by something or someone. Four (04) of the non native participants replied using “NP is/looks (really) ADJ” (two females and two males). Examples are as the following: “That dress looks fabulous on you”, “This dress looks suitable on you honey” etc. Other two male NNSs used the pattern “PRO is (really) (a) ADJ NP”; an example of that “It is really an amazing dress”. Seven (07) NNSs did not provide any compliment form (two (02) males and five (05) females), their answers are as the following: “I would say nothing because I am not a social female”, “I would not say anything”, “Sorry but it doesn’t fit you”, “I don’t like that a lot”.

In accordance with British native answers, two (02) native females answered using the pattern “NP is/ looks (really) ADJ”; they provided the following answers “That dress looks lovely on you”, “That looks gorgeous on you; it really accentuates your waist”. Other two (02) natives (a male and a female) picked the pattern “PRO is (really) (a) ADJ NP” like “That’s a lovely dress”. Other two (02) natives (one female and one male) adopted the

pattern “I (really) like/love NP” for instance, “Oh my god I love your dress!”, “I really like that dress! But I have never personally said this”. Another (01) native male adopted the pattern “ADJ NP!” saying “Good choice where did you get it?”

**Scenario 02:** What would you say if you as a male wanted to compliment a male stranger about his new trousers?

As it is mentioned in table 2, only one (01) non native male replied using the compliment form “I (really) like/love NP)” saying, “I really like these trousers”. Four (04) of the non native participants replied using” NP is /looks (really) ADJ”. Some answers include: “Those trousers look great on you bro”, “Man these pieces of trousers look bad on you”. The non native participants associated these compliment forms by asking their interlocutors “from where and how much did you buy these trousers”. Five (05) of the non native participants used “ADJ NP” e.g. “great trousers”, “ good one bro”, “ classy look”. Twenty four (24) of the non native females did not provide any answer. Eight (08) NNSs used different variations other than Manes and Wolfson’s one. Among these variations the following: “you should buy it” similes appeared once again in this situation “you look like a bomb”. Also the expression “Mashallah it suits you” appeared only once in this situation. “I just smile” is one of the answers provided by one (01) of the non native females in this scenario.

Regarding the native answers, Two (02) males selected the pattern “ADJ NP!” examples of that: “very good trousers”, “Good choice. Another male opted for a different variation from that of Manes and Wolfson saying: “Decent purchase, where did you buy them”. The rest four females just wrote N/A (No Answer).

**Scenario 03:** What would you say when you as a female want to compliment a stranger male about his new trousers?

In the light of table 2, twenty five (25) non native participants did not provide any answer in this situation. Among these participants eleven (11) who left empty spaces and the rest fourteen (14) answered as the following. “I never compliment a stranger male because I deal with male only for necessary cases and I find it a kind of boldness to compliment a stranger male”, “I wouldn’t compliment boys because it is not my attitude”, “I never compliment a male”, “I wouldn’t”, “I wouldn't talk to him because he may interpret it as something else”, Two (02) of the females replied using “ADJ NP” saying, “nice pants”, “nice trousers”. One female replied using “You V (a) really ADJ NP” like “you are a fashion goddess”. Six (06) females responded using “NP is/looks (really) ADJ” such as “that looks so good on you”, “that would look amazing on you”. Two NNSs used the same example “I really like/love NP” like “I like your trouser”. Eight (08) NNSs used other different variations other than the ones provided by the researchers. Here are some examples: “you look different today”, “you are a man of moda”, “you know this suits you well”. Similes appeared once again in this situation by a non native participant female saying, “you are like a boss”. A (01) female NNS replied as follows: “Oh wow! Bless you”. Few males among these non native participants being Algerians believe that females in such situations reply as the following “I would not dare to speak to a male at all”.

With respect to natives’ compliments, four (04) of them employed “ADJ NP” (two (02) males and two (02) females) instances of that “good looking”, “good choice”, “Nice trousers”. Another female answered using this pattern “You have (a) (really) ADJ NP” saying, “You have a great style! I would hesitate about complimenting a strange man however I would probably only say this to a friend of friend”. Another (01) female complimented saying, “those are very nice trousers!” A British native male said, “I think women are very careful in this situation and generally say nothing out of fear of being misconstrued”.



**Scenario 04:** what would you say as a male when you wanted to compliment a female stranger about her new dress?

Based on table 2, twenty seven (27) of the non native participants did not provide any compliment form (three males (03) and twenty four (24) females). Some of their answers are as follows: “I can’t speak and compliment on women business”, “I do not do that”, “I wouldn’t say anything”, “I prefer not to talk with females because this behavior is against our religion and culture”. One (01) non native female participant replied using “You V (a) really ADJ NP” providing the example “You are a beautiful girl”. The rest of the (24) non native participants left empty spaces. Fourteen (14) non native participants utilized different patterns rather than the ones provided by the researchers (eight (08) females and six (06) males); their compliments varied as the following “This color makes your eyes fabulous”, “You are so beautiful that’s why the dress suits you”, “The dress perfectly sculpted your curves”, “You are smasher”, “The dress made for you”, “You made the dress look better”. Similes appeared for a third time when a non native male participant said “You are like a nuclear bomb”. A minority of the males in this situation employed the expression “excuse me” before complimenting a female.

Concerning the natives, three (03) females did not answer in this situation. One (01) female believed that males answer as the following “ADJ NP; providing this compliment “Nice dress”. Another (01) male answered using another variation saying “Lovely”. Other two males utilized “ADJ NP” like in” Nice dress (Nothing else due to the too fat/thin body shaming risk - it is not worth it)”, “Good choice”.

**Scenario 05:** You were invited at your friend’s house then you liked the room curtains design what would you say to compliment them?

It is mentioned in table 2, that eleven (11) non-native participants used the pattern “NP is /looks (really) ADJ” (nine (09) are females and two (02) males). Examples include, “they look classy”, “the colour is really awesome”, “your curtains design looks beautiful”. Fourteen (14) of the NNSs used the pattern “I really like/love NP” (twelve (12) are females and two (02) males) they replied using very similar answers like “I really love that color”, “I like it a lot”, “I really loved your taste”, Two (02) of the NNSs used “PRO is (really) (a) ADJ NP” (one (01) male and another female) like in “those are amazing curtains wow!”. Two (02) females used “You have (a) (really) ADJ NP” an example of that “you have a good taste girl”. Only one non native female used “ADJ NP” saying “nice curtains”. Four (04) NNSs did not provide any compliment (one (01) male and three (03) females). One female (01) said: “generally I don’t compliment too much”, another female said “nothing”. Eight (08) NNSs employed other different variations rather than the ones put by the researchers (three (03) males and five (05) females). Their answers were as the following “It would be better to redesign your room curtains”, “I would live forever here”. In addition, twenty eight (28) female NNSs associated their compliments with asking their interlocutors from where they bought the object complimented like in “Could you please tell me where you bought that” One (01) of the NNSs answered as the following: “Tell me right now from where you bought them”. A (01) British native speaker may understand this as an order, but an Algerian non native speaker takes it as something ordinary. One metaphor case appeared once again in this situation when a non native female participant said “you are living in a paradise” the complimenter in this case compares the complimentee’s house to a paradise.

For the natives, Three (03) females opted for this pattern “I (really) like/love NP ” Saying, like some of the NNSs, “I really like these curtains, where did you buy them? “I really love your curtains”. The fourth female responded with the following “NP is/look (really) ADJ” saying “Wow, these look good!” One (01) male used this pattern “PRO is

(really) (a) ADJ NP" saying, "those are really great curtains". Another male chose "ADJ NP " such as "nice curtains". Another male responded exactly like the NNSs did saying, "where did you buy them?" Both NNSs and NSs associated their compliments in this situation by asking where A did you get the object complimented.

**Scenario 06:** What would you say when you want to compliment your teacher's car?

Following table 2, nine (09) of the non native respondents did not provide any compliment form (seven (07) females and two (02) males). Their answers are as the following "For me I cannot compliment my teachers' car I have to show him respect", "I feel shy I won't provide any compliment". Nine (09) non native participants used "NP is/looks (really) ADJ" (eight (08) females and one (01) male). Their compliments are as the following: "Your car is really amazing teacher", "Your car is really impressive", "Oh! This car is so beautiful sir". Ten (10) of them used the pattern "I really like/love NP" (eight (08) females and one (02) male) e.g. "I loved your car", "I like your car design and color". These compliment forms were associated with wishing expressions like "I wish I can buy one in near future". Two (02) native females used "You have (a) (really) ADJ NP" e.g. "You have a beautiful car", "You have a great taste". Seven (07) NNSs respondents used "ADJ NP" (four (04) females and three (03) males). Some examples include: "Interesting vehicle teacher" "Such a nice car", "Nice whip sir/miss", "Chic choice sir". Five (05) NNSs used other different variations rather than the one provided by the researchers like "Congratulations miss/sir", "It would be better if you bought the newly released one "2022 better than a second hand one from 2007". The expressions miss, sir, teacher were used a lot by NNSs participants in this case.

As far as the natives are concerned, four (04) participants responded using "ADJ NP" (one (01) female and three (03) males). Examples of that include, "Nice car", "Lovely car",

“Good car”. One (01) of the females complimented using “I (really) like/love NP” like “I like this car, it’s so fancy!” Another (01) female responded using “NP is/looks (really) ADJ” saying, “Your car is really nice”, and another (01) final female answered as the following “I probably would not compliment someone’s car”.

**Scenario 07:** You are a teacher and you read one of your students’ article published in a newspaper; what would you say to compliment him/her?

Regarding the NNSs, almost the majority (14) of them used other different variations rather than the ones provided by the researchers in this situation like saying “I always trusted your capacities keep it up”, “I taught you well”, “You must revise academic skills”. Furthermore, the majority of the participants associated their compliment forms with the expression “I am proud of you”. Three (03) NNSs used “NP is /looks (really) ADJ” like, “Your article was very interesting”. Seven (07) female NNSs used (I (really) like/love NP) like “I like your style of writing especially the word selection”, “I really appreciate your work”, “I Like what you wrote in your article a lot”. Only one (01) female used “What (a) ADJ NP” saying “what a skillful writer you are”. Eleven (11) of the female NNSs opted for “ADJ NP”, as in the following “Great effort”, “Good job”, “Great writer”, “Brilliant student”, “Skillful writer”. Three (03) of the NNSs utilized “You v (a) really ADJ NP”. For instance, “You are a very good writer”, “You are a talented writer”. Two NNSs also used the pattern “You have (a) (really) ADJ NP” saying “You have a great ability”, “You have a journalist skill”. One (01) NNS male did not provide any answer in this situation.

Concerning the native answers, Three (03) of them opted for this pattern like in “I really like/love NP” (Two (02) females and one (01) male) they responded as follows: “I really loved your piece in the newspaper”, “I read your article and really enjoyed it I especially enjoyed the”, “I really enjoyed reading it”. Another native female responded using

this pattern “ADJ NP” saying, “Brilliant achievement”. Another (01) native female responded using the following pattern “You V (a) really ADJ NP” saying: “You are a great writer”. Another native male selected “ADJ NP” e.g. “Excellent article by the way”. A final native (01) male used this pattern “PRO is (really) (a) ADJ NP” saying “That was an excellently written piece”.

**Scenario 08:** What would you say when you want your friend to send you the lectures’ notes?

Concerning non-native participants table 2, both genders, did not flatter or provide pre acts while asking for the lectures’ notes. However, they provided different expressions of greeting like (hi, hey, good morning) and “darling, dear” then they provided polite requests with justifications, either before the request or after it. examples of that are “Hey, dear I didn’t revise anything for the exam could you please send me the lectures note I would be grateful for that”, “Could you please send me yesterday’s notes because I was sick I couldn’t attend the lecture”, “Send me the lecture may god protect you, “Rabi yahfdek”. Some of the NNSs replied as the following “I would simply ask her to give it to me without any introductions”, “I’ll thank him first then I’ll buy him coffee because he likes it”.

Concerning the native answers, they were very similar to the non native ones (they used greeting expressions as well, dear, darling expressions then they directly provided the polite request) they differ only in the length as they provided only polite requests without giving any justification. The following are their answers: “Could I trouble you for yesterday’s lecture notes please? It would be a great help”, “I’m so sorry but I forgot to take notes. Is there any chance you can send me yours?”, Qué pasa hombre, please could you send me those notes mate? (If they speak Spanish I would not say qué pasa hombre), this native participant used Spanish (code switching). Native females replied saying “Could I have a look at your lecture notes please?”, “Eek, are you sure? I’ll get them back to you by

tomorrow, do you want to use any of mine?”, “If you have time to talk to me about lecture or pass on some notes, I’d be really grateful”.

#### 2.2.1.2.2. Analysis of NNs and Ns Compliments Responses.

**Part one:**

**Table 3**

*Classification of both Algerian NNSs and British NSs compliment responses.*

Scenarios	Options	NNES	NES
<b>Scenario 03</b>	a. Thank you	23	04
	b. I do not think so but thank you.	05	/
	c. I liked yours too	11	03
	d. Others.	03	/
<b>Total</b>		42	07
<b>Scenario 04</b>	a. Thank you	20	04
	b. My mom helped me to prepare it.	11	01
	c. Uh huh mm well not that much	04	/
	d. Others.	07	02
<b>Total</b>		42	07

**Scenario 03:** You have just finished an oral presentation, when you were leaving the classroom, one of your classmates said: “Well done! I really appreciate your work.”

The majority are twenty three (23) non-native participants whom opted for option (a) (eighteen (18) females and five (05) males). Five (05) non native participants selected option (b). Eleven (11) participants selected (c). Three (03) of the NNSs chose other answers different from the ones provided by the researchers saying “I worked hard for this day”, “You too” “Remind me later to send the site from which I took info” (see table 3).

Four (04) of the NSs opted for option (a). Three (03) of the NSs selected option (c) (two (02) females and one (01) male). None of the participants selected option (b) and (d).

**Scenario 04:** You have just invited some friends for dinner that you have cooked. One of them said “Tastes yummy”.

Twenty (20) non native participants selected option (a) (four (04) males and sixteen (16) females). Eleven (11) NNs selected option (b). Four (04) NNS selected option (c). Seven (07) NNS selected option (d) (five (05) females and two (02) males).

Their answers are as the following “It’s nice of you”, “How much time did you take to prepare such stunning”

The British NSs replied as the following, four (04) NNSs selected option (a). One (01) native female selected option (b) .None of them selected option (c). Two (02) Ns selected option (d), the female replied as the following “Glad to like it” and one male replied by saying “Yummy how old are you?”

**Table 4**

*Classification of both Algerian NNSs and British NSs complement responses*

Scenarios	Scenario 01		Scenario 02		Scenario 03		Scenario 04		Scenario 05		Scenario 06		Scenario 07	
	NN	N	NN	N	NN	N	NN	N	NN	N	NN	N	NN	N
Appreciation Token	38	04	09	04	04	03	25	03	17	04	25	05	18	05
Comment Acceptance	/	/	/	/	/	/	/	/	04	/	15	01	05	/
Praise Upgrade	/	/	/	/	/	/	/	/	03	/	/	/	03	/
Comment History	/	/	/	/	/	/	/	/	06	02	/	/	/	/
Reassignment	/	/	/	/	/	/	/	/	03	/	/	/	/	/
Return	01	/	/	/	/	/	/	/	/	/	/	/	12	/
Scale Down	01	/	/	/	/	/	/	/	02	01	/	01	/	01
Question	01	/	/	/	01	/	/	/	/	/	/	/	01	01
Disagreement	/	02	/	/	02	01	10	04	/	/	/	/	/	/
Qualification	/	/	/	/	/	/	/	/	/	/	/	/	/	/
No Acknowledgement	/	01	/	02	/	/	06	/	/	/	/	/	03	/
Request Interpretation	/	/	/	01	/	/	/	/	/	/	/	/	/	/
Other Variations	/	/	/	/	02	/	01	/	/	/	02	/	/	/
No Answer	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Total	41	07	09	07	09	04	42	07	35	07	42	07	42	07

**Scenario 01:** You were shopping for a dress and a female stranger approached you as a female and said: “This will look amazing on you.”

As it is shown in table 4, thirty eight (38) NNSs replied using agreement and “appreciation token” like “Thank you so much , very much”. What is special for them is that the majority (27) twenty seven of females used a lot of interjections like (Oh, Aw..) and the intensifier adverb “really” like in “really thankful”, “really grateful” this is to express a strong sense of emotions because usually females feel comfortable when speaking with other females. Two (02) other females replied as the following, returning the compliment to the complimenter saying “That’s your good taste”, the other female replied in a form of question “Do you really think so?” Only one (01) respondent used a scale down expression “But the color is not good”. Six (06) of male NNSs did not answer in this situation. Three (03) NN males answered believing that females use interjections while responding to other females in such situations. Females always seek involvement and prefer to use personalized forms like in “Wow I really liked”

The native participants answered as follows, four (04) of them replied by “Appreciation token” (two (02) females and two (02) males) they answered saying “thank you”. Two other NSs “disagreed” with this compliment (one female (01) and one (01) male) “I don’t know I’m not sure I can pull off something that clingy”, “Well I’ve been working on my figure. How is your diet going? “As a man I would take that as a joke”. A Ns female (01) opted for a “non acknowledgment” response saying “I wouldn’t say anything”, “I would be quite confused!”

**Scenario 02:** You were shopping for trousers and a male stranger approaches you as a male and said “you look classy with these trousers.”What would you say?

Nine (09) non native males responded to this compliment by “appreciation token” using the expression “thank you”. We notice that males while responding to



male compliments a simple “thank you” is enough to show their appreciation. They were totally concise and direct. A zero interjection is marked among males. The Researchers expected to have a good number of expressions containing the term “God” due to the nature of the Algerian society, but surprisingly only one (01) participant said “May god bless you”. Usually, Algerians use this expression to show gratitude and appreciation due to their religious and cultural background. What is also noticeable is that when the males responded to other NNSs males they used the informal expressions “Dude”, “bro” which means “My friend”, “my brother” (see table 4).

Regarding the NSs answers are as the following, four (04) of them replied by “Appreciation token” (two (02) females and two (02) males) like in “Oh thanks”, “Cheers man”, and “Ah thanks... yeah they have a really great cut”. Two (02) Ns females did not answer this compliment. A (01) male provided a compliment in a form of “request interpretation”, “What’s wrong with you?”

**Scenario 03:** You were shopping for trousers and a female stranger approached you as a male and said: “This will look amazing on you”.

Concerning NNSs, four (04) males replied with “appreciation token and acceptance” like “I Appreciate your opinion”, “Thank you”. One (01) male replied by saying “It depends on my relationship with this female”, and another one (01) responded by questioning “Do you think so?” Another (01) male responded saying “I don’t talk with females but thank you”. Other two (02) NNSs informants responded to the female compliment by asking the female for “Dating” and” Hanging out”.

The Native answers were as follows, three (03) Ns opted for “Appreciation token” (two (02) males and one (01) female) they replied as follows “Oh thank you!” The third female believed that males may answer saying “thanks”. One (01) native participant

“disagreed” saying “I can see that in the mirror” and the last three (03) native participants who were females did not answer in this situation.

**Scenario 04:** You were shopping for a dress and a male stranger approaches you as a female and said: “This will look amazing on you.”

Concerning NNS responses are as the following, twenty five (25) of the females responded to this by acceptance and “appreciation token”, totally against what the researchers expected. Their answers are as follows: “thank you very much”, “I bet it will be a hit if we hang out together”, “I will smile and keep silent”. Ten (10) of the NNSs “disagreed” with these compliments using expressions like “I’m not asking for your opinion”, “I am not looking for a dress it may suit your wife”. Six (06) of them did not acknowledge their responses and left empty spaces. Three (03) non-native males answered believing that females accept such compliments and only one (01) NNS male replied believing that a female may respond to this compliment by saying “I have a boyfriend but thank you for the compliment”.

The native respondents replied as follows, Three (03) of them replied using “Appreciation token”. Two (02) Ns males believed that female NSs in this situation would answer by saying “thanks”. One (01) female of these three answered as follows, “Oh wow, I doubt it, but thank you”. Other four (04) native participants “disagreed” with this compliment, three (03) females responded as the following, “Depending on the situation, I probably would not say anything and/or would walk away”, “That’s none of your business”. A male (01) believed that females in such situations will answer as the following “security”.

**Scenario 05:** You invited some friends to your house. One of them liked the room curtains’ design saying “they look great!”

In table 4, six (06) used NNSs “comment history” like “I got them from turkey”, “I bought them last month”, “I bought them from the town center mall EL AMANA”. Three (03) of NNSs used the pattern “praise upgrade” like “I’m always on the right direction in choosing stuff”, “They looked beautiful because myself have chosen the design”, “Only high tasted people recognize that”, then three (03) of them chose “reassignment” like “It was my mother’s choice”, “mom helped me to choose them”, “mom made them”. Fourteen (14) of the NNSs replied by “appreciation token and agreement” like “I appreciate that”, “I’m happy to hear that”, “pleased to hear that”. Only two (02) NNSs responded using a “scale down” saying, “They weren’t that expensive”, “I don’t think so”.

Moving to the native answers, four (04) of them chose “Appreciation token”. Two (02) native males of these four answered as follows: “Ah thanks very much... they just came with the flat and were a bit unsure”, “Thank you” and the two (02) native females of these four replied as the following “Thank you” I’m glad to hear you like them”. Two (02) native participants (one (01) female and one (01) male) selected “Comment history”, they answered as the following “I got them from...”, “I bought them online”. Only one (01) female participant opted for “Scale down” saying “Thanks, they don’t really go with the rest of the furniture, but never mind”.

**Scenario 06:** As a teacher, you bought a car. One day you met one of your learners; he/she looked at your car and said “it’s so beautiful”

The majority (25) twenty five of the NNSs responded by accepting the compliment then providing pieces of advice for the complimenter like “Study and work hard so that one day you will have a better one”, “Inshallah you will buy like that car and even better just work hard”, “Thank you inshallah you will get like it”. These pieces of advice provided by the respondents (the teacher in this scenario) may be interpreted that the Algerians believe

that studying and working hard is the only way for bettering one's situation. Two non native male participants interpreted this compliment as flattering saying "You would get extra marks for this compliment" and the other male responded ironically saying "Not as your marks". Another one (01) evaded the compliment saying "Oh thank you I hope you are doing well especially with your studies". One (01) non native female replied using a return pattern "You are the beautiful" (see table 4).

As far as the native answers are concerned, five (05) of them chose "Appreciation token" (Three (03) females and one (01) male); they answered using the expression "Thanks". One native (01) male selected "Comment acceptance" saying "Yes it seems good". A (01) native female opted for "Scale down" saying "Thanks, it nearly bankrupted me – my first car!"

**Scenario 07:** You published an article in a newspaper, the next day your teacher met you and said: "I have read your article, it is very interesting. You are a skillful writer".

As it is shown in table 4, twelve (12) of the NNSs responded in a "return" form like "Since I met a teacher as you obviously my skills will be that much stunning", "Thanks to the teacher who taught me the academic skills I need", "All credits goes to you", "This is because being your student", "That's due to your effort with us". The other remaining eighteen (18) respondents' answers are in the form of "Appreciation token and agreement". They used expressions like, "Thank you so happy with your comment", "I'm so proud to hear that from you", "It means a lot", "It's my pleasure to have your opinion". These appreciation token expressions were formally and mostly associated with the titles "miss and mister" e.g. "Thanks a lot miss/sir, "That's kind of you sir". Only one (01) informant used "question" saying "Did you find any mistake Sir? Also, three (03) NNSs used "Praise Upgrade" like

“I'm so proud of myself”, “I read a lot that's why I am a skillful writer”, “I worked so hard for that day”.

Regarding the natives, five (05) participants used an “Appreciation token”. Three (03) of the four females answered as follows: “Thanks so much, that's really great to hear” I really value your opinion”, “I really appreciate that thank you” etc. The two (02) native males as the following, “thank you that means so much”, “Thank you so much I really appreciate that”. Another male (01) used the pattern “Question” saying “What did you think about the content though?” One (01) native female responded by “scale down” saying, “Thanks so much, but I realized yesterday though that there's a typo in the first paragraph!”

**Scenario 08:** While you are in the classroom a classmate of yours called you using your nickname (not as usual): “good morning my dear you look shining and elegant today” then she /he directly asked you saying: “Could you please send me the notes of yesterday's lecture I was absent and I have to prepare for the exam”.

The majority (28) twenty eight NNSs respondents accepted this compliment and did not consider it as a “flattery” situation .They replied using expressions like “Here are the notes”, “Sure just send me your email address“. Seven (07) respondents understood that this situation is considered as flattery one; they used expressions like “You should go to the point directly”, “Tell me from the beginning”, “what's wrong with you?” One (01) non native female participant replied saying “تموت على مصلحتك, tmout ala maslehtek”, “You could just asked without using my nickname”. The non native participants used a lot of interjections in this situation like (mmm, Aww, um, Ah, Wow, ha ha) saying “mm you should go to the point directly”, “Umm I was wondering why your words are so sweet”, “Wow what's wrong with you”. Six (06) participants rejected this compliment using expressions like “I didn't take notes yesterday I didn't bring my glasses”, “I cannot send you my notes because it is personal

and I made efforts to take them you can find the details on the lectures that the teacher will send”, another one (01) stated that “I did not take really any I just listened to explanation.”

For the natives, only one (01) native male rejected this compliment and took it a “Flattery” situation saying “That is not going to happen, where you get off talk to me like that”. Another (01) native male accepted the compliment saying “sure I’ll send it when I get a chance”. Another native male replied as the following “Trying it on a bit are we? “. A native (01) female accepted the compliment and did not consider it as “flattery” saying, “I could talk you through what we talked about instead of the notes”. Another native female replied saying “Oh thanks...I don’t think I took notes yesterday though”. Another (01) native female accepted the compliment simply by saying “sure”. A (01) native female participant replied as follows: “Haha you cheeky bugger, yes of course, just make sure you give them back to me”.

#### **2.2.2.2. Analysis of Non-natives and Natives’ Complaints.**

##### ***2.2.2.2.1. Analysis of Non-natives and Natives’ Complaints Strategies.***

#### **Part 01:**

The designed table is used to classify both Algerian NNES’ complaints as well as British NES’ complaints following Trosborg strategies (1995).

**Table 5***Classification of NNs and Ns complaints strategies (part one)*

Scenarios	Options	Complaint Strategies	NNs	Ns
<b>Scenario 01</b>	a.	1. No explicit reproach	16	06
	b.	2. Indirect accusation	04	/
	c.	3. Explicit condemnation of the accused's action.	14	/
	d.	4. Annoyance	04	/
	e.		04	01
<b>Total</b>			42	07
<b>Scenario 02</b>	a.	1. No explicitreproach	14	07
	b.	2. Indirect accusation	14	/
	c.	3. Modifiedblame	06	/
	d.	4. Ill consequences	02	/
	e. Other	5. /	06	/
<b>Total</b>			42	07
<b>Scenario 03</b>	a.	1. No explicit reproach	21	07
	b.	2. Indirect accusation	07	/
	c.	3. Explicit condemnation of the accused as a person	06	/
	d.	4. Modifiedblame	07	/
	e. Other	5. /	01	
<b>Total</b>			42	07
<b>Scenario 04</b>	a.	1. Direct accusation	05	06
	b.	2. Annoyance	06	/
	c.	3. Direct accusation	15	/
	d.	4. Modified blame	13	/
	Other	5. /	03	01
<b>Total</b>			42	07

**Scenario 01:** you came home and found your dad and your brother getting ready to go out together on a trip. But you found out that they do not intend to take you with them. How would you say?

As it is shown in table 05, sixteen (16) NNES respondents (eight (08) males and eight (08) females) selected option (a). Fourteen (14) females chose option (c). The first option (a) refers to no explicit reproach strategy. This latter show that the complainer seeks to avoid

falling in struggles with the complaine; especially when the complaine is someone who has a social value like the father in this case. In this case, the complainer prefers to be polite and not to mention the insult but at least uses some words as hints. Second, option (c) shows that the complainer explicitly blames the complaine's action and the offence he is responsible for. This option is widely used by females, maybe due to the fact that girls are too close to their fathers and show intimate relationship whereas no male chose this option. For instance, some of the females provided their own answers saying: "If I don't go, you won't go anywhere; Wait for me", "I'll come with you hahaha!", "I hope this trip is not for infinity". These last answers show annoyance with a sense of teasing. However, a male provided his own answer by saying: "I'll keep silent". Four (04) females' ticked options (b) and accused indirectly, In addition to other four (04) females who chose option (d) which referred to annoyance.

Six (06) natives (four (04) females and two (02) males) opted for option (a) while only one (01) native male provide his own answer.

**Scenario 02:** Your boss was impressed by your work, so he asked you to extra hours and promised to raise your salary and give you special privileges. But he did not keep his promises. This, you decided to meet him. What would you say?

As it is shown in table 05, fourteen (14) NNES respondents (three (03) males and eleven (11) females) ticked option (a), and other fourteen (14) participants (two (02) males and twelve (12) females) chose option (b). The respondents complaints fell between no explicit reproach and indirect accusation which reveals that the complainers know very well how to complain in such situations in order to defend or to get their rights. Six (06) females produced modified blame as a substitutional solution like, "You should fulfill your promises". Moreover, four (04) males provided their own answers and showed that he is not



tolerant in such cases and he will resort to violence like, “Violence will solve everything sir”. The provided examples revealed that males sanctify their words and promises; they believed that men must fulfill what they said, also they refused being manipulated by other people even if they are their bosses who do so. However, four females (04) chose option (d), two (02) of them stated their own answers saying, “You’re the worst ever, we’ll meet in the court”, “I’ll call the cops”. These examples obviously showed that females rejected violence because they believed that it did not solve problems but it will increase it thus, they resorted to the judiciary and the law instead.

All the natives (07) opted for option (a) no explicit reproach to avoid falling in struggles with the complainers.

**Scenario 03:** A stranger cuts the line ahead of you and you have been waiting two hours to buy concert ticket. What would you say?

As it is revealed in table 05, twenty one (21) NNES (three (eight) males and thirteen (13) females) prioritized option (a) and preferred neither to accuse the complainer nor to blame him, but rather they showed that they are tolerant with strangers and use no explicit reproach to maintain solidarity such as, “the line is back there we have been waiting all day”. What is most noticeable is that they also justified the committed offence by saying: “it’s okay, may be they have something to do or, may be he/she is in hurry or, may be he/she has an emergency case”. In addition, seven (07) females chose option (b) and accused the complainer in an indirect way. Other seven (07) females chose option (d) and provided modified blames. Moreover, six (06) females chose option (c) and accused the complainer as a person and not his wrong action by saying: “who do you think you are?” Furthermore, a male provided his own answer saying: “I’m 1.80 cm high and 81 kg if it is not visible to you”.

In the three scenarios, option (a) was chosen by all NES. In other words, no explicit reproach is the most used complaint strategy in this part.

**Scenario 04:** “You return from shopping to find your visiting cousin has messed up the newly cleaned kitchen”. What would you say?

By referring to table 05, fifteen (15) NNES respondents (four (04) males and eleven (11) females) ticked option (c) where the complainer directly accused the complainee who committed the offence and directed his attention towards his sin using the word “hell”; this is due to the high degree of intimacy and the low social distance shared between the two interlocutors. A male and a female provided their answers saying: “if you don’t clean your mess I don’t know what I will do to you!”, “clean your mess”. Thirteen (13) respondents (three (03) males and ten (10) females) ticked option (d) and provided a modified blame. Additionally, Six (06) females chose option (b) that reveals their disapproval but without addressing the complainee’s sin. Moreover, five (05) participants (one (01) male and four (04) females) selected option (a) and preferred not to accuse the complainee directly. A female provided her own answer saying, “I’ll stay silent and pick up the mess by myself because she is a guest” which is classified as no explicit reproach strategy.

Six (06) natives opted option (a) where they explicitly complained the complainee. Also one male chose option (c) to provide a modified blame.

### **Part Two:**

The table below states the five open ended scenarios that are concerned with both Algerian NNES as well as British NES’ complaints except scenario 07 and 08 that are not concerned with this classification.

**Table 6***Classification of NNs and Ns complaints strategies (part two)*

Complaints strategies	Scenario 02		Scenario 03		Scenario 04		Scenario 05		Scenario 06	
	NN	N	NN	N	NN	N	NN	N	NN	N
No explicit reproach	05	02	06	03	06	01	20	05	08	06
-Annoyance	/	/	06	03	/	/	/	01	/	/
-Ill consequences	09	/	09	01	04	/	/	/	03	01
-Direct accusation	18	02	13	/	19	04	14	/	21	/
-Indirect accusation	07	02	05	/	05	02	06	/	05	/
-Modified blame	03	/	03	/	08	/	01	/	05	/
-Explicit condemnation of the accused's action	/	/	/	/	/	/	01	01	/	/
-Explicit condemnation of the accused as a person	/	/	/	/	/	/	/	/	/	/
<b>Total</b>	42	07	42	07	42	07	42	07	42	07

**Scenario 01:** Your best friend is a person who complains a lot, whenever you meet or talk together, he does not stop broadcasting his complaints to you. How would you behave with him?

This scenario is an introductory scenario which is used to investigate both Algerian NNs and British Ns attitudes towards the speech act of complaining. Both NNs and Ns answered similarly by saying that complaining is an unpleasant act which have many drawbacks that may affect badly the complainer's psychological state as well as his life. For instance, they said: "Come on yeah! Have a little faith; you need to be optimistic otherwise you will ruin our moods", "Stop complaining dear and try to look for solutions instead", "I'll keep listen and advising him". However, few respondents show their unwillingness to be attached with such person; they honestly said: "I would reduce our meetings", "I hate dealing with such persons", "I would change the situation whenever he start his complaints". All in all, both NNs and Ns described complaining as a negative vibe.

**Scenario 02:** You have entered a restaurant that is famous with its delicious dishes. You ordered pizza but you were surprised how salty it was. What would you say?

As it is revealed in table 06, eighteen (18) NNEs (six (06) males and (12) females) directly accused the waiter and directed him towards his sin which is putting too much salt in the pizza. It is worth mentioning that in restaurants, clients are considered as kings, they are just required to give their requests and orders to the waiters who must offer and provide the clients with excellent services and treatment. Hence, there is a social distance between the two parts; clients are superior to waiters. Here are some of their complaints: “It is too salty!”, “How much did you put salt in this pizza”, “I thought that I am drinking sea water, your pizza is not eatable”, “This is an acceptable, I have paid a lot of money for this salty pizza”. Nine (09) respondents (three (03) males and six (06) females) produced ill consequences strategy; the subjects show their annoyance concerning the complainees’ offence through stating the negative results of committing such insult. Examples include: “I will never eat in this restaurant again”, “I can’t eat it. Could you please change it or I will leave”, “Give me back my money”. Moreover, seven (07) females provided indirect accusation complaints like, “Normally you are offering good pizza, haven’t you?” Also, five (05) females preferred to stay silent and avoid struggles through no explicit reproach complaints. In addition, three (03) females used modified blame as a substitutional solution for this identified problem. Examples: “You should pay attention when you are putting salt”, “You should take into account people who suffer from blood pressure”.

In this scenario, the seven NES are divided along the provided strategies. Two (02) females preferred not to say anything like, “I would probably not say anything unless it was really an issue”. Also, two (02) other females directly accused the complainees through saying, “The pizza is too salty”, “The drinks are lovely but the pizza is over salted, would you mind changing it”. Also, two (02) males provided two indirect accusations like, “Excuse me,

Could I just check is the pizza ordinarily so salty?”, “is it meant to be this salty?”. A native (01) male said, “Not all it’s cracked up to be” this expression means that this restaurant is not as good as other people have said which showed annoyance and disapproval.

**Scenario 03:** You went on a business trip and rented a hotel room that you liked when you saw on the internet. But when you went there you were choked by the opposite. By chance you met the manager. What would be your reaction?

As it is revealed in table 06, thirteen (13) non-native respondents (six (06) males and seven (07) females) directly accused the bad hotel manager who did not provide his customers with good services and who deceived people through posting fake pictures on the internet like, “You are cheating people with those fake pictures”, “I’m so surprised with your awful services”, “Why the reality is not like the posted pictures?”, “Your rooms are behind my expectations. Nine (09) of the participants (three (03) males and six (06) females) chose to state the bad results of the manager’s committed insult so, they used ill consequences strategy. Here are some of the subjects’ responses: “keep doing this and surely you will lose both your business and customers”, “I’ll never and ever come back to this hotel again”, “I’ll tell my friends neither come to this hotel nor renting rooms via internet”. Those responses show again that those subjects refused the act of being underestimated by others. Six (06) females produced no explicit reproach complaints while the other six (06) females showed annoyance. In addition, five (05) females complained through producing modified blames, like in the following examples: “You should be responsible”, “You should stop broadcasting fake pictures”, “I’m surprised! You should be honest about what you post if you want to have customers”. Three (03) females accused the complaine as a person saying, “You are bad manager”.

In table 06, three (03) natives (one (01) male and two (02) females) produced no explicit reproach complaints like, “Say nothing unless it was so different and dirty”. Moreover, three (03) other natives (one (01) male and two (02) females) provided expressions of annoyance like, “This is unacceptable”, “excuse me, my room look nothing like the one online”. In addition, a male stated an ill consequence by saying, “Look at my mobile phone of a picture of your hotel rooms, is it the same? Yes or no? I am leaving unless you give me a discount, with all due respect”.

**Scenario 04:** when you wanted to revise for the exams, you looked for your copybook and you did not find it. Then, you remembered that you lent it to one of your classmates and he did not return it back to you. What would your complaints be?

Nineteen (19) non-natives (two (02) males and seventeen (17) females) accused their classmates who did not return back their copybooks. What is remarkable is that most of them stressed the expression “You know that we will have exams sooner”, this reason pushes the subjects to directly accuse the complainers without caring about their excuses. Also, this refers to the low social distance and the high degree of intimacy shared between both of them. Examples: “Could you give me back my copybook and do not tell me about your excuses”, “I gave it to you for a favour, why did not just return it or remind me about it”, “where is my copybook”, “Why you didn’t return my copybook?”, “You know that we have exams and I have to revise dude”. Further, eight (08) respondents (five (05) males and three (03) females) blamed the complainers and hold the responsibility of the offence. E.g. “Why you didn’t remind me about it at least”, “You should be more careful, how I can revise now lol!” Moreover, six (06) females produced no explicit reproach complaints while other five (05) females stated indirect accusation complaints. In addition, four (04) of respondents (two (02) males and two (02) females) preferred to state the bad results of the offence and not to lend their copybooks again to such irresponsible classmates. Examples “I will never lend you

my copybook again”, “Don’t ask me again to lend you my copybook”. What attracts the attention in these examples is that those respondents did not over generalize the provided ill consequences. More precisely, they did not say: I will never lend my copybook again, or I will not lend anymore my copybook (see table 6).

With regard to the native respondents, One (01) female chose to complain using no explicit reproach like, “No complaint, just a gentle remind to return the book”. Four (04) other natives (two (02) males and two (02) females) produced direct accusation saying, “You forgot to return that text book, where is it?”, “I would ask them if he could return it as soon as possible”, “do you mind return that copy book I really need it to study”, “I would ask them to please return it as soon as possible”. However, two (02) natives (one (01) male and one (01) female) accused the complaine in an indirect way like, “do you still have that book I lent it to you? I need it suddenly; do you think you could give it back?”, “Hey! I think you still have my notebook, is that right?”

**Scenario 05:** Your average is lower than you expected so; you lost the opportunity to get a scholarship. You have found a calculation error. After days, you found your teacher and he/she corrected the mistake. You asked him/her about the file required for the scholarship and told you that the files have been deposited. What would you say?

By referring to table 06, twenty (20) non-native females responded with no explicit reproach strategy when they complained the teacher. Examples include “It is okay, another chance”, “Okay next time Inchallah. I wish I could get a scholarship”, “It is so bad, unfortunately”, “Maybe this is better for me, may Allah give me great opportunity in the next days”, “That’s my luck”. These answers indicated that the respondents respected their teachers and did not accuse or direct them towards the insult, but they believed that this happened because of their bad luck and because of destiny and they believed that God will

make up their loss. This reflects the Algerians' culture; attributing failure to bad luck and destiny (mektoub). Also, Fourteen (14) respondents (five (05) males and nine (09) females) answered by directly accusing the teacher who holds the responsibility of this loss and expected him to rectify the mistake. For instance, "This is not my fault sir! Find me a solution", "It is not my mistake, I have a chance and because of you I lost it so, find me a solution", "Your mistake costed me a lot, and I lost the opportunity to have a great scholarship". Six (06) respondents (two (02) males and four (04) females) accused the teacher in an indirect way. These responses denote how much the respondents felt sorry for losing this great opportunity and how much they felt angry and annoyed because of the teacher's wrong, but they still trust the teacher to find them a solution. On the other hand, one (01) male directly blames the teacher's action which is his calculating mistake saying "Oh! I lost my only chance because of your calculating mistake as usual". Another (01) male produced a modified blame through saying: "please! Don't make such mistake again to any other student who deserves the chance

Concerning the natives, Five (05) (one (01) male and four (04) females) preferred not to struggle with their teacher, so they produced no explicit reproach like, "Thank you for helping", "I think the corrected grade would push me over the boundary for the scholarship, is there any way we can follow up to make sure they have all the correct information", "Say nothing". One male (01) shows annoyance through saying, "This is my life man!" Another male (01) explicitly accused and blamed the teacher's action (offence) saying, "I would say this is unacceptable, and that I have lost a scholarship through the teacher's mistake. I would expect the situation to be rectified". The Algerian respondents lost hope directly and asked the teacher to find out a solution; while the natives were still hopeful.

**Scenario 06:** You are a resident student; you get up at night to the sounds of loud music coming from your neighbours' room. How would you react?



According to the classification of table 06, twenty one (21) of non-native samples (six (06) males and fifteen (15) females) accused the complainee directly and provided a justification for their complaints and they requested them to reduce the music. Examples: “It is mid night! Could you please stop making noise?”, “I’m hardly trying to sleep so, could you please reduce the music”, “I have an important day tomorrow, turn the music off please”. The mentioned examples clarify that the respondents did not want to be harsh with their neighbours thus; they supported their direct complaints with some reasons. They respect the social distance between them and defend their rights and maintain solidarity. Eight (08) respondents (three (03) males and five (05) females) produced no explicit reproach complaints and saying, “I will never get out of my room”, “I will listen to Quran till I get back to sleep”. Moreover, five (05) females produced indirect accusation like, I think the sound of the music is a little be loud, don’t you think so?” and the other five (05) females stated modified blames by saying, “you are not alone here, respect us”. However, three (03) females relied on ill consequences strategy to express their annoyance towards the neighbour’s offence. They stated: “Could you please stop the music otherwise, I’ll call the director”, “Stop the music or I’ll call the police”, “Turn down the music or I’ll call the director to stop you”. This means that the respondents in such situation did not do anything wrong to their neighbours; they just warned and threatened the offenders through calling the one who has the authority to stop their insults like the director and the police.

In this scenario, six (06) natives (two (02) males and four (04) females) chose to produce no explicit reproach complaint strategy like, “I would probably put some earplugs in and say nothing”, “ask politely for the music to be lowered”, “I would probably not say anything unless it was very distracting and went for a long time”. In addition, only one (01) male produced an ill consequence and said, “Turn it down or report them if it is important”.

### 2.2.2.2.2. Analysis of Non-natives and Natives' Complaints Responses.

#### Part 01:

The designed table is used to classify the Algerian NNES and British NES' complaints responses based on Laforest taxonomy (2002) except for scenario 04 which is not concerned with this classification.

**Table 7**

*Classification of NNs and Ns Complaints Responses (part one)*

Category	Scenario 1		Scenario 2		Scenario 3	
	NNs	Ns	NNs	Ns	NNs	Ns
-Acceptance: admitting responsibility	10	02	08	03	22	/
-Acceptance: excusing oneself	05	/	09	01	/	06
-Partial acceptance: justifying oneself.	12	/	13	02	07	01
-Partial acceptance: not taking the complaint seriously	3	03	05	/	07	/
-Rejection: denying	04	/	/	/	/	/
-Rejection: not acknowledge the complaint as a problem	04	/	05	/	/	/
-Rejection: counterattacking	04	/	02	/	04	/
-Disregarding the complaint.	/	01	/	01	02	/
<b>Total</b>	42	06	42	07	42	07

**Scenario 01:** how would you respond if your son complains you concerning the trip?

In table 07, twelve (12) non-native respondents (three (03) males and nine (09) females) partially accept the responsibility. They justify with saying, "Oh dear! I thought that you are busy studying", "Don't say that dear, you come late and we were in hurry, that's why we planned to go together", "I thought that you hate going in trips", "We are waiting for you, don't misunderstand us". Also, ten (10) respondents (three (03) males and seven (07) females) accepted the complaint and admit the responsibility through saying: "Don't be upset dear, you are right, come with us", "Sorry honey, it's never late get ready we'll go together", "You are right, join us please". In addition, five (05) of them (two (02) males and three (03)

females) accepted the complaint and apologized saying: “Sorry darling”. Twelve (12) females rejected the complaint; four (04) of them denied the complaints like, “don’t misunderstand us, we are about to tell you to come with us”, other four (04) females did not acknowledge the complaint as problems by saying, “stay at home” while the rest four (04) females counterattacked the complaints by saying “why you didn’t remind me, or even ask me to go together?”. Further, three (03) subjects (one (01) and two (02) females) preferred not to take the complaint seriously; they thought that this is not a task to be complained about. For instance: “don’t be mad, it is just a trip”, “Are you serious”, “enjoy your time at home, we’ll give you pizza once we come back home”.

Concerning the native respondents, Two (02) (one (01) male and one (01) female) responded with accepting the complaint like, “Of course you can come”, “don’t worry I’ll take you on the next one”. Three (03) natives (a male (01) and two (02) females) answered with partial acceptance of the complaint and justifying saying, “Sorry son it’s your brother’s turn”, “I didn’t think you wanted to come, but there’s still time, why don’t you go and pack your things”, “Sorry I just wanted some quality time with your brother, I’ll take you next time”. Further, one male (01) disregarded and ignored the complaint saying, “Have a good time”. One female (01) did not respond.

**Scenario 02:** How would you respond on your employee’s complaint?

As it is shown in table 7, thirteen (13) non-native respondents (three (03) males and ten (10) females) accepted only half of the responsibility of the committed insult. They believed that they had strong arguments which oblige them to postpone their promises like, “I am still working to fix it”, “Sorry, I forgot about it because I had a lot of business to do”, “We are struggling with some issues, next time”, “The company budget is not enough for any privileges that month”, “I just delayed because of some priorities”. Nine (09) of the subjects

(two (02) males and seven (07) females) answered that if they were bosses and received such complaints from their employees, they would apologise for the offence saying: “so sorry, the problem will be fixed this Thursday”, “Excuse me, I really appreciate your work, I promise to solve the problem”, “Sorry for my late, you will be paid sooner”, “I’m so ashamed, I’ll cover this soon”. What is remarkable is that twenty two of the respondents either answered with providing arguments or excuses, this may reflect that managers or bosses most of the time welcome others’ complaints to show them that they are not 100 % responsible for the offence; because there are some circumstances which delay their matters. Ten (10) females are divided equally between not taking the complaint seriously and do not acknowledge the complaint as a problem. Eight (08) respondents (two (02) males and six (06) females) admitted the responsibility by saying, you are right, it is our bad”. However, two (02) males rejected the complaints and directed it back with saying: “Why you didn’t remind me at time”.

Regarding the native respondents, Three (03) (one (01) male and two (02) females) accepted the complaint and admitted responsibility saying, “Ah! Yes you are right; I promised you’ll be compensated properly next month. We really couldn’t do this without you”, “Thank you for bringing me attention to this. I will get back to you on the best resolution”, “I would ask them what privileges or salary extras they were hoping for”. Two (02) other natives (one (01) male and one (01) female) accepted to hold only half of the responsibility and represented their justifications like, “No problem, I actually forgot as we have been so busy”, “I am sorry but I was just unable to do this in this month”. A male (01) accepted the complaint and apologized saying, “Sorry for the mistake, I will make sure to correct it”. One female, however, disregarded the complaint saying, “Let’s talk later”.

**Scenario 03:** how would you respond to someone's complaint since you cut the line ahead of him?

By referring to table 07, twenty two (22) non-native subjects (six (06) males and sixteen (16) females) expressed their complaint responses through admitting responsibility and seven (07) females excused for their insults since they took others' turns and did not respect them. Examples, "I'm sorry take your turn back, you are right", "I'm sincerely sorry, I didn't pay attention to the line", "You are right, it is my bad", "Oh! Forgive me you are right". These answers showed how much the subjects seek to maintain solidarity and be tolerant with each other, especially with strangers or people who do not share any degree of intimacy with them. Also, other seven (07) participants (three (03) males and six (06) females) partially accepted the complaint with giving justifications like, "I did not see the line". Four (04) females did not acknowledge the complaint as problems by saying, "it is just a turn". However, two (02) females' disregarded the complaint and ignored it. Examples: "I'll just ignore him", "I don't care; I'll get the ticket and leave".

All the natives (two (02) males and four (04) females) accepted the complaint and apologized for the offence like, "Sorry I didn't see", "Oh! Whoops, sorry I didn't realize", "Sorry my mistake please excuse me", "Sorry I wasn't looking, my bad"; except a male (01) who partially accepted the complaint and justified through saying, "I am in hurry".

### **Part Two:**

This table is concerned only with the two open-ended scenarios (07 and 08) since they can be classified only as complaints responses.

**Table 8***Classification of NNs and Ns complaints responses (part two)*

Category	Scenario 07		Scenario 08	
	NNs	Ns	NNs	Ns
-Acceptance: admitting responsibility	/	/	29	05
-Acceptance: excusing oneself	05	/	/	/
-Partial acceptance: justifying oneself.	17	05	03	01
-Partial acceptance: not taking the complaint seriously	06	/	/	/
-Rejection: denying	06	/	/	/
-Rejection: not acknowledge the complaint as a problem	05	/	06	/
-Rejection: counterattacking	03	02	04	01
-Disregarding the complaint.	/	/	/	/
<b>Total</b>	42	07	42	07

**Scenario 07:** How would you respond if your colleague's complaints because you did not invite him to your engagement party?

As it demonstrated in table (08), seventeen (17) non-native subjects (four (04) males and thirteen (13) females) partially accepted the complaint and provided their own reasons and arguments such as: "I thought you didn't like attending such parties", "I had already a limited list, sorry", "It was just a small party", "Ah! I lost your phone number", "Sorry, but the party includes only close members, I'll invite you in the wedding party Inchallah", "Sorry, it was only for relatives, next time Inchallah". The respondents represented their arguments in order not to be accused, in addition to a set of promises with mentioning the expression "Inchallah". Six (06) others (three (03) males and three (03) females) did not take the complaint seriously and responded with saying: "are you serious?", "Oh! Yes it was a joyful party". Also, five (05) participants (one (01) male and four (04) females) excused through saying: "sorry, I will invite you next time Inchallah". Further, three (03) respondents (one (01) male and two (02) females) completely rejected the complaint and directed it back.

Examples: “This is not your business”, “This is personal”, “It is my party, and I’m free”, “I will not ruin my party by inviting curious people”. These responses indicated that some of the respondents hate being accused for such personal matters thus, they harshly counterattacked the complaine.

For the native respondents, Five (05) (one (01) male and four (04) females) responded with partial acceptance of the complaint and stated their justifications like, “Sorry it was only for very close friends and family”, “I am so sorry we don’t have much space in our flat, so it was a small affair, I wish I could have had the whole office there”. Moreover, two males (02) rejected the complaint and counterattacked the complainer like, “I am not a wedding planner and you embarrass yourself every time, so that is why”, “It is my decision who to invite”.

**Scenario 08:** How would you respond to a bookseller who said: “I don’t remember that paper was torn when I last lent you the book?”

As it is shown in table 08, twenty nine (29) non-native respondents (four (04) males and twenty five (25) females) prioritized frankness over lying, they intended to remedy the offence through saying: “sorry sir, it was torn accidentally and I’ll pay for it if you want”, “Oh! yes, I was about to tell you about it, I unintentionally torn it, just tell me how much the book costs”, “I’m so sorry, I know that it is my fault, I will pay for the damage”, “So sorry for what has happened, how can I compensate for this?”. However, six (06) females do not take the complaint seriously by saying, “this can be happened with anyone”. In addition, four (04) participants (two (02) males and two (02) females) denied the complaint through saying: “It was actually but you didn’t notice from the beginning”, “I don’t think so”, “No! I borrowed like this sir”, “I think you lent it to me like this, because I didn’t tear any paper”. Further, three (03) males accepted the complaint and apologized but without any intention to repair the damage, such as “Excuse me, it was an accident”, “Sorry, I didn't mean it”.

Five (05) natives (one (01) male and four (04) females) accepted the complaint and admitted the fact that they torn the paper by accident for instance, “Yes it was an accident, I am sorry”, “Sorry it must have torn by accident in my bag”, “I’m really sorry, it was an accident. Is it possible for me to fix or pay a small cost towards repair?” In addition a native male (01) responded with partially accept the complaint and said, “Oh! Sorry... I don’t know if that me or no”. However, another male (01) counterattacked the complainer using harsh expression “damn” and said, “You must have a damn good memory. Charge me if that is how the system works”.

#### 2.2.2.2.3. Analysis of Complaints Severity.

##### Part 02:

This table includes the classification of severity complaints by referring to Olshain and Weinbach (1987).

**Table 9**

*Classification of NNs and Ns Severity of Complaints (part one)*

Complaints severity	Scenario 01		Scenario 02		Scenario 03		Scenario 04	
	NNs	Ns	NNs	Ns	NNs	Ns	NNs	Ns
-Below the level of reproach	17	05	14	07	21	06	01	/
-Expression of annoyance and disapproval	06	01	/	/	01	/	07	01
-Explicit complaint	18	/	21	/	20	01	33	06
-Accusation and warning	/	/	03	/	/	/	/	/
-Immediatethreat.	01	/	04	/	/	/	01	/
<b>-Total</b>	42	06	42	07	42	07	42	07

##### Scenario 01:

In table 09, eighteen (18) non-native females produced explicit complaints which are classified as the third degree of severity. Seventeen (17) participants (eight (08) males and nine (09) females) preferred not to direct the complainees towards their insults in order to



avoid struggles thus; they either held the responsibility of the offence or kept silent which is the first degree of severity. Also, six (06) respondents (five (05) females and one (01) male) complaints belong to expressions of disapproval and annoyance. However, one (01) female's complaint belongs to the fifth degree of severity which is immediate threat like, "if I don't go, you won't go anywhere" where the complainer explicitly, directly, and openly damages the complainees' face because of the obvious presence of threat.

In this scenario, five (05) natives (two (02) males and three (03) females) produced less severe complaints that belong to below the level of reproach complaint severity. Also, one male (01) provided his own answer that falls on the strategy of disapproval and annoyance saying, "Why can't I come?" Moreover, a female (01) did not give any answer.

### **Scenario 02:**

This scenario represents two strategies used most by the respondents to show both the social distance between the two interlocutors and the complainees' power over the complainer as well. Twenty one (21) respondents (males (05) and sixteen (16) females) provided explicit complaints where the complainers threatened the boss's face and fourteen (14) complaints (three (03) males and eleven (11) females) are rated as below the level of reproach which refers to the less severe type. However, three (03) females' complaints that is rated as the fourth degree of severity which is accusation and warning. Other four (04) complaints (one (01) male and three (03) females) are considered as an immediate threat that it is the most severe complaint like, "violence solves everything sir!"

In this scenario all the natives (07) agreed to produce soft complaints that are below the level of reproach severity of complaint.

### **Scenario 03:**

In this scenario, twenty one (21) non-native respondents (eight (08) males and thirteen (13) females) chose the weakest strategy to deal with strangers since they do not share any degree of intimacy, this is no explicit reproach which is included in the less severe complaint strategy. Consequently, the respondents showed their respect to strangers for the sake of maintaining solidarity. Twenty (20) females chose to directly accuse the complainer that is the third degree of severity. One (01) male produced an expression of disapproval and annoyance which is the second degree of severity (see table 9).

Six (06) natives (two (02) males and four (04) females) produced below the level of reproach complaints. In addition, a male (01) said, “Get to the back of the queue and don’t go to the piss” which is classified as an explicit complaint.

#### **Scenario 04:**

In this scenario, three (33) non-native respondents’ complaints (males (08) and twenty five (25) females) are categorized in the third degree that is explicit complaints. Seven (07) females’ complaints belong to expression of disapproval and annoyance, the second degree of complaint severity. Furthermore, both the complainer and the complainees share a high degree of intimacy since they are cousins, and since he/she is a guest there is a mild degree of severity. One (01) male’s complaint is classified as no explicit reproach and other one (01) female’s complaint categorized as immediate threat.

The majority is Six (06) natives (two (02) males and four (04) females) whom complained directly and openly; this falls under the third degree of severity. However, a male (01) stated an expression of disapproval and annoyance like, “What the hell did you do to the kitchen?”

#### **Part Two:**

#### **Table 10**

*Classification of NNs and Ns Severity of Complaints (part two)*

Complaints Severity	Scenario 02		Scenario 03		Scenario 04		Scenario 05		Scenario 06	
	NN	N	NN	N	NN	N	NN	N	NN	N
-Below the level of reproach	05	02	06	03	06	01	20	05	08	06
-Expression of annoyance and disapproval	/	/	06	03	/	/	/	01	/	/
-Explicit complaint	28	04	21	01	32	06	20	01	31	/
-Accusation and warning	09	/	09	/	04	/	/	/	03	01
-Immediate threat.	/	/	/	/	/	/	/	/	/	/
<b>-Total</b>	42	07	42	07	42	07	42	07	42	07

**Scenario 02:**

The results indicated that twenty eight (28) non-native respondents' complaints (six (06) males and twenty two (22) females) are classified as explicit complaints; the subjects chose to explicitly accuse the complaine and his insult concerning putting so much salt in the pizza. Hence, despite the fact that the subjects explicitly mentioned the offender and his offence, there is a mild degree of complaint severity. Nine (09) of the respondents (three (03) males and six (06) females) used accusation and warning that is the fourth degree of severity, in addition to five (05) female's complaints that belong to the first degree below the level of reproach (see table 10).

Regarding natives' complaints severity, two (02) native females produced below the level of reproach complaints like, "I would probably not say anything unless it was really an issue". Also, the rest five (05) respondents (three (03) males and two females (02)) produced explicit complaints like, "The pizza is too salty", "Excuse me, Could I just check is the pizza ordinarily so salty?"

**Scenario 03:**

Twenty one (21) non-native respondents (six (06) males and fifteen (15) females) provided explicit complaints where the respondents pointed out both the manager and his insult. Also, nine (09) respondents (three (03) males and six (06) females) provided complaints that are rated as accusation and warning. Six (06) males preferred the first degree below the level of reproach and the other six (06) females used the second degree of expression of annoyance and disapproval (see table 10).

Concerning natives' complaints severity, three (03) of the natives (one (01) male two (02) females) produced below the level of reproach complaints like, "Say nothing unless it was so different and dirty". In addition, three (03) respondents (two (02) females and one (01) male) showed annoyance and disapproval through saying, "This is unacceptable". Also, a male (01) accused and warned the complaine like, "look at my mobile phone of a picture of your hotel rooms, is it the same? Yes or no? I am leaving unless you give me a discount, with all due respect".

#### **Scenario 04:**

In table 10, thirty two (32) non-native participants' complaints (seven males and twenty five (25) females) belonged to the third complaint severity. Although there is no social distance between the respondents since they are classmates. There is no high degree of severity in their produced complaints. Six (06) female's complaints belonged to the first degree below the level of reproach; while, four (04) respondents (two (02) males and two (02) females) used the fourth degree of accusation and warning.

Regarding natives' complaints severity, the majority is Six(06) natives (two (02) males and four (04) females) produced explicit complaint like, "You forgot to return that text book, where is it?", "Hey! I think you still have my notebook, is that right?". Further, a male

(01) preferred below the level of reproach complaint saying, “no complaint, just a gentle reminds to return the book”.

#### **Scenario 05:**

As it is stated in table 10, twenty two (22) non-native respondents (nine (09) males and thirteen (13) females) used direct accusation; they explicitly mentioned both the complainer and his committed offense towards them. In addition, twenty (20) of females’ complaints belonged to below the level of reproach severity due to the high social distance between the interlocutors.

Concerning natives’ complaints severity, five (05) natives (one (01) male and four (04) females) preferred to complain with a less degree of severity which is below the level of reproach like, “Thank you for helping”. A male (01) expressed disapproval and annoyance saying, “This is my life man!” while the other male (01) produced explicit complaint saying, “I would say this is unacceptable, and that I have lost a scholarship through the teacher’s mistake”.

#### **Scenario 06:**

by referring to table 10, thirty one (31) non-native respondents (seven (07) males and twenty five (25) females) expressed their complaints explicitly using direct accusation as a first strategy and ill consequences as a second strategy. In relation to the complaint severity, the first strategy indicates explicit complaint which is described as the third degree of complaint severity; while the second one refers to the first below the level of reproach degree of complaint severity. Eight (08) respondents’ complaints of two (02) males and six (06) females belonged to the level of reproach; whereas three (03) females’ complaints are

classified as accusation and warning where the complainer implied potential sanctions for the hearer.

Six (06) natives (two (02) males and four (04) females) preferred the least severe complaints that belong to below the level of reproach like, “I would probably put some earplugs in and say nothing”, “Ask politely for the music to be lowered”. However, a male (01) accused and warned the complainer through saying, “Turn it down or report them if it is important”.

### **2.3. Section Three: Results and Discussion**

#### **2.3.1. Results and Discussion**

In this part, we attempt to discuss the findings of both complimenting and complaining speech acts and answer the research questions.

Our results are similar to the findings of Manes and Wolfson (1981) about compliments in a natural setting. This similarity indicates the reliability of this study, methodology, and data. In this section, we tried to answer the first research question. We concluded that the similarities outnumber the differences between the two samples in term of compliment forms, responses, and complaint strategies.

Firstly, compliment similarities and differences between the two samples are stated as the following:

- Both Algerian NNSs and British NSs used the compliment form (CF) “NP is /looks (really) ADJ”.
- Both Algerian NNSs and British NSs did not use the pattern “Isn’t NP ADJ!” and the pattern “You V NP (really) ADV”.

- Both NNSs females and NSs females used a lot of interjections when “they liked the room curtains” and “the teacher’s car”.
- Both Algerian NNSs and British NSs did not use any pre act or flattering while asking for notes.
- Both Algerian NNSs and British NSs compliments were adjectival.

Additionally, we remarked some differences between both samples in terms of compliment forms like:

- NNSs second most used pattern is “I (really) like/love NP” while NSs second most used pattern is “ADJ NP!” which is a brief and precise pattern. This is maybe considered as evidence that NNSs always use longer patterns than NSs.
- NNSs third most used pattern is “ADJ NP!” but the third most used pattern by NSs is “I (really) like/love NP”.
- NNSs used the CF “You V (a) really ADJ NP” four times, but NSs used it only once.
- NNSs used the pattern “You have (a) (really) ADJ NP” six times whereas NSs used it once.
- Algerian NNSs provided different variations other than the ones provided by Manes and Wolfson models much more than NSs did.
- NNSs kept empty spaces with no answers more than NSs did.
- NNSs used a lot of comparatives like “you are like a boss”, “you are like a bomb”, “you are like a princess”, but comparatives were not used at all by the NSs. As a result, NNSs’ compliment forms are longer than NSs ones.
- The results show that, among British NSs, females did not accept to compliment males saying “I would hesitate about complimenting a strange man” and even native males believed that NSs females would refuse males compliments saying “I think women are very careful in this situation and generally say nothing out of fear of being misconstrued”.

However, among Algerian NNSs females (who are expected to be conservative as they belong to a Muslim society), some accepted compliments with “appreciation token”.

- Among the Algerian NNSs males, there are some who did not accept to compliment females and this was pre assumed by the researchers; e.g., “I prefer not to talk with females because this behavior is against our religion and culture,” but none of the male NSs refused to compliment females.
- A group of Algerian NNSs males see compliments as a kind of sexual abuse; e.g., “You are like a nuclear bomb” associating these expressions with asking females for “dating” and “hanging out”. However, this was not found in the NSs answers.
- The Algerian NNSs provided very long justifications before asking for the notes (Scenario 08), but this was not found within the British NSs findings.
- Two Arabic attitudes (they are well clarified in the literature review) did not appear in the findings of the NNSs; this is totally against what the researchers assumed. The first one is offering the object complimented to the complimenter. Although Almaney and Alwan (1982) assumed that this is a common practice in Arabic-speaking countries (cited in Nelson et al., 1996, p. 126). The second attitude is the belief in the “evil eye”. A minority of the non native participants mentioned the expression “Mashallah”. This can be interpreted by the generation behavioral change. A group of nowadays generation does not have the attitude of believing in the evil eye, or offering the object complimented. This may be seen also due to their influence by the target cultures. Concerning adjectives, Wolfson and Manes (1981) study on compliment forms indicated that the most positive evaluative adjectives used are “pretty”, “amazing”, “beautiful”, “great”, “good”, “nice” (cited in Adachi, 2011 p,100). This is similar to the present research, NNSs and NSs participants used the same adjectives which were found by Manes and Wolfson in addition to the newly found ones like “stunning”, “gorgeous”, and “fabulous”.



Concerning verbs, Manes and Wolfson (1981) study on compliments forms show that positive evaluative verbs often include “love” and “like” (cited in Adachi, 2011, p. 106); this is also very similar to the current study in which the most used verbs by the native and non native participants are “Love”, “like” in addition to other new ones like “suit”, “fit” and “adore”. Furthermore, it was found that the non native speakers, both females and males, used a lot of repetitions for instance, while complimenting they use a combination of two and three strategies at the same time, an example of that: “Wow that looks very nice on you”, “you know it suits you perfectly.” This may be because they believe that the more compliments are associated with long expressions, the more it may appear valuable and sincere. This finding is very similar to what Manes and Wolfson (1981) found in a study of compliment forms between Iranian and Arabic speakers who tend to use proverbs and repetition. Wolfson (1981) stated that Arabs compliment in the form of “proverbs and other pre coded ritualized phrases” (cited in Nelson et al., 1996, p.123). Non native answers were very long, complex ones in contrast to natives’ answers which were simple and short ones.

We ended up by finding many similarities between the participants in term of compliment responses like the following cases:

- It was found that the pattern “appreciation token” and the expression “thank you” are the most used response strategies throughout the seven scenarios by both informants.
- Both the Algerian NNSs’ and the British NSs’ most used CR is “Appreciation Token”. This extensive use of the expression “thank you” can be interpreted by saying that the Arab society in general and the Algerians in particular have a deeply rooted religious belief that humility is a morality. They depreciate refusing compliments even if they are not sincere ones. The socio-cultural norms in the Algerian society also play an important role in the high frequency of acceptance because rejecting a

compliment in the Algerian society may be considered as something shameful. In order to answer the second research question, we tried to discuss compliment responses in terms of gender. Algerians are gender segregated society, which means males and females are disconnected in terms of social interaction, which leads us to say that women and men use different responses to compliment. Half of the non native female respondents accepted compliments from males as opposed to what the researchers assumed. It can be interpreted that because old generation is assumed to be more conservative.

- Both Algerian NNSs and British NSs did not use all the twelve (12) types of Herbert taxonomy; for instance, “qualification” strategy is not used by both samples, in addition to “request interpretation” that NNSs did not use, with only one NS who used it once.
- Both NNSs and NSs used the compliment response strategy “Disagreement” nearly in an equal manner. Examples of that: A NNS, “I don’t talk with females but thank you”. A NS example as follows: “I can see that in the mirror”.
- Both Algerian NNSs and British NSs least used CR is “Question”.
- What is unexpected, that there are three NNSs male believed that NNSs females would accept male compliments! An instance of that “I have a boyfriend but thank you for the compliment”, and one NS male believe, the opposite, that female NSs will not accept male compliments saying “security”.
- It is also noticed that compliments within the same gender have a higher rate of occurrence than compliments across genders in both samples “NNSs and NSs”. The adverb “really” was enormously used by both the Algerian NNSs and the British NSs while responding to compliments. It may be used for the purpose of enhancing the

value of the compliment and make it stronger. We constructed some distinctions between both samples in term of compliment responses:

- The second most used compliment response strategy by NNSs is “Comment Acceptance” (In which complimentees accept the compliment in addition to some agreement expressions); however, only one NS participant used this CR (this is another proof that NNSs often prefer to make their responses longer)
- The Algerian NNSs used the CR “Praise Upgrade” six times; an example as follows: “they looked beautiful because I myself have chosen the design”, whereas, none of the British NSs used this strategy, which can be seen as a sign of self confidence for NNSs.
- Algerian NNSs used the pattern “comment history” six times, but NNSs used it only twice.
- Algerian NNSs used the pattern “Reassignment” thrice e.g. my mom helped me to prepare it”, but none of the NSs used it. This is also because the NNSs accept the compliments then they add further details about the object complimented. NNSs compliment are longer than NSs ones.
- Algerian NNSs used the CR “Return” thirteen (13) times, in contrast to NSs who did not use it at all. It can be said that the Algerian NNSs complimentees used this type of response so that they will not feel indebted to their interlocutors.
- Algerian NNSs used the CR “No Acknowledgement” nine times (09) while NS used it only three times.
- One of the most characteristics that should be mentioned while analyzing the non native participants' compliment responses is that they used a combination of

compliment forms strategies. Farghal and Al-Khatib (2001) called this phenomenon “complex response”. For instance, saying “thank you so much, that’s really kind of you may god bless you” in which the complimenter uses more than one response strategy to respond.

On the other hand, this part is devoted to discuss the speech act of complaint and to answer the first research question. There is a list of similarities and differences between NNs and Ns complaints which answer the main research question.

- Both NNs and Ns produce similar complaints responses. Both of the two samples accept others’ complaints and admit responsibility since they are offenders. In some cases, they hold part of the responsibility because they have justifications that may help them not to be accused. Also, they accept the complaints and apologize for the committed offences. Although they reject the complaints, they do not disregard them.
- Both NNs and Ns state the same justifications when they partially accept the complaints. NES responses are like, “Sorry it was only for very close friends and family”, “I’m terribly sorry; I had no idea to would want to come.
- Both NNs and Ns use interjections in their answers like, “Oh! Ah! Hey! Whoops!”
- Both of the respondents agree that complaining is a negative vibe that must be confronted; otherwise, it will destroy the complainer’s life since s/he cannot stop complaining. Their answers are as follows, “Come on yeah! Have a little faith; you need to be optimistic otherwise you will ruin our moods.
- Both NNs and Ns produce their complaints in a form of request like, “Could you please change it”, “Could you give me back my copybook”. Trosborg (1995) suggested that it is better to use requests in producing complaints in order to weaken complaining threat.

The results show that NNS and NES complaints differ in two points.

- NNS produce direct and indirect complaints interchangeably, while NES produce weak complaint which is no explicit reproach complaint strategy.
- First, Ns do not seek to refine their wrongs and their committed insults, but they only attempt to represent justifications. However, the vast majority of NNS in many cases endeavour to repair the offence mostly when they admit responsibility (see scenario 07 and 08 part two).
- Second, some of NNS use God's name "ALLAH, Inchallah" due to their religion and to show how much they believe in their god and destiny (see scenario 05 part two), unlike NES who never mentioned god's name in their answers.

In order to answer the third question, we find out that NNS produce explicit complaints to be direct and not to be too tolerant by using mostly below the level of reproach or too offensive by referring to accusation and warning and immediate threat complaints which are the most severe complaints. These latter may drive people to be violent, intolerant, and not sociable. However, Ns are too soft and polite since they use the less severe complaints. All in all, NNS produce neither weak complaints nor severe complaints but mild complaints, whereas Ns complaints are the least severe complaints.

To conclude, the results indicate that Algerian non-natives produce similar compliments and complaints like those of British natives. However, the results cannot be over generalized.

### ***2.3.2. Limitations of the study***

This section discusses the limitations of the current study and directions for further studies.

- Lack of some resources concerning both the speech act of complementing and complaining being a new topic.
- The speech act of complimenting was not discussed from all the social variables (only gender). Further studies may discuss compliments in relation to other social variables (age, social status ...etc).
- We sought to use role play interviews as a second data collecting tool, but because the non-native participants refused to participate in the role play since it is an audio visual tool, and because of the inaccessibility to intervene natives in this tool, we were obliged to neglect it.
- The small number of the English native sample leads to inequality between the two samples. This is because it was not easy for us to get in touch with them. So, the results cannot be over generalized as they do not represent all the English or Algerian societies.
- We did not fully state all the participants' answers due to some taboo and impolite expressions.
- The majority of the sample is females (thirty three non-native females and four native ones while males are only nine non-natives and three natives).

### ***2.3.2. Recommendations***

- The findings of this study supply linguistic and sociolinguistic information about both Algerian and British compliments and complaints. This can be helpful for both teachers of English as a second/ foreign language who teach Arabic speakers, and for teachers of Arabic as a second/ foreign language to raise their students' awareness to the importance of considering culture when realizing speech acts in general and complimenting and complaining in particular.

- Additionally, the common points between both cultures make the learning process of complimenting and complaining in the target language an easy task.
- The results of this study may encourage EFL learners to investigate other speech acts similarities and differences between different culture.
- It is recommended to motivate learners to communicate and interact with natives.
- For further future studies, we recommend the use of role play interviews in order to cover the linguistic and the non-linguistic aspects.

**Conclusion:**

Throughout this chapter, there are three sections. The first one tackles the methodology of the study, while the second section deals with data analysis and interpretation of the DCTs findings. The last section elicits the results and discussion. The results indicate that the similarities between Algerian NNES and British NES outnumber the differences in the realization of complimenting and complaining speech acts. Moreover, it is found that gender affects the realization of complimenting speech act. Furthermore, non-natives' complaints seem more severe than British ones. To conclude, we did not meet the aforementioned assumptions.

## General Conclusion

This research investigates the possible similarities and differences between Algerian NNs and British Ns in the realization of complimenting and complaining speech acts. The central aim of this study is to test whether there are any similarities or differences between both cultures in complimenting and complaining speech acts. This dissertation consists of two chapters. The theoretical chapter represents the literature review. This chapter includes two sections. The first one represents a general glance about pragmatics as a discipline. The second section deals with complimenting and complaining speech acts with respect to their strategies and responses.

The practical chapter is concerned with the research methodology, interpretation of the results and discussion. The current study consists of a group of Algerian NNES (M1 and M2 students of English language at Larbi Tebessi University) and a group of British NES. The first group has been non-randomly chosen while the British NES group has been randomly chosen. This study was carried through a mixed method. The qualitative and quantitative analysis ends up with a set of similarities and differences between the two groups. Moreover, the analysis of complimenting and complaining speech acts across Algerian and British cultures revealed that non-natives perform similar compliments and complaints like natives in terms of strategies and responses. However, non natives' complaints tended to be more severe than natives. All in all, the results show the opposite of what the researchers assumed. This necessitates that EFL teachers can raise the EFL learners' awareness that the similarities between the two cultures in term of complimenting and complaining speech acts may outnumber the differences. Learning about the performance of different speech acts of different cultures may facilitate the acquisition of foreign language as well as communication and interaction with natives.



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## Appendix

### Discourse Completion Task

Dear respondents, we would be very grateful if you could possibly fill in this Discourse Completion task (DCT). This DCT is a part of a study concerned with “The Realization of the Speech Acts of Complimenting and Complaining: Across Cultural Pragmatics Study” conducted on a group of Algerian learners of English and a group of British native Speakers. You are kindly asked to answer following your cultural sense. All your personal information will be kept private and confidential.

#### Section One: Personal Information

Native language: .....

Gender:     a. Male                                     b. Female

Level: .....

**Guidelines: For each item please tick the right box or write in the space provided.**

#### Section Two:

##### A) Complimenting Speech Act

**Part 01: The following are hypothetical situations; please respond by ticking the appropriate choice.**

**Scenario 01:** What would you say when you like your friend’s oral presentation?

- a. I really liked your job.
- b. Your work looks really perfect.
- c. Excellent presentation.

- d. Other, please specify.
- 

**Scenario 02:** What would you say when you like what your friends or relatives have cooked?

- a. I really loved that so much.
- b. What a delicious food!
- c. delicious food
- d. Other, please specify.
- 

**Scenario 03:** You have just finished an oral presentation, when you were leaving the classroom, one of your classmates said: “Well done! I really appreciate your work.”

- a. Thank you.
- b. I do not think so but thank you.
- c. I liked yours too.
- d. Other, please specify.
- 

**Scenario 04:** You have just invited some friends for dinner that you have cooked. One of them said “Tastes yummy”.

- a. Thank you



- b. My mom helped me to prepare it
  - c. Uh huh mm well not that much
  - d. Other, please specify.
- .....

**Part two: The following are hypothetical situations; please respond expressing what you would personally say in each situation.**

**Scenario 01**

**A)** You were shopping for a dress and a female stranger approached you as a female and said: “This will look amazing on you.” You would say:

.....

**B)** What would you say if you as a female wanted to compliment a female stranger about her new dress?

.....

**Scenario 02**

**A)** You were shopping for trousers and a male stranger approaches you as a male and said “you look classy with these trousers.” What would you say?

.....

**B)** What would you say if you as a male wanted to compliment a male stranger about his new trousers.

.....

**Scenario 03**

A) You were shopping for trousers and a female stranger approached you as a male and said:

“This will look amazing on you”. You would say:

.....

B) What would you say when you as a female wanted to compliment a stranger male about his new trousers?

.....

**Scenario 04**

A) You were shopping for a dress and a male stranger approaches you as a female and said: “This will look amazing on you.” You would say:

.....

B) What would you say as a male when you wanted to compliment a female stranger about her new dress.

.....

**Scenario 05**

A) You invited some friends to your house. One of them liked the room curtains’ design saying “they look great!” You would you say

.....

B) You were invited at your friend's house then you liked the room curtains design; what would you say to compliment them?

.....

**Scenario 06**

A) As a teacher, you bought a car. One day you have met one of your learners; he/she looked at your car and said “it’s so beautiful”. You would say

.....

B) What would you say when you want to compliment your teacher's

.....

**Scenario 07**

A) You published an article in a newspaper, the next day your teacher met you and said: “I have read your article, it is very interesting. You are a skillful writer”. You would say:

.....

B) You are a teacher and you read one of your students’ articles published in a newspaper; what would you say to compliment her/ his.

.....

**Scenario 08**

A) While you are in the classroom a classmate of yours called you using your nickname (not as usual): “good morning my dear you look shining and elegant today” then she /he directly asked you saying: “Could you please send me the notes of yesterday's lecture I was absent and I have to prepare for the exam” You would say:

.....

B) What would you say when you want your friend to send you the lectures’ notes?

.....

## B. Complaining Speech Act

**Part One: The following are hypothetical situations; please respond by ticking the appropriate choice.**

**Scenario 01:** You came home and found your dad and your brother getting ready to go out together on a trip. But you found out that they don't intend to take you with them. How would you say?

**A)**

- a. Great! Enjoy your time.
- b. Dad! Normally you promised to take me on this journey instead of my brother, haven't you?
- c. Dad! did you exclude me as usual?
- d. This is unfair.
- e. Other. Please specify.

.....

**B)** If you were that father, how would you respond to your son's complaint? (Please respond according to the ticking choice)

.....

**Scenario 02:** your boss was impressed by your perfect works, so he asked you to work for extra hours and promised to raise your salary and give you special privileges. But he did not keep his promises. Thus, you decided to meet him. What would you say?

**A)**

- a. Good morning, Sir. I just come to talk about our deal
  - b. Normally you have promised me with special privileges for working overtime, haven't you?
  - c. I spent a lot of time and effort in this company, you should respect others' efforts.
  - d. Are you joking with me? I quit.
  - e. Other. Please specify
- .....

**B)** If you were the boss. How would you respond to your employee's complaint?

.....

**Scenario 03:** "A stranger cuts in line ahead of you and you have been waiting two hours to buy concert ticket". You would say:

**A)**

- a. "Excuse me, the line is back there. We've been waiting all day."
  - b. Do you not think people cutting in line are really rude! You should ask for permission first.
  - c. "Who do you think you are?"
  - d. It is okay. I will forgive you this time, but next time you should respect others' turns.
  - e. Other. Please specify
- .....

**B)** If you were the one who received such complaint how would you respond?

.....

**Scenario 04:** You return from shopping to find your visiting cousin has messed up the newly-cleaned kitchen". You would say:

- a. I would appreciate it if you would pick up your mess.
- b. Oh! You are in a cooking mood!

c. What the hell did you do to the kitchen?

d. I really cannot believe my eyes! You should be more careful; I spent days cleaning the kitchen.

e. Other. Please specify

.....

**Part two: The following are hypothetical situations; please respond expressing what you would personally say in each situation and how the addresses might respond to you.**

**Scenario 01:** Your best friend is a person who complains a lot, whenever you meet or talk together, he does not stop complaining to you. How would you behave with him?

.....

**Scenario 02:** You have entered a restaurant that is famous for its delicious dishes. You ordered pizza but you were surprised how salty it was. What would you say?

.....

**Scenario 03:** Your average is lower than you expected so, you lost the opportunity to get a scholarship. You have found a calculation error. After days, you found your teacher and he/she corrected the mistake. You asked him/her about the file required for the scholarship and she/he told you that the files have been deposited. What would you say?

.....

**Scenario 04:** You went on a business trip and rented a hotel room that you liked when you saw on the internet. But when you went there you were choked by the opposite. By chance you met the manager. What would be your reaction? How would the manager's response be?

.....

**Scenario 05:** When you wanted to revise for the exams, you looked for your copybook but you did not find it. Then, you remembered that you lent it to one of your classmates and he did not return it back to you. What would your complaints be? and how do you think your classmate's response will be?

.....

**Scenario 06:** You are a resident student, you get up at night to the sounds of loud music coming from your neighbors' room. How would you react? how would your neighbors' response be?

.....

**Scenario 07:** You organized an engagement party and invited your friends. The next day you went to work and suddenly you heard your colleague angrily saying: "Why did you not invite me to the party? How would you respond?"

.....

**Scenario 08:** You borrowed a book from the library and you were late to return it because you inadvertently tore a page. When you brought it back to the library, the seller noticed that torn page. He said: "I don't remember that paper was torn when I last lent you the book". How would you respond?

.....

## Résumé

Cette étude pragmatique vise à examiner les actes de parole de compliment et de plainte dans les cultures algérienne et britannique. Cela appelle la notion de compétence communicative où les apprenants de l'anglais comme langue étrangère doivent accomplir à la fois la compétence linguistique et la compétence pragmatique pour développer des capacités basées à la fois sur la précision et la pertinence de la langue afin de ne pas tomber dans le piège pragmatique interculturel. La présente étude examine s'il existe des différences ou des similitudes entre les réponses des anglophones non natifs algériens et les réponses des anglophones natifs britanniques concernant la réalisation des actes de discours de compliment et de plainte. Les sujets de cette étude sont répartis entre quarante-deux (42) étudiants algériens du département de langue anglaise de l'Université Laarbi Tebessi, en plus de sept (07) natifs britanniques. De plus, un ensemble de différents modèles ont été suivis afin d'analyser les réponses fournies (Manes et Wolfson 1981; Herbert, 1986, 1990 ; trasborg 1994; Laforest 2002; Olshtain et weinbach 1987). L'outil de collecte de données est une tâche d'achèvement de discours qui est mise en œuvre au cours de l'année académique 2021-2022. De plus, nous nous appuyons sur une conception de triangulation à méthode mixte pour aboutir à une interprétation globale. Les analyses des données obtenues ont révélé plus de similitudes. Il est recommandé de renforcer la prise de conscience des apprenants de l'anglais comme langue étrangère sur le rôle de la culture dans l'interprétation des actes de langage en général et dans les compliments et les plaintes en particulier.

**Les mots clé :** Pragmatique, Acte de parole complimentant, acte de parole plaignant, pragmatique interculturelle, méthode mixte



## الملخص

تهدف هذه الدراسة البراغمتية إلى فحص أفعال الإطراء والشكوى عبر الثقافتين الجزائرية والبريطانية. هذا يستدعي فكرة الكفاءة التواصلية حيث يجب على متعلمي اللغة الإنجليزية كلغة أجنبية تحقيق كل من الكفاءة اللغوية والكفاءة العملية لبناء القدرات بناءً على كل من دقة اللغة ومدى ملائمتها حتى لا يقعوا في فخ براغماتي متعدد الثقافات. تبحث الدراسة الحالية فيما إذا كانت هناك أي اختلافات أو أوجه تشابه بين إجابات المتحدثين الجزائريين غير الناطقين باللغة الإنجليزية وإجابات المتحدثين البريطانيين الأصليين فيما يتعلق بإدراك أفعال الكلام المجاملة والشكوى. تتراوح عينة هذه الدراسة بين اثنين وأربعين (42) طالب ماستر جزائري، قسم اللغة الإنجليزية بجامعة العربي التبسي، بالإضافة إلى سبعة عينات بريطانية. علاوة على ذلك، تم اتباع مجموعة من النماذج المختلفة لتحليل الإجابات (Manes et Wolfson 1981; Herbert, 1986, 1990 ; trasborg 1994; Laforest 2002; Olshtain et weinbach 1987). أداة جمع البيانات هي مهمة إكمال الخطاب والذي تم تنفيذه خلال العام الدراسي 2021-2022. بالإضافة إلى ذلك، نعتمد على تصميم اقتفاء الأثر المختلط للوصول إلى تفسير شامل. كشفت تحليلات البيانات التي تم الحصول عليها التشابه بين العينتين فاقت الاختلافات بينهم في تحقيق كل من أفعال الكلام، والذي يوصى بتعزيز وعي متعلمي اللغة الإنجليزية كلغة أجنبية بدور الثقافة في تفسير أفعال الكلام بشكل عام والإطراء والشكوى بشكل خاص.

**الكلمات المفتاحية:** الدراسة البراغمتية، فعل المدح الكلامي، فعل الشكوى الكلامي البراغمتية

بين الثقافات، الطريقة المختلطة.