

## SOCIOCULTURAL PRAGMATIC DIFFERENCES OF COMPLAINING IN ENGLISH

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Being a sociocultural phenomenon, language enables people to communicate to other members of the society as well as to one's inner self. By analyzing verbal behavior, or the communicative aspect of language, Pragmatics highlighted the necessity to reckon certain extralinguistic factors when creating meaning, such as the speakers' intents, communicative goals, personal attitudes and feeling, as well as their sociocultural characteristics. The aim of this paper is to investigate the communicative-pragmatic peculiarities of complaint in English. Complaint is placed among Expressives, a class of speech acts that state what the speaker feels. On the illocutionary level, complaints express negative emotional message, the complainers' disapproval about a certain situation or dissatisfaction with some state of affairs. The research of the practical material carried out in this paper shows that complaints, like other speech acts, can be phrased with the help of direct and indirect speech acts. Having an adversative illocutionary content, complaint depends heavily on the principles of politeness that govern the process of communication. The research attempts to illustrate how certain social factors affect the language choice by the speakers in the process of complaining.

**Key words:** *Pragmatics, Speech Act Theory, politeness principles, complaining, direct/indirect speech acts*

### **Introduction**

Being social creatures, humans use speech not only to convey certain information, but also to express social attitude and, moreover, to establish social ties. By analyzing verbal behavior, or the communicative aspect of language, Pragmatics highlighted the necessity to reckon certain extralinguistic factors that function when creating meaning, such as the speakers' intents, communicative goals, personal attitudes, and feelings, as well as their sociocultural characteristics. The establishment of a three-layered semantic

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**Շուշանիկ Պարոնյան** – բանասիրական գիտությունների դոկտոր, պրոֆեսոր, ԵՊՀ միջմշակութային հաղորդակցության անգլերենի ամբիոնի վարիչ

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structure of speech acts, as acknowledged by Austin and Searle<sup>1</sup>, proved to be very beneficial for linguistics. It established loose links that interconnect linguistic, sociocultural, ethnocultural and many other disciplines, creating a platform for interdisciplinary studies<sup>2</sup>.

The aim of this paper is to investigate the communicative-pragmatic strategic use of language units employed in the process of complaining in English. Being an Expressive speech act, complaint imparts the negative emotive evaluation of the speaker concerning an event, a state of affairs, or people. For this reason, it is often accompanied by some other acts that convey negative emotional message such as reproach, warning, accusation, which serve as a kind of background for complaining. The study of complaints in everyday face-to-face communication intends to reveal how much the formulation of negative emotive evaluation depends on the sociocultural characteristics of the interlocutors – their social status, age and gender. The research is based on the preliminary presupposition that the choice of explicit or implicit ways of expressing negativity may largely be determined by these social markers and, consequently, the use of direct or indirect formulation of the illocutionary force.

The study adopts a qualitative approach. Pragmalinguistic and descriptive-contextual methods of analysis are used to examine the communicative-pragmatic peculiarities of complaint in everyday face-to-face communication. Drawing on the fundamentals of Speech Act Theory formulated by Austin and Searle as well as on Brown and Levinson's Politeness theory<sup>3</sup>, the study addresses the face needs of the interlocutors in the process of communication.

The analysis is carried out on the material of British and American sitcoms, play scripts, TV series, and novels (totaling 50 speech acts of complaint). The sampling was purposive, targeting instances of negative attitude to explore how politeness works in conflictual communicative situations: to mitigate potential threat and to maintain rapport between the interlocutors, or to aggravate the negative emotive effect, break the social ties between them.

### *The Metapragmatic Aspect of Complaint as an Expressive Speech Act*

The ability to comprehend and produce a communicative act effectively, is known as pragmatic competence<sup>4</sup>. Pragmatic competence comprises knowledge that is essential for successful interpersonal communication. It can help the speakers to convey their communicative intention properly, and to interpret the message as it is intended by their interlocutors. Having inadequacy of this knowledge may lead to pragmatic failures in which speakers may run the risk of appearing uncooperative, rude, and insulting.

<sup>1</sup> **Austin J.L.**, How to Do Things with Words. Oxford, Clarendon Press, 1962. Searle, J. R. (1969). Speech acts. An Essay in the Philosophy of Language. London: Cambridge University Press.

<sup>2</sup> **Verschuereen J.**, Understanding Pragmatics. London, New York et al., Arnold, 1999.

<sup>3</sup> **Austin J.L.**, op. cit. . **Brown P., Levinson S. C.**, Politeness: Some Universals in Language Usage. Cambridge: Cambridge University Press, 1987.

<sup>4</sup> **Mao T. He Sh.**, An Integrated Approach to Pragmatic Competence: Its Framework and Properties// SAGE Open, April-June 2021 11(2), pp. 1–13. 2SAGE OpenApril-June 2021: 1 –13. DOI: 10.1177/21582440211011472.

[https://www.researchgate.net/publication/358580291\\_An\\_integrated\\_approach\\_to\\_pragmatic\\_competence\\_Its\\_framework\\_and\\_properties](https://www.researchgate.net/publication/358580291_An_integrated_approach_to_pragmatic_competence_Its_framework_and_properties)

Pragmatic competence embraces two layers of knowledge – metapragmatic awareness and interlanguage pragmatic awareness<sup>5</sup>. Metapragmatic awareness refers to pragmatic categories that are universal across languages in general. For example, the semantic structure of speech acts, the classification of speech acts, pragmatic transposition of speech acts, politeness, and implicature are attributable to all languages. Meanwhile, the use of speech acts in different communicative and cultural contexts requires interlanguage pragmatic awareness. This part of pragmatic competence ensures an appropriate choice of language units and communicative strategies, taking into account a number of linguistic and sociocultural factors such as linguaculture, social status, gender, age, and the like.

Speaking about the metapragmatic aspect of complaint, which is the focus of the present article, it is worth noting that this verbal action is included in the class of Expressives by J. Searle<sup>6</sup>. According to him, Expressives are expressions of our psychological states. They impart the speakers' feelings about themselves and the world. Complaining is usually described as an expression of negativity as it intends "to say that you are annoyed, unhappy or not satisfied about somebody or something"<sup>7</sup>.

The process of complaining has been addressed in some linguistic studies. E. Olshtain and L. Weinbach state that while complaining "the speaker expresses displeasure or annoyance as a reaction to a past or ongoing action, the consequences of which are perceived by S (speaker) as affecting her unfavourably<sup>8</sup>". Studying complaint in everyday communication, M. Laforest observes that it is an expression of dissatisfaction concerning the addressee's unsatisfactory behavior<sup>9</sup>.

On the locutionary level, Expressives perform a propositional act by identifying the relationship between the doer of action, the actor and predication, the act that is performed. On the illocutionary level, they communicate to the audience that a specific emotion is present in the actor/speaker. Many linguists state that the emotional message act carries a significant weight in speech, especially if we desire to understand the speakers' intended meaning, their goals, desires and needs. Emotions are part of our cognitive thinking and the speaker's negative and positive evaluation of a situation is very important in social interaction. The speaker's feelings, wishes, desires and intentions are an integral part of the communicative content<sup>10</sup> Emotions can be positive and negative. Therefore, on the illocutionary level, Expressives name approving or disapproving emotiveness. Expressives like thanking, congratulating, praising represent

<sup>5</sup> **Ifantidou E.**, Pragmatic competence and relevance. John Benjamins. Amsterdam/Philadelphia, 2014. **Kecskes I.**, Intercultural pragmatics. Oxford University Press, 2013. **Mao T. He Sh.**, op.cit.

<sup>6</sup> **Searle J.**, 'A Taxonomy of Illocutionary Acts,' in K. Gunderson (ed.), Language, Mind and Knowledge, Minneapolis, MN: University of Minnesota Press, 1975, pp. 344–369.

<sup>7</sup> **Oxford Advanced Learner's Dictionary.** Oxford University press, 2006, p. 295.

<sup>8</sup> **Olshtain, E., Weinbach, L.**, Interlanguage features of the speech act of complaining// Interlanguage Pragmatics, 1993, 22, pp. 108-123, See p. 108.

<sup>9</sup> **Laforest M.**, Scenes of Family Life: Complaining in Everyday Conversation// Journal of Pragmatics, Volume 34, Issues 10–11, October–November 2002, pp. 1595-1620.

<sup>10</sup> See **Paronyan Sh., Rostomyan A.**, On the Interrelation between Cognitive and Emotional Minds in Speech// Armenian Folia Anglistika, 1(8), Yerevan, 2011, pp. 26-34. **Paronyan Sh., Rostomyan A.**, The Pragmatic Impact of Background Emotional Memory on Interpersonal Relations. Armenian Folia Anglistika, 2 (9), Yerevan, 2011, pp. 7-15.

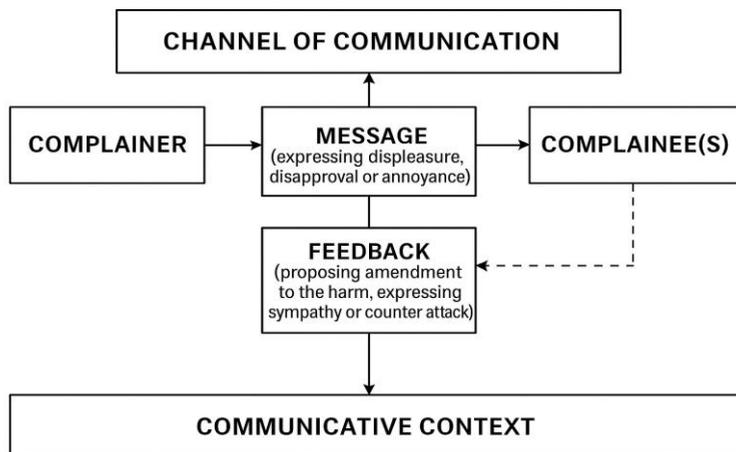
positive emotions, while complaining, reproaching, blaming, and regretting express negative emotions. Accordingly, the perlocutionary effect Expressives create, may also vary in terms of positivity-negativity scale, bringing about effects like resentment, anger, frustration, gratitude, joy, inspiration, and the like.

In Speech Act Theory, Felicity Conditions are metapragmatic categories, pragmatic universals that are essential for creating as well as identifying the speech acts. Based on J. Searle’s system of Felicity Conditions, the following communicative-pragmatic structure can be specified for Complaint:

Figure 1

| Speech act | Propositional Content Condition  | Preparatory Condition   | Sincerity Condition   | Essential Condition   |
|------------|--|---|---|---|
| Complaint  | Past or present act of Hearer or any indirect addressee(s) who may be absent at the moment of speech | Speaker or a group of people, including Speaker feels annoyed or dissatisfied by certain Act or State of Affairs. Hearer or indirect addressee(s) are responsible for the Act which Speaker believes does harm or breaks the rules of social norms. | Speaker believes that their discontent and critical opinion is reasonable and morally justified. They intend to change the situation. | Expression of displeasure at some action, event or state of affairs |

The structural model of the communicative situation in which the act of complaining proceeds, can also be placed among pragmatic universals. It comprises the following components: Complainer(s), Complaine(e)s, Message (expressing displeasure, disapproval or annoyance), Feedback (proposing amendment to the harm, expressing sympathy, or counter criticism), Channel of Communication, Communicative Context.



The next important communicative-pragmatic category to be discussed is the manner of production of the illocutionary force. Complaints, like other speech acts, can be phrased with the help of direct or indirect speech acts. Actually, in written speech the differentiation between direct and indirect forms of complaint causes some difficulties since both varieties can be issued with the help of the same syntactic structure, declarative sentence, without displaying the prosodic features of speech. Meanwhile, pitch, stress, rhythm, volume, and pauses which are used in oral speech can clearly identify the negative emotional overtones of the speech act. In view of this, J. House and G. Kasper proposed 4 communicative-semantic criteria for deciding directness and indirectness of complaints and, on the basis of those criteria, they divided the directness quotient of complaints into 8 levels<sup>11</sup>. Since this article is based on the analysis written speech samples, we assume that the difference between direct/indirect complaints should be sought on the semantic level. In case of direct complaint, Complainee's involvement with the issue under question is obvious, and the harmful consequences of a past action, or Complainer's negative evaluation of an action are expressed explicitly. Conversely, in case of indirect complaint the disapproval is implied but not stated openly. Doer of Act is implied or obscure. Actually, in many communicative situations where indirect complaint is expressed, Complainee cannot be responsible for the fault or wrongdoing as the criticism may refer to an unspecified addressee, to a group of people in general. Furthermore, the harmful consequences of the action may be implied, and a preference for alternative action may be mentioned by Complainer.

### ***The Sociocultural-Pragmatic Specifics of Complaining***

The pragmalinguistic choices of formulating speech acts depend mostly on the sociocultural factor. Therefore, the use of direct and indirect complaints is most often linked to politeness theory. According to Brown and Levinson, the speech act of complaining is inherently a face threatening act<sup>12</sup>. It impacts upon the hearer's positive face, that is, his desire to be accepted, or be liked by others. In addition to this, G. Leech mentions that "politeness is out of the question as conflictive illocutions are designed to cause an offense. To threaten and cause someone in a polite manner is a contradiction in terms: the only way to make sense of the idea is to suppose that the speaker does so ironically"<sup>13</sup>. Furthermore, A. Trosborg<sup>14</sup> notes that causing offence is part of the conflictive function, and complaints are non-polite by definition. Anyhow, the analysis of the factual material enables us to assume that when phrasing conflictive illocutions, in particular, in case of complaint, complainees do not always intend to cause moral harm and break personal ties. Performing a successful complaint by avoiding the breakdown of the relationship between the interlocutors requires the use of tactful

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<sup>11</sup> **House J., Kasper, G.**, Politeness markers in English and German. In F. Coulmas (Ed.), *Conversational Routine*, Berlin, De Gruyter Mouton, 1981, pp. 157-186.

<sup>12</sup> **Brown, P., Levinson, S. C.** *Politeness: Some Universals in Language Usage*. Cambridge, Cambridge University Press, 1987.

<sup>13</sup> **Leech, G.** *Principles of Pragmatics*. Longman, London, 1983.

<sup>14</sup> **Trosborg, A.** *Interlanguage Pragmatics: Requests, Complaints, and Apologies*. Mouton de Gruyter, Berlin, 1995.

strategy<sup>15</sup>. In the following extract two close friends are discussing personal matters. The complainer makes a face-saving act by formulating indirect complaint.

*'I thought I'd found the perfect person for me,' he said, staring at the back of the garden. 'Didn't work out, though.'*

*'Why not?' I said, although I could, in fact, think of many reasons why someone might not want to be with Raymond.*

*'Thing is, I'm still not entirely sure. I wish I did know – it would make things easier...'* (EO, p. 167)

Raymond, who appears to be in a stressful life situation, discloses his disapproval with an indirect complaint whereby he aims to receive moral support and comfort from the hearer, who, in fact, is not the complaine. The subordinate declarative content clause ("I'd found the perfect person for me") which acts as direct object in this complex sentence nominates the cause of pain: unrequited love which has caused emotional distress and heartbreak.

Actually, no matter how disruptive the negative effect of expressing displeasure might be, complainers often make use of politeness strategies to save the complaine's face or at least mitigate the severity of their complaints. This repairing manoeuvre is performed not only by employing tactful strategy but also by using mitigating devices like minimizing the blame, underestimating the harmful consequences, expressing dissatisfaction without focusing on the complaine in person and so on. In the following passage, three teenagers are talking about family problems and complain about domestic violence.

*Daniel: You guys know I have a confession to make – my parents are foster parents!*

*Jesse: And how do they treat you?*

*Daniel: Fine, **although sometimes they scold me**, but that's normal, when I misbehave. (laughs).*

*Jesse: **That's good, and I understand. In my case, since my mom left us five years ago, my dad scolds me frequently and hits me from time to time.***

*(Jesse, making a sad face, remembering his father's frequent mistreatment)*

*Daniel: But that's not right Jesse<sup>16</sup>.*

The extract begins with a speech act of confession where Daniel discloses his family secret – the fact about his foster parents. In fact, Damian and Daniel know that Jesse undergoes family violation and want to help him. Therefore, after preparing a ground, Daniel expresses a mitigated complaint. Describing his foster parents' misbehavior, Daniel does not blame them and explains that the reason for their wrongdoing is his own fault: "*Fine, although sometimes they scold me, but that's normal, when I misbehave. (laughs)*". The conjunctions *although*, *but* as well as the adverb of frequency *sometimes*

<sup>15</sup> A. Trosborg brings 4 types of complaint strategies used by speakers in complaint situation, which are ordered from indirect to direct: No explicit reproach; Expression of annoyance and disapproval; Accusation; Blame (See **Trosborg, A.** op.cit.). E. Olshtain and L. Weinbach stated the following complaint strategies that vary with the situation and among languages: Below the level of reproach; Expression of annoyance or disapproval (See **Olshtain, E., Weinbach, L.**, op.cit.).

<sup>16</sup> 15 Play Scripts That Deal with Difficult Family. Marin Nathalie, "Jesse's Inappropriate Behavior" Act 3. <https://shortplayscripts.com/play-script-about-family-problems-and-violence-7-characters/>

downtone Daniel's disapproval and mitigate the complaint. In Jesse's speech, his complaint about his father's misbehaviour is more explicit. The complaint is upgraded with the adverb of frequency *frequently* and, at the same time, downgraded with the adverb *from time to time*. Since the complainers in both cases are absent, the complaint is mitigated and the blame is minimized by the complainers themselves.

According to A. Trosborg, a complaint is an illocutionary act in which the speaker expresses his/her disapproval, negative feelings, etc. towards the state of affairs described in the proposition and for which he/she holds the hearer responsible, either directly or indirectly<sup>17</sup>. N. Frijda defines emotions as conscious experience of pleasure or pain. He observes that the identification of a specific emotion with a particular form of action readiness is manifested in our expressive behavior. Thus, dissatisfaction is a sense of displeasure plus the urge to blame or criticize others. Hence, when the agent complains, or criticizes, then he/she feels a sense of displeasure and urge to make others guilty for his/her emotional state<sup>18</sup>. In the following passage Nick, who feels greatly devastated because his wife is missing, inflicts his revenge on the police officer who is in charge of detective work.

*On my drive to the afternoon search area, I phoned Boney, started in as soon as she said hello.*

**'Why isn't the mall being searched?'**

*The mall will be searched, Nick. We have cops heading over there right now'*<sup>19</sup>.

In this communicative context, the wh-question does not seek for information. Instead, it implies criticism whereby/by which Nick complains about the process of investigation. Thus by mitigating his complaint, he also tries to make the police guilty of his disappointment and distress.

D. Boxer also indicates that "the speaker can indirectly complain about himself as well. In case of self-complaint, the speaker criticizes his/her own ability, actions or physical appearance, etc"<sup>20</sup>.

**'I haven't been upset enough about Amy,' I said. 'I know that.'**

**'Maybe not. 'She finally looked up at me. 'You're being weird.'**

**'I think that instead of panicking, I've just focused on being pissed at her. Because we were in such a bad place lately. It's like it feels wrong for me to worry too much because I don't have the right. I guess'**<sup>21</sup>.

In this passage the speaker feels guilty for maltreating his wife who has been missing for a couple of days. In order to relieve his distress and agitation, he makes self-complaint by accepting his responsibility for this tragic event.

However, situations where the speakers choose to display impolite communicative behavior can also be observed. In these interactions both the complainer and the

<sup>17</sup> Trosborg, A., op.cit.

<sup>18</sup> Frijda N.H., The Laws of Emotion//American Psychologist, May 1988, 43(5), pp.349-358. See p. 351. [https://www.researchgate.net/publication/263920912\\_The\\_Laws\\_of\\_Emotion](https://www.researchgate.net/publication/263920912_The_Laws_of_Emotion)

<sup>19</sup> Flynn G., Gone Girl. Crown Publishing Group, 2012, pp. 104-105.

<sup>20</sup> Boxer D., Social Distance and Speech Behavior: The Case of Indirect Complaints// Journal of Pragmatics, North-Holland, 1993, 19, pp. 103-125. See p. 109.

[https://www.researchgate.net/publication/223828292\\_Social\\_distance\\_and\\_speech\\_behavior\\_The\\_case\\_of\\_indirect\\_complaints](https://www.researchgate.net/publication/223828292_Social_distance_and_speech_behavior_The_case_of_indirect_complaints)

<sup>21</sup> Flynn G.,op.cit. p. 125.

complainee may perform face-threatening acts by criticizing, insulting and blaming one another through direct speech acts. In case the complainer chooses to make a face-threatening act, the complaint is formulated with the help of a direct speech act.

*Debby – Franny, where have you been? I was so worried about you.*

*Frank Gallager – Why, she was with me all day, we had a great time together. I got tattoos.*

*Debby (Slaps him) - What the hell is wrong with you. You were supposed to take Franny to school.*

*Frank – What’s the big deal?*

*Debby - The big deal is that I didn’t know where my kid was for 6 hours. I know you didn’t give a shit where your kids were most of our lives but I care about mine<sup>22</sup>.*

The heated conversation between father and daughter is the result of the father’s misbehaviour not only at the moment of speech but also in their past life. Dabby addresses her child with an interrogative utterance which expresses her indirect complaints concerning the child’s misbehaviour: ‘*Franny, where have you been? I was so worried about you.*’ After her father’s repeated attempts to protect his granddaughter, Debby addresses her disapproval towards his father who, in fact, is to blame for the current situation. She explicitly describes the misbehaviour, ‘*You were supposed to take Franny to school*’, and then criticizes her father for his carelessness toward his own children in the past: ‘*I know you didn’t give a shit where your kids were most of our lives but I care about mine.*’ Hence, the daughter breaks ties of affection with her father by making a face-threatening act. She performs an act of social rejection and denies the social competence of the complainee as a right father and a grandfather.

Admittedly, impoliteness may often occur in situations where there is an inequality of power between the speaker and the hearer. J. Culpeper states that the more powerful and higher status the speaker has, the more strongly a person realizes his/her freedom to be impolite, the more easily his/her greater power will force the weaker person to be polite to bear the threat of greater punishment<sup>23</sup>. Anyhow, the analysis of the practical material shows that this is not always the case. In the following passage, the police officer, who has the authority to show power, uses direct complaint. The feedback, which is given by a person of a lower status, a man who is under investigation, also represents a direct complaint.

*Before we were done, Boney interrupted. ‘I understand, guys, it’s natural to want to feel involved. But what you did was dangerous. You have got to let us handle this kind of thing.’*

*‘That’s just it, though, you aren’t handling it,’ I said. ‘You’d never have gotten this information about the gun, if we didn’t go out there last night’<sup>24</sup>.*

Boney, the police officer, criticizes the complainee for his unduly behavior that hinders the process of investigation. In answer to this, the listener beats back the complaint with a direct speech act, deploring the complainer’s inaction. The counter

<sup>22</sup> **Frank’s Bodily Deterioration**, Part 3, Shameless, min. 2.27.

<https://www.youtube.com/watch?v=T2JlEwhhyaQ>

<sup>23</sup> **Culpeper J.**, Impoliteness: Using Language to Cause Offence. Cambridge University Press, 2011.

<sup>24</sup> **Flynn G.**, op.cit. p.142.

attack of direct complaint in this passage makes the context tense and unfriendly. In this context the model of the communicative situation is broken as it contains two complainer and two complaineer roles instead of complainer-complaineer.

The analysis of the communicative-pragmatic nature of complaints shows that it is not only the power of the speaker that has an effect on the degree of impoliteness. However, it also depends on the nature of the act and the distance between the interlocutors. Hence, family members who are in close relationship can also dismiss politeness principles when it comes to serious personal matters. In the following passage, where brother and sister are involved in an argument, one of them demands a restorative action from the other.

***You're a man who cheats on his wife, you can never undo that.' Go said. " God, even Dad didn't cheat. You're so- I mean, your wife is missing, Amy's who knows where, and you're here making time with a little – '***

***'Go, enjoy this revisionist history in which you're Amy's champion. I mean, you never liked Amy, not even early on, and since all this happened, it's like-'***

***'It's like I have sympathy for your missing wife, yeah, Nick. I have concern. Yeah, I do. Remember how before, when I said you were being weird? You're – It's insane, the way you're acting' <sup>25</sup>.***

As we can see, in this communicative situation, like in the previous one, we have a specific model of communicative situation. The negative evaluation of the situation is based on the behavior of the interlocutors, where each of them disapproves of the other's moral principles and code of conduct. The interlocutors perform their attacks and counter attacks by exchanging direct (*You're a man who cheats on his wife., you can never undo that; and you're here making time with a little; It's insane, the way you're acting; I mean, you never liked Amy, not even early on, and since all this happened, it's like-*) and indirect complaints (*Remember how before, when I said you were being weird?*).

### **Conclusion**

The speech act class of Expressives performs linguistic realization of expressing emotions. Complaints belong to the category of expressive speech acts that convey the speaker's psychological state of mind. They display negative feelings such as dissatisfaction, annoyance, or disapproval regarding a perceived offense or inconvenience. This paper has explored the communicative and pragmatic dimensions of complaints in informal interaction. By analyzing both direct and indirect forms of expressing complaint, it becomes evident that complaints serve not only as expressions of dissatisfaction but also as strategic communicative acts shaped by contextual and relational factors. Direct complaints often involve explicit language, confrontational tone, and minimal politeness strategies, aiming to provoke immediate attention or resolution. In contrast, indirect complaints rely on implication, softened expressions, and politeness mechanisms, allowing the speaker to voice criticism while avoiding direct conflict. The analysis of the practical material comes to prove that the preliminary presupposition, made in the introductory part of the paper, that the choice of explicit or implicit ways of expressing negativity may largely be determined by social markers does

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<sup>25</sup> Op. cit. p. 180-181.

not always work. It follows that contextual and relational factors more often determine the choice of direct or indirect ways of formulating complaint in everyday communication.

**ՇՈՒՇԱՆԻԿ ՊԱՐՈՆՅԱՆ – Բողոքելու մշակութային գործաբանական տարբերությունները անգլերենում.** – Լինելով սոցիալ-մշակութային երևույթ՝ լեզուն հնարավորություն է տալիս մարդկանց հաղորդակցվելու հասարակության մյուս անդամների հետ: Լեզվագործաբանական հետազոտություններում վերլուծվում է խոսքային գործունեությունը և ընդգծվում է արտալեզվական հետևյալ գործոնները հաշվի առնելու անհրաժեշտությունը իմաստ ստեղծելիս՝ խոսողների մտադրությունները, հաղորդակցական նպատակները, անձնական վերաբերմունքն ու զգացմունքները և նրանց սոցիալ-մշակութային բնութագրերը: Սույն հոդվածի նպատակն է ուսումնասիրել բողոքի հաղորդակցական-գործաբանական առանձնահատկությունները անգլերենում: Բողոքը դասվում է արտահայտչական խոսքային ակտերի շարքին, որոնք արտահայտում են խոսողի զգացմունքները: Իլոկուտիվ մակարդակում բողոքները բացասական հուզական ուղերձ են արտահայտում, բողոքողները դժգոհում են որոշակի իրավիճակից կամ գործողությունից: Այս աշխատանքում կատարված գործնական նյութի ուսումնասիրությունը ցույց է տալիս, որ բողոքները, ինչպես մյուս խոսքային ակտերը, կարող են ձևակերպվել ուղղակի և անուղղակի խոսքային ակտերի օգնությամբ: Ունենալով հակամարտային իլոկուտիվ բովանդակություն՝ բողոքը մեծապես կախված է հաղորդակցման գործընթացը կարգավորող քաղաքավարության սկզբունքներից: Հետազոտությամբ պարզվում է, թե ինչպես են որոշակի սոցիալական գործոններ ազդում խոսողների լեզվական միավորների ընտրության վրա բողոքի գործընթացում:

**Բանալի բառեր** – գործաբանություն, խոսքային ակտերի տեսություն, քաղաքավարության սկզբունքներ, բողոք, ուղղակի/անուղղակի խոսքի ակտեր

**ШУШАНИК ПАРОНЫЯ – Социокультурные прагматические различия в выражении жалоб на английском языке.**– Являясь социокультурным феноменом, язык позволяет людям общаться с другими членами общества. Анализируя коммуникативный аспект языка, прагматика подчеркивает необходимость учета определенных экстралингвистических факторов при создании смысла, таких как намерения говорящего, коммуникативные цели, личные установки и чувства, а также их социокультурные характеристики. Цель данной статьи — исследовать коммуникативно-прагматические особенности выражения жалобы в английском языке. Жалоба относится к экспрессивным речевым актам, то есть к классу речевых актов, выражающих чувства говорящего. На иллокутивном уровне жалобы выражают негативное эмоциональное сообщение, неодобрение говорящего определенной ситуации или недовольство каким-либо положением дел. Исследование практического материала, проведенное в данной работе, показывает, что жалобы, как и другие речевые акты, могут быть сформулированы с помощью прямых и косвенных речевых актов. Имея противоречивое иллокутивное содержание, жалоба в значительной степени зависит от принципов вежливости, которые регулируют процесс коммуникации. В исследовании предпринята попытка показать, как определенные социальные факторы влияют на выбор языка говорящими в процессе выражения жалобы.

**Ключевые слова:** *прагматика, теория речевых актов, принципы вежливости, жалобы, прямые/косвенные речевые акты*

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