

Investigating the impolite strategies used by Iranian male and female advanced EFL learners to express their complaints

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Abstract

The present study was conducted to investigate the impolite strategies employed by Iranian advanced EFL learners to express their complaints. To this end, 20 female and 20 male Iranian advanced EFL learners who were studying English at a language institute in Isfahan participated in the study. Their level of proficiency was estimated by Oxford Quick Placement Test (OQPT). The participants were assigned to two equal groups based on their genders. A questionnaire was administered to the participants to say how they express their complaints in different situations. The results revealed that the least common strategy used by two groups was bald-on-record. However, there was a significant difference between the most common strategies used by them. The most common strategy used by female participants was sarcasm while the most common strategy used by male participants was negative impoliteness. The results of the study may offer some implications for the fields TEFL and sociolinguistics.

Keywords: complaint; impoliteness; impolite strategy; speech act; gender difference

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1. Introduction

1.1 Speech Act

The concept of speech act, which is one of the most important parts of pragmatics, was first introduced by Austin (1962). He maintained, “the uttering of the sentence is, or is a part of, the doing of an action” (p. 5). This suggests that a speaker conveys his intention by utterances and their interlocutors can be affected by them (Mofidi & Shoushtari, 2012). Austin (1962) divided the speech acts into three categories of locutionary, illocutionary, and perlocutionary acts. Locutionary acts are utterances, illocutionary acts are intents, and perlocutionary acts are the effects of the utterances.

Searle (1976) divided illocutionary acts into five main categories of representative, commissive, directive, expressive, and declarative. A representative speech act is a kind of speech act by which events in the world like reports, assertions, and claims are described. A commissive speech act that obliges the speaker to do something in the future, such as a promise or a threat. A directive speech act is the kind of speech act that the role of persuading the listener to do something, such as a recommendation, a request, or a command. An expressive speech act is the one in which the speaker expresses feelings and attitudes about something, such as an apology or a complaint. Finally, a declarative speech act is a speech act which changes the state of affairs in the world.

According to Searle’s speech act theory, speakers use utterances to express their intentions such as complaints based on the connection between linguistic forms and communicative intent. Searle believed that speech acts can be performed directly and indirectly. Direct speech acts refer to the operation of specific acts in which the speakers signify what they exactly say, and indirect speech acts refer to performative acts in which the speakers signify more or something other than what is expressed. Searle also stated that except explicit performatives, all other speech acts can be somewhat indirect.

1.2 Speech Act of Complaint

Speech act of complaint is a kind of speech act that threatens both positive and negative face want. It threatens positive face of the complainees since the complainers do not respect the complainees’ feelings, needs, and desires. It threatens addressee’s positive face as it illustrates the speaker’s negative evaluation on the hearer. Therefore, a complaint is intrinsically a not a polite act (Trosborg, 1995). The speech act of complaint happens when a speaker reacts with dissatisfaction or annoyance to an action that has affected them in a hostile or critical manner (Tanck, 2002). Moon (2001) believed that complaint is a face-threatening act to the hearer; therefore, it should be made prudently by the speaker to avoid hurting the hearer’s feelings and consequently spoil the relationships between them. When making complaints, people regularly employ indirect strategies in order not to cause offense to the other interlocutor and to circumvent impoliteness and disrespectfulness (Wannaruk, 2008).

Based on what is mentioned above, it can be noted the differences between male and female EFL learners in the impolite strategies that they use to express their complaints have not been thoroughly researched. Therefore, an attempt was made in this study to investigating the impolite strategies used by Iranian male and female advanced EFL learners to express their complaints.

2. Literature review

Murphy and Neu (1996) investigated the components of a complaint as 1) an explanation of purpose 2) a

complaint 3) a justification and 4) a candidate solution. In the study of complaints by American native and Korean non-native speakers of English, they had two goals: 1) to compare components of the speech act of complaint produced by two groups and 2) to see how native speakers evaluated the production of this speech act by several factors such as if it was aggressive, respectful, credible, appropriate and similar to what a native speaker would use. They found there is a high correlation between native and non-native speakers in producing three of the four speech act components, but the two groups were different when producing complaint, because the majority of Koreans produced a criticism instead of a complaint. The authors concluded that such criticisms might offend the interlocutor and shut down the interaction in an American context.

Tanck (2002) investigated the differences between native and non-native English speakers' production of refusals and complaints. The author used a group of participants from varying first languages. To produce data of the study, the participants were given a "Discourse Completion Test" (DCT) wherein they were asked to write their responses to six prompts, resembling the two acts of complaint and refusal as well as two distracters, within familiar, equal, and superior/inferior relationships. Responses of native English speakers were reviewed for evidence of common components of speech act sets to establish a set of baseline responses. The responses made by the non-native speakers were then evaluated for the presence and quality of the speech act components as compared to the native speakers. The results of the study showed that although native and non-native speakers produced almost the same speech act set components, the quality of their responses were different. It was also found that nonnative speakers' responses were mostly linguistically correct; however, they were pragmatically ill-formed, and so not perceived by the hearers as appropriate.

Eslami-Rasekh (2004) compared Iranians and Americans use of face-keeping strategies in reaction to complaints performance. The results of the study revealed that Persian speakers are more sensitive to contextual factors and vary their face-keeping strategies accordingly while English speakers mostly use one apology strategy and make it stronger based on contextual factors. While, Sukyadi (2011) investigated the differences between male and female Indonesian EFL learners in the realization of complaining. The participants of the study were 20 senior male and 20 female EFL students. Data were collected through an open-ended questionnaire in the form of a Discourse Completion Task (DCT) and a semi-structured interview. The results of the study revealed that there is a difference between men and women in proposing the complaining speech act. Men were the highest users of direct accusations while women used indirect accusations the most. The present study also found that the use of complaining strategies was more frequently employed by women than by men. Gender has been proven to have an influence on the choice of complaining strategies.

Abdolrezapour, Dabaghi, and Kassaian (2012) examined how Iranian EFL learners perceive complaining utterances produced by Americans in four asymmetrical situations. The focus of the study was on perceptive data elicited from Iranian informants (male vs. female) with respect to the using of such strategies. Role-play interactions taken from 10 American speakers and a perceptive questionnaire constructed based on the interactions was used to collect the required data. Results of the questionnaire showed that complaints that are more indirect were perceived as more polite by EFL learners. The results revealed that gender did not play a significant role in how the participants considered the politeness degree of complaints.

Lastly, Mofidi and Shoushtari (2012) investigated the pragmatic transfer Iranian EFL and ESL learners of English showed when complaining in English. Twenty Iranian native speakers of Persian and 20 native speakers of English as the baseline groups, as well as twenty EFL and twenty ESL learners, as the interlanguage data groups participated in the study. The data were obtained by a personal information form and a DCT in which they were asked to answer six imaginative situations including complaint-required situations. The findings revealed no significant relationship between the time spent in an English speaking country and the pragmatic competence of Iranian EFL and ESL learners.

2.1 Research questions

This study was conducted to find answers to the following research questions.

- Are there significant differences among the strategies used by Iranian female EFL learners to express their complaints?
- Are there significant differences among the strategies used by Iranian male EFL learners to express their complaints?
- Is there a significant difference between the strategies used by male and female EFL learners to express their complaints?

2.2 Research Hypotheses

The current study was conducted based on the following research hypotheses.

- There are no significant differences among the strategies used by Iranian female EFL learners to express their complaints.
- There are no significant differences among the strategies used by Iranian male EFL learners to express their complaints.
- There is not a significant difference between the strategies used by male and female EFL learners to express their complaints.

3. Methodology of the Study

3.1 Participants

The participants of the study were 20 female and 20 male Iranian EFL learners who were studying English at a language institute in Isfahan. The participants were selected after conducting the placement test. The placement was used to estimate the participants' level of proficiency and to make sure that they were homogeneous and advanced learners. The placement test was administered to 100 Iranian participants and 40 of them with the suitable level of proficiency were selected for the study. The ages of the participants were between 20 and 30.

3.2 Instruments

The instruments of the study consisted of Oxford Quick Placement Test (OQPT) and a questionnaire.

OQPT - This placement test was used for estimating the participants' level of proficiency. The OPT provides reliable and efficient means of placing students at the start of a course for teachers (Allan, 2004). The test had 60 multiple-choice questions and each question has one score. Each participant whose score was between 48 and 54 was considered advanced learner. The test was administered to the participants before performing the study.

Questionnaire - A questionnaire which was designed by Nikoobin and Shahrokhi (2017) and slightly modified by the researcher was used to elicit information from the participants. The questionnaire proposed six dissatisfying situations for the participants. Each situation in the questionnaire contained four preplanned options for the aforementioned situation which the participants could choose one of them or express their own opinions. Since the reliability and validity of the questionnaire had already been evaluated, it was not necessary to do the same in this paper.

3.3 Procedure

In the first step, the OQPT was conducted to evaluate the participants' levels of proficiency. The participants whose score in the test were between 48 and 54 were selected to partake in the study. After estimating their level of proficiency, they were divided into two groups based on their genders. Then, the questionnaire was administered to the participants and they were asked to choose one of the options for each situation or express their own opinions. The participants could choose one of the alternatives provided in the questionnaire for each situation or express their own opinions. The participants were not informed about the other participants' opinions. After completing the questionnaire by the participants, the results were collected to be analyzed.

4. Results

4.1 Results of OQPT

In order to ascertain the learners in the two groups of the study were homogeneous in terms of their overall language proficiency, their OPT scores were compared using an Independent-Samples *t*-test. The results are shown in the following table.

Table 1

Descriptive statistics of the OQPT

	Groups	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Std. Error Mean</i>
Scores	Female	20	51.80	1.99	.45
	Male	20	51.10	1.97	.44

The table indicates that the mean score of the female group ($M = 51.80$) was slightly greater than the mean score of the male ($M = 51.10$). To figure out if this difference was statistically significant or not an Independent-Samples *t*-test was conducted. The results of the test indicate that there was no significant difference between the mean scores of the two study groups since the *p* value was greater than .05 ($p = .271$). Therefore, it can be concluded that both groups were at the same level of language proficiency.

4.2 Addressing Research Question One

To answer this research question, the answers of female participants to the situations of the questionnaire were analyzed by Chi-Square Goodness-of-Fit. The results are shown in the following tables.

Table 2

Frequencies and percentages of all the strategies used by female participants

	Bald-on-Record	Sarcasm	Negative Impoliteness	Positive Impoliteness
Frequency	10	62	29	19
Percentage	8	52	24	16

Table 2 indicates the frequencies and percentages of the strategies used by female participants. As you can see from the results of the table, the most common strategy used by female participants was sarcasm ($n = 62$) and the least common one was bald-on-record ($n = 10$). To understand if these differences were statistically significant or not Chi-Square goodness-of-fit was conducted for each situation. The results are shown in the following table.

Table 3

Results of chi-square goodness-of-fit test for comparing the strategies used by female participants

Chi-Square	<i>df</i>	<i>Asymp. Sig.</i>
51.53	3	.000

According to the table, there was a significant difference among the impolite strategies used by female participants since the p value was lower than .05 ($p < .001$). Hence, the first null hypothesis was rejected.

Table 4

Results of chi-square goodness-of-fit test for comparing the strategies used by female participants

	Situation 1	Situation 2	Situation 3	Situation 4	Situation 5	Situation 6
Chi-Square	14.00	11.20	13.60	5.20	4.00	2.80
<i>df</i>	3	3	3	3	3	2
<i>Asymp. Sig.</i>	.003	.011	.004	.158	.261	.247

The results of Table 4 indicate that there were significant differences among the strategies in situations 1, 2, and 3 since p values were lower than .05 ($p_1 = .003$, $p_2 = .011$, and $p_3 = .004$), while there were not any significant differences for other situations since p values were greater than .05 ($p_4 = .158$, $p_5 = .261$, and $p_6 = .247$). The results are also illustrated in the following figure.

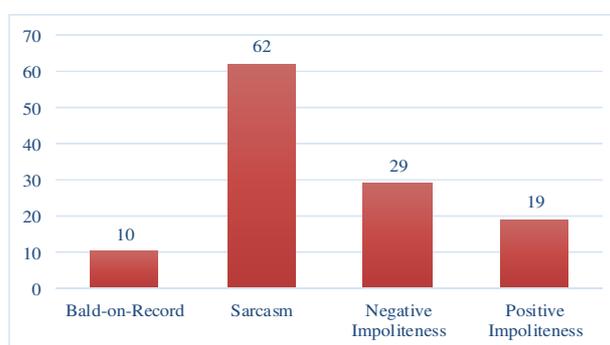


Figure 1. Frequencies of the Strategies Used by Female Learners

4.3 Addressing Research Question Two

To answer this research question, the answers of male participants to the situations of the questionnaire were analyzed by Chi-Square Goodness-of-Fit. The results are shown in the following tables.

Table 5

Frequencies and percentages of all the strategies used by male participants

	Bald-on-Record	Sarcasm	Negative Impoliteness	Positive Impoliteness
Frequency	18	21	49	32
Percentage	15	18	41	27

Table 5 indicates the frequencies and percentages of the strategies used by male participants. As you can see from the results of the table, the most common strategy used by female participants was negative impoliteness ($n = 49$) and the least common one was bald-on-record ($n = 18$). To understand if these differences were statistically significant or not Chi-Square goodness-of-fit was conducted for each situation. The results are shown in the following table.

Table 6

Results of chi-square goodness-of-fit test for comparing the strategies used by male participants

Chi-Square	<i>df</i>	<i>Asymp. Sig.</i>
19.67	3	.000

According to the table, there was a significant difference among the impolite strategies used by male participants since the p value was lower than .05 ($p < .001$). Hence, the first null hypothesis was rejected.

Table 7

Results of chi-square goodness-of-fit test for comparing the strategies used by male participants

	Situation 1	Situation 2	Situation 3	Situation 4	Situation 5	Situation 6
Chi-Square	5.20	9.20	10.80	2.80	8.40	8.00
<i>df</i>	3	3	3	3	3	3
<i>Asymp. Sig.</i>	.158	.027	.013	.423	.038	.046

The results of Table 7 indicate that there were not significant differences among the strategies in situations 1 and 4 since p values were greater than .05 ($p_1 = .158$ and $p_4 = .423$), while there were significant differences for other situations since p values were lower than .05 ($p_2 = .027$, $p_3 = .013$, $p_5 = .038$, and $p_6 = .046$). The results are also illustrated in the following figure.

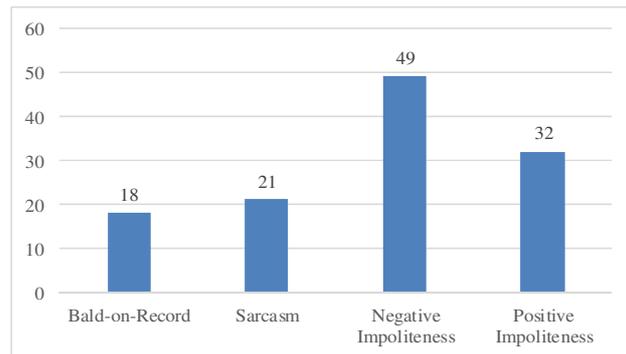


Figure 2. Frequencies of the Strategies Used by Male Learners

4.4 Addressing Research Question Three

To answer this research question, the answers of female and male participants to the situations of the questionnaire for each situation were analyzed and compared by Chi-Square Test. The results are shown in the following tables.

Table 8

Descriptive statistics of situation one

		Situation 1				Total
		Bald-on-record	Sarcasm	Negative impoliteness	Positive impoliteness	
Participants	Female	1	12	4	3	20
	Male	2	3	8	7	20
Total		3	15	12	10	40

According to the table, the most common strategy used by female participants was sarcasm ($n = 12$) and the least common one was bald-on-record ($n = 1$), while the most common strategy used by male participants was negative impoliteness ($n = 8$) and the least common one was bald-on-record ($n = 2$). To understand if these differences were statistically significant or not, Chi-Square test was conducted by the researcher. The results are shown in the following table.

Table 9

Results of chi-square test for situation one

	Value	<i>df</i>	<i>Asymp. Sig. (2-sided)</i>
Pearson Chi-Square	8.67	3	.034
Likelihood Ratio	9.12	3	.028
Linear-by-Linear Association	3.47	1	.062
<i>N of Valid Cases</i>	40		

The results of the table indicate that there was a significant difference between male and female participants

for their responses to this situation because the p value was lower than .05 ($p = .034$). Therefore, the null hypothesis was rejected.

Table 10

Descriptive statistics of situation two

		Situation 1				Total
		Bald-on-record	Sarcasm	Negative impoliteness	Positive impoliteness	
Participants	Female	3	11	5	1	20
	Male	1	3	10	6	20
Total		4	14	15	7	40

According to the table, the most common strategy used by female participants was sarcasm ($n = 11$) and the least common one was positive impoliteness ($n = 1$), while the most common strategy used by male participants was negative impoliteness ($n = 10$) and the least common one was bald-on-record ($n = 1$). To understand if these differences were statistically significant or not, Chi-Square test was conducted by the researcher. The results are shown in the following table.

Table 11

Results of chi-square test for situation two

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.81	3	.013
Likelihood Ratio	11.57	3	.009
Linear-by-Linear Association	8.98	1	.003
N of Valid Cases	40		

The results of the table indicate that there was a significant difference between male and female participants for their responses to this situation because the p value was lower than .05 ($p = .013$). Therefore, the null hypothesis was rejected.

Table 12

Descriptive statistics of situation three

		Situation 1				Total
		Bald-on-record	Sarcasm	Negative impoliteness	Positive impoliteness	
Participants	Female	2	12	4	2	20
	Male	11	2	5	2	20
Total		13	14	9	4	40

According to the table, the most common strategy used by female participants was sarcasm ($n = 12$) and the least common ones were positive impoliteness and bald-on-record ($n = 2$), while the most common strategy used by male participants was bald-on-record ($n = 11$) and the least common ones were sarcasm and positive impoliteness ($n = 1$). To understand if these differences were statistically significant or not, Chi-Square test was conducted by the researcher. The results are shown in the following table.

Table 13

Results of chi-square test for situation three

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.49	3	.004
Likelihood Ratio	14.90	3	.002
Linear-by-Linear Association	1.66	1	.198
N of Valid Cases	40		

The results of the table indicate that there was a significant difference between male and female participants for their responses to this situation because the p value was lower than .05 ($p = .004$). Therefore, the null hypothesis was rejected.

Table 14

Descriptive statistics of situation four

		Situation 1				Total
		Bald-on-record	Sarcasm	Negative impoliteness	Positive impoliteness	
Participants	Female	2	9	4	5	20
	Male	2	5	7	6	20
Total		4	14	11	11	40

According to the table, the most common strategy used by female participants was sarcasm ($n = 9$) and the least common one was bald-on-record ($n = 2$), while the most common strategy used by male participants was negative impoliteness ($n = 7$) and the least common one was bald-on-record ($n = 2$). To understand if these differences were statistically significant or not, Chi-Square test was conducted by the researcher. The results are shown in the following table.

Table 15

Results of chi-square test for situation four

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.05	3	.562
Likelihood Ratio	2.08	3	.556
Linear-by-Linear Association	.64	1	.423
N of Valid Cases	40		

The results of the table indicate that there was not a significant difference between male and female participants for their responses to this situation because the p value was greater than .05 ($p = .562$). Therefore, the null hypothesis was not rejected.

Table 16

Descriptive statistics of situation five

		Situation 1				Total
		Bald-on-record	Sarcasm	Negative impoliteness	Positive impoliteness	
Participants	Female	2	8	6	4	20
	Male	1	5	10	4	20
Total		3	13	16	8	40

According to the table, the most common strategy used by female participants was sarcasm ($n = 8$) and the least common one was bald-on-record ($n = 2$), while the most common strategy used by male participants was negative impoliteness ($n = 10$) and the least common one was bald-on-record ($n = 1$). To understand if these differences were statistically significant or not, Chi-Square test was conducted by the researcher. The results are shown in the following table.

Table 17

Results of chi-square test for situation five

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.03	3	.567
Likelihood Ratio	2.05	3	.562
Linear-by-Linear Association	.81	1	.367
N of Valid Cases	40		

The results of the table indicate that there was not a significant difference between male and female participants for their responses to this situation because the p value was greater than .05 ($p = .567$). Therefore, the null hypothesis was not rejected.

Table 18*Descriptive statistics of situation six*

		Situation 6				Total
		Bald-on-record	Sarcasm	Negative impoliteness	Positive impoliteness	
Participants	Female	0	10	6	4	20
	Male	1	3	9	7	20
Total		1	13	15	11	40

According to the table, the most common strategy used by female participants was sarcasm ($n = 10$) and the least common one was bald-on-record ($n = 0$), while the most common strategy used by male participants was negative impoliteness ($n = 9$) and the least common one was bald-on-record ($n = 1$). To understand if these differences were statistically significant or not, Chi-Square test was conducted by the researcher. The results are shown in the following table.

Table 19*Results of chi-square test for situation six*

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.19	3	.103
Likelihood Ratio	6.80	3	.079
Linear-by-Linear Association	2.26	1	.133
N of Valid Cases	40		

The results of the table indicate that there was not a significant differences between male and female participants for their responses to this situation because the p value was greater than .05 ($p = .103$). Therefore, the null hypothesis was not rejected.

5. Discussion and Conclusion

The present study aimed at investigating the impolite strategies used by male and female Iranian EFL learners and figure out if there were any significant differences between the strategies used by female and males participants to express their complaints. The obtained results of the statistical analyses revealed that all three hypotheses of the study were rejected. The most common strategy used by female participants was sarcasm and the least common one was bald-on-record, while the most common strategy used by male participants was negative impoliteness and the least common one was bald-on-record. It was also revealed that there were significant differences between male and female participants in situations 1, 2, and 3 while there were not significant differences between them in situations 4, 5, and 6.

Sukyadi (2011) investigated the differences between male and female Indonesian EFL learners in the realization of complaining. He found that there were significant differences between male and female learners in realization of complaining. He stated that men were the highest users of direct accusations while women used indirect accusations the most. These findings are in line with the results of the present study since in both study male participants expressed their complaints more directly. It can be concluded that men prefer expressing their complaints more directly than woman do.

Nasiri Kakolaki and Shahrokhi (2016) examined polite strategies used by female and male EFL learners for complained speech acts. They asserted that there was a difference between men and women in realizing the complaining speech act. Men used very direct complaint more frequently compared to women who used indirect

complaints the most. The results of the two study are in line with each other since it was found in both study that male participants more direct than female participants were.

On the other hand, Abdolrezapour et al. (2012) examined how Iranian male and female EFL learners perceive complaining utterances. The results revealed that gender did not play a significant role in how the participants considered the politeness degree of complaints. These results are not in line with the findings of the current study since the perception of impoliteness by male and female participants were different in this study.

Conclusively, it can be pointed out that male EFL learners are more direct and a little more impolite than female ones for expressing their complaints while woman are more sarcastic than men. However, both groups of participants try to avoid being rude since the bald-on-record strategy, which was the most impolite alternative, was the least common strategy used by both groups of participants and they tried to be polite to some extent. The results of this study will be useful for researchers and instructors in the field TEFL to teach impolite strategies that is an indispensable part of the language to EFL learners. In addition, psychologist and sociologist can use the results of this study to become more familiar with the differences of speaking styles between genders.

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Appendix

The Questionnaire

Read the situations carefully and choose one of the alternatives with an asterisk (*) for each situation. If your opinion is not among the recommended options, you can use your personal idea.

Situation (1): Imagine you want to travel abroad for your honeymoon with your spouse. In order to buy tickets you go to a travel agency, which you find its address on the Internet. The employee who works in the agency provides the tickets for you and informs you about the date and time of the flight. When you go to the airport, you will find out that your flight was yesterday. How do you make your complaints?

I will call the employee and say:

- What the hell were you doing while selling the tickets?
- It is obvious that you work very thoroughly!
- If I were your boss, I would fire you.
- You are not capable of doing anything.

Personal idea:

Situation (2): Imagine one day your child returns home from school and crying. When you ask your child why he is he crying he will answer that his teacher punished him corporally. How do you make your complaints?

I will tell him:

- How dare you punish my child
- You should be called the representative teacher!
- I Will go to the office of education and sue you.
- You are not worth to be a teacher.

Personal idea:

Situation (3): Imagine you invite a very important guest for dinner to a restaurant. They will bring the food for you after a long time waiting. You complain to the waiter for the delay. While having the dinner, you will understand that there is an insect in your dish. How do make your complaints to the manager of the restaurant?

I will tell the manager:

- Shame on you for this horrible food.
- Your food has very high quality!
- This restaurant must be shut because of your incompetency.
- How dare you open a restaurant when you are so inapt?

Personal idea:

Situation (4): Imagine you have to do an important project, but since you are very busy you cannot do it by yourself and ask one of your colleagues who you trust him a lot to do it for you. Because you trust that person, you do not observe him. When he gives you the project, you will find out that there are many errors in it and you do not have any time to correct them. How do make your complaints?

I will tell him:

- You are so narcissistic but absolutely incompetent.
- You are more intelligent than Einstein is!
- Where the hell did you study?
- Why did you tell me I could do it when you are not knowledgeable at all?

Personal idea:

Situation (5): Imagine you are standing in a line for a long time to buy some bread and your child is at home alone. Suddenly, a person whom you do not know but the baker knows comes to the bakery and buys bread without standing in the line. How do you make your complaints?

- Are you blind that you cannot see so many people are standing in the line?
- I did not know even the minister stands in the line to buy bread!
- You have no idea what a line is.
- I think he cannot even understand what a line is.

Personal idea:

Situation (6): Imagine you are in a clinic and you are not feeling well. It is almost noon and you have been waiting for the doctor, since the early in the morning. At this time, it is declared that the doctor will not visit anyone else while the official time is not up yet. How do you make your complaints?

I will tell the doctor:

- You have no conscience about treating people badly.
- It is obvious you exactly know what time it is!
- You do not have the right to say I will not see any other patients until the official time is up.
- You are not worth what you studied.

Personal idea:

