International Journal of Multidisciplinary Research and Growth Evaluation.

Speech acts of children with adults in communication: Through "The collection of good Vietnamese short stories for children"

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Article Info

Abstract
This article is based on the theory of speech acts and J. Searle's classification of speech acts to investigate and categorize speech acts of children in communication with adults according to three age types: children aged 4-6 with adults, children aged 6-11 with adults, and children aged 11-15 with adults. The research results show that in their communication with adults, children employ all five categories of speech acts, consisting of 64 speech acts and 4,275 times of speech acts. There are variations in the number of speech acts within each types, influenced by communication factors such as the communication context, communication topic, and communication content. This reflects the children's natural, innocent, yet resolute and responsible language abilities and characteristics in their interactions with adults.

1. Introduction
In social communication, speech acts are considered the fundamental units of human interaction. These speech acts serve not only as a means of conveying information but also have an impact on social relationships, emotions, and human thought processes. They play a crucial role in all aspects of life and human communication [8, 9].
The study of language in artistic texts is a topic explored by many researchers from various perspectives, including character language, narrator language, artistic media, and more [2, 8, 10]. Short stories written for children are one of the important areas that contribute to education and character development in children. Through short stories, children immerse themselves in the childhood world of the characters, enabling them to empathize, explore, and experience different situations. They can also express and exhibit their own attitudes in various contexts [2].
The article is based on the theory of speech acts, literary characters, and children to elucidate the linguistic characteristics of children's speech acts used in communication with adults.

2. Content
2.1. Some theoretical issues regarding speech acts
The theory of speech acts, as introduced by J.L. Austin in his work "How to do thing with word" is considered the backbone of pragmatics. While Austin doesn't provide a specific definition of speech acts, he affirms: "When we say something, we are doing something, performing a special kind of act by using language" [3, p. 87]. According to this assertion, a speech act is an action performed immediately when speaking, during the act of speaking. Furthermore, Austin identifies three main types of speech acts: locutionary acts (acte locutoire), perlocutionary acts (acte perlocutoire), and illocutionary acts (acte illocutoire) [3, p. 87].
Building upon and extending Austin's theory of speech acts, J.R. Searle presents a classification of speech acts based on the inherent similarities and differences between them, rather than relying on the verbs that express them. To facilitate this classification, he provides 12 criteria that can be used to categorize speech acts. These criteria are: 1) The locutionary target, 2) The direction of fit between words and reality, 3) The expression of psychological states, 4) The strength of the propositional

content, 5) The importance of interpersonal relationship, 6). The direction of the action, 7) The proximity pair, 8) The propositional content, 9) The commitment, 10) Social institutional context, 11) The illocutionary verb, 12) The manner of performance of the speech act [3].

In those 12 criteria, Searle selected four that he considers the most important (locutionary target, direction of fit between words and reality, expression of psychological states, and propositional content) as the basis for classifying speech acts into five board types: Representatives, Directives, Commissives, Expressives, and Declarations.

Therefore, Searle's 12 criteria are well-founded, and in specific cases, additional criteria can be used to further subdivide speech acts into smaller types. Searle's classification method highlights the advantage of relying on

specific classification criteria to categorize speech acts, in contrast to Austin's intuitive classification. In this article, we utilize J.R. Searle's classification of speech acts to categorize children's speech acts into five types: *representatives, directives, commissives, expressives,* and *declarations* based on the specific communication roles of the higher (adult) and lower (child) participants in each interaction pair.

2.2. Survey results and classification of speech acts by children in interaction with adults based on age

We conducted a survey of 131 short stories, identifying 381 dialogues between children and adults. From these 381 dialogues, we examined the speech act types used by children in their interactions with adults. The results are as follows:
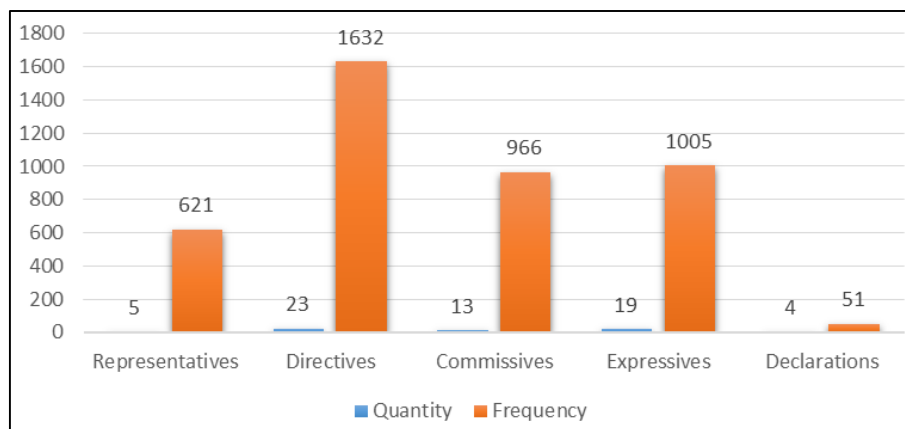

Fig 1: Speech acts of children with adults in communication

The classification results reveal the following

In communication with adults, under the influence of communication factors such as the communication context, communication topic, and communication content, children use corresponding speech acts. In particular, the communication topic strongly influences the selection of speech acts by children. Specifically, within the scope of family interactions, there are predominant speech act types, which correspond to 6 communication topics within the family, 3 communication topics within the school, and 5 communication topics within the community. This reflects the children's thinking and language abilities in their interactions with adults. For instance, within the family context, *expressives, representatives,* and *directives* types dominate. In particular, some speech acts from *expressives* types like *loving, missing, desiring, wishing, fearing, etc.,* or *directives* types like *asking, requesting, begging, demanding, etc.,* appear in greater numbers. *Commissive* speech acts are limited in occurrence, while *declarations* speech acts occur less frequently. In the school context, the *directives, representatives*, and *commissives* speech act types are more prominent in terms of quantity and frequency. The *declarations* speech acts appear more frequently because formal communication contexts enforce certain rules and constraints on the communication participants. In the social context, the *directives* and *commissives* speech act types are the most prevalent. This is influenced by the interpersonal relationship factor (the level of familiarity affecting the perceived threat or non-threat of the participants in communication). The *declarations* speech act type appears most frequently in comparison to its occurrence within the

family and school contexts.

- The quantity of speech acts within each type varies significantly. For example, the *directives* speech act type, which includes actions like *asking, answering questions*, *requesting/suggesting*, *advising*, *begging/beseeching*, *imploring, begging, inviting*, *urging*, *threatening, imploring/praying, etc.,* appears with a large number of 23/64 speech acts and a total occurrence of 1632 times.

- The *representatives* type comprises speech acts such as *narrating/reporting, describing*, *telling*, *explaining*, and *reminding*, with a total occurrence of 621/4275 times.

- The *commissives* type contains actions like *promising, thanking/showing gratitude*, *apologizing, giving, swearing, vowing, assuring, gifting, denying, affirming,* and *betting,* with a total occurrence of 966/4275 actions.

- The *expressives* type consists of speech acts like *hoping, missing, desiring, loving, praising, sighing, expressing pity, celebrating, fearing, regretting, criticizing, wishing, grieving, fearing,* and *having a passion for something*, with a total occurrence of 1127/4275 times.

- The *directives* type has the highest number of speech acts (23 actions), and the "*asking*" action is the most frequent, occurring 329 times out of 4275. This reflects the changes in children at different age levels and corresponds to various communication factors. The high occurrence of the "*asking*" action aligns with the psychological desire for exploration and the curiosity to understand various phenomena in children.

The initial explanation for the differences in the quantity of

actions in the speech act types is as follows:
Firstly, children between the ages of 4-15 undergo significant physical, physiological, and psychological changes. The expansion in the scope, subjects, communication content, and personal experiences within the context of socialization impacts their language abilities and abstract thinking. Especially, during the ages of 11-15, in addition to the development of abstract thinking, emotions become more complex, and their ability to pose profound questions deepens. Consequently, in speech acts, there are differences not only within specific types but also corresponding to the age of children as a whole.

Example 1: A dialogue between a father and his child containing the "*promising*" speech act:
Dad stroked my hair:
- It's a parent's duty. No matter how hard it may be, your mother and I are always ready to overcome it, as long as you study diligently."
- I promise I won't let you down, Mom and Dad! [*Scented Night*, NL1, p. 13]

In this example, "I" uses the "promise" speech act to demonstrate his commitment and determination to study well. The action is carried out directly through the speech act verb "promise" with its proper speech act function of committing and assuring to his parents - those who have given everything that is good for their children.
Secondly, children gradually establish their own individual and social identity. Along with the acquisition of knowledge from family, school, and participation in social activities, children form their own "personality."

Example 2: A dialogue between the characters Quang and Tam:
- Do you need money for personal expenses? You already have someone taking care of your meals.
- No, I want to earn it on my own. I don't like depending on Uncle Cu for my meals.

[The Adopted Child, NL 2, p. 87]

In this dialogue, the character Tam uses the "*want*" speech act

directly to express their own viewpoint and thoughts. Tam wants to be self-reliant, independent, face difficulties on their own, and take responsibility for themselves without depending on Uncle Cu. This direct expression affirms the character's determination
Thirdly, due to the characteristics of their age - especially ages 4-11, where they often prefer to express personal opinions, narrate, explain, etc., as they are concerned about the idea that the other person might not understand them, they frequently use speech acts belonging to the *representative* type, with a very high frequency of occurrence.

Example 3: A dialogue between Mr. Quang and Tam:
- Are they landlords?
- No, they are not landlords. One lady makes noodle soup, another lady wraps and sells sticky rice cakes at the markets. But they are very cruel. I still enrage that lady who sells cakes. She makes a lot of profit, but she made me eat really poorly. She mixed 1 part rice with 4 parts cassava. Even then, I didn't get full. The food is all rotten eggplant, pungently sour salted vegetables, and I couldn't swallow it. Her character is tricky, she steals like a thief. One day, she went to the tomato field and pretended to defecate, then sat and picked tomatoes into her skirt.

[The Adopted Child, NL 2, p 90].

The *representative's* act in Tam's narrative serves to recreate the backdrop and the fate of the girl when she was living in lowland and working for the noodle soup shop. Tam's harsh life unfolds like a slow-motion movie, brought to life before Uncle Quang's eyes, evoking astonishment and emotional resonance in the listener.

2.3. Speech acts of children at different age types in communication with adults
2.3.1. Speech acts of children at the age of 4-6 in communication with adults
Based on the categorization results of speech acts by children with adults, we proceed to categorize the speech acts of children aged 4-6 in communication with adults. The results are as follows:

Table 1: Speech acts of children at the age of 4-6 in communication with adults

Quantity-Frequency / Speech act types	Quantity	Ratio (%)	Frequency	Ratio (%)
Representatives	5	7.81	96	1.22
Directives	19	30.16	266	3.46
Commissives	12	18.75	207	2.69
Expressives	13	20.31	194	2,52
Declarations	3	4.69	4	0,05
Total	**52**	**81.25**	**767**	**9.97**

Based on Table 1, several observations can be made
In communication with adults, children aged 4-6 use all five types of speech acts, namely Representatives, Directives, Commissives, Expressives, Declarations. The usage of these speech act types is not uniform, both in terms of the quantity and the frequency of appearance. Specifically, the *Directives* type comprises 19 out of 64 speech acts, accounting for 30.16%. It appears 266 times out of a total of 7696 speech acts, representing 3.46% of the overall count. The *Commissives* type includes 12 out of 64 speech acts, making up 18.75%. It appears 207 times out of 7696, accounting for 2.69%. The *Expressives* type consists of 13 out of 64 speech

acts, representing 20.31%. It appears 194 times out of 7696, accounting for 2.52%. The *Representatives* type contains 5 out of 64 speech acts, making up 7.81%. It appears 96 times out of 7696, accounting for 1.22%. The *Declarations* type has the lowest number, with 3 out of 64 speech acts, accounting for 4.69%. It appears only 4 times out of 7696, making up just 0.05%.
Within each type of speech acts, there are variations in the frequency of occurrence of specific actions, which reflect the linguistic characteristics of children under the influence of social and communicative factors. For example:
The *Directives* type is the most numerous in terms of both the

number of actions and the frequency of occurrence among the speech acts used by children aged 4-6 when interacting with adults. Children aged 4-6 used 19 out of 23 actions, with a total of 266 appearances out of 7696 speech acts. These actions include asking (61 times), begging (42 times), inviting (33 times), calling for (29 times), demanding (13 times), imploring/beseeching (12 times), and insisting/entreating (11 times), requesting/begging (10), etc.,. Actions with a high frequency of use in the directives type are typically actions involving requests or appeals. Actions that are directive in nature are used with low frequency, such as requiring/proposing, ordering (7 times), prohibiting (6 times), and interrogating/threatening (2 times). The speech acts used and their frequency by children aged 4-6 are influenced by various factors, with the developmental psychological factor having the most significant impact on word choice during communication. Through the linguistic layer in the speech of children aged 4-6, we can observe that their communication reflects specific and vivid aspects of their life. These children tend to speak directly, ask clear questions, and openly express their emotions. In a subordinate role, children typically use action-oriented behaviors with a seeking nature, such as requesting, asking, inviting, and begging. Highly directive actions like *ordering, prohibiting,* and *threatening* are used less frequently, and usually only in special circumstances. Additionally, children often employ many indirect language actions, where the surface behavior appears to be questioning but indirectly aims at other actions like *seeking*, *inviting, persuading, demanding, coaxing, requesting,* and *suggesting, etc,.*

Example 4: When listening to her father tell a story and not seeing herself becoming a character in his narrative, Little Ne used the act of asking to remind her father to include her in the story: "*Dad, why haven't I been in the story until now?*" [NL 1, p 239]. In Little Ne's speech, the act of asking is an action with a requesting nature, as she is seeking inclusion in her father's story.

The commisives type consists of 12 speech acts with a total of 207 occurrences, but there are variations in the frequency of these actions. For example: Thanking/gratitude (52 times), promising (48 times), apologizing (30 times), giving/gifting (15 times), denying (14 times), assuring (12 times), swearing (11 times), giving (8 times), etc,. The presence of speech acts in the commisives type indicates that children aged 4-6 are starting to establish their position and role in interactions with adults. This also reflects a psychological shift, as they are becoming more self-determined, responsible, and focused. In their communication with adults, children execute commitment actions in two forms: explicitly or indirectly. Explicit actions are performed through explicit expressions and performative verbs that fulfill their intended functions. Indirect actions are carried out through primary performative expressions. The survey results show that children more often use indirect commisives speech acts. In other words, when interacting with adults, children aged 4-6: 1/ Are influenced by psychological characteristics and social interaction. 2/ Expand their communication skills and gradually develop self-confidence, patience, and discipline.

Example 5: When the sheep were attacked by the Wolf, they were very frightened. However, when they were rescued by Batman and the Eagle, who attacked and drove the Wolf

away, the sheep were very grateful and immediately expressed their gratitude, saying, "*Thank you, Eagle! Thank you, Eagle*!" [NL1, p. 24]. The "*gratitude*" action was done with an explicit expression that corresponds to the speech acts verb "thank".

To provide assurance about the image of thirty birds drawn by the child on the floor, the child used an indirect action beneath the surface of the "narrating" action in their speech, saying, "There's a flock of birds right there!" [NL2, p. 181]. Through this action, the child wanted to affirm to his father that the drawing he made was based on real observation, and he had counted thirty birds. The fact that there were twenty-five birds created a sense of confusion for the child.

The expressives type includes 13 speech acts with 194 occurrences, ranking third among the speech act types used by children aged 4-6 in communication with adults. Some of the actions within this type are "missing" (34 times), "hoping" (28 times), "loving" (27 times), "complaining" (19 times), "reminding" (18 times), "rejoicing" (11 times), "loving (thương)" (8 times), "praising" (7 times), and "fearing" (5 times), etc,.

The speech acts in the expressives type are used in both explicit and indirect speech acts. These actions are typically performed directly in communication and vividly express personal emotions. In other words, when children perform expressive actions, they directly influence the adults, showing a strong dominance of communicative factors. The reasons for this may be that: 1/ Children aged 4-6 often react immediately during communicative interactions. 2/ They have a simple, straightforward way of thinking, making them appear "naive" in communication.

Example 6: In the short story "Thanh and Tham," the little girl Tham, when she saw her parents arguing, cleverly pretended to be sick to attract their attention. She said, "Dad, look, I'm running a fever here. It could be dengue fever, you know." [Thanh and Tham, NL 4, p. 75-77]. This statement serves the function of "complaining" to seize the opportunity to gain her parents' attention.

The representative's type consists of 5 actions with different frequencies of appearance: *Narrating/reporting* actions appear 42 times, *describing* actions and *telling* actions together appear 21 times, *explaining* actions appear 7 times, and *reminding* actions appear 5 times. These representatives speech acts occur when children are discussing an issue that is considered "important, ritualistic" in nature, in situations where children take on the "responsibility" of a citizen. In such cases, children play a subordinate role to the adults, who are in the higher role and may be one or two generations older than the children.

Example 7: Quynh An used an "explanation" action in her speech to her grandmother:
- *"I even went to the yard of temple near my teacher's house and picked some for you as well"*.

[*The elixir*, NL1, p. 181]

In this example, Quynh An initially used a direct action as a response to her grandmother's question. However, the essence of Quynh An's statement was an indirect action (explanation) to let her grandmother know why she and her sister had picked a lot of porcelain flowers for her. Quynh

An's utterance is an utterance with an infinitive speech act expression.

The declarations type appears with the lowest number of occurrences and actions, which include "declaring" (2 times), "forgiving" (1 time), and "expelling" (3 times). The reason this type appears in low numbers and times are as follows: 1/ Children aged 4-6 do not have a lot of understanding, evaluation, or personal opinions to make such statements. 2/ Their thinking is mainly visual and straightforward, and abstract thinking is not yet developed. 3/ The declarations actions used by children in communication with adults are not highly threatening, but they are rooted in real communicative situations where children are agitated and use these actions. According to the survey data, declarations actions mainly appear in dialogues between humans and animals.

Example 8: When hearing Old Goat retell the story of how Tiger, after receiving teeth from Little Ne, became cunning, mean, and bullied other animals, Little Ne used a "declaration" action to state that she would take back Tiger's teeth, saying, "I will take Tiger's teeth back". [The Tiger doesn't have teeth, NL 1, p. 251].

The "declaration" action performed by Little Ne was explicit, using the verb "take back." This demonstrates Little Ne's determination in the face of Tiger's deceit and oppression of other animals in the forest.

In summary, when communicating with adults, children aged 4-6 use all five types of speech acts, but the quantity and frequency of usage are not uniform. The directives type has the most actions and the highest frequency of occurrence among all the types. However, actions in the directives type are primarily request-oriented, while actions with a more commanding nature are used less frequently and typically only in special circumstances, such as facing the aggressors or evil characters or in dialogues involving anthropomorphized animals. The commisives, expressives, representatives types appear relatively frequently in both explicit and indirect forms. The declarations type has the lowest quantity and frequency of occurrence. The main reasons are as follows: 1/ Children between the ages of 4-6 are at a stage of vivid, concrete, and intuitive thinking. Abstract thinking has not yet fully developed. 2/ Children primarily interact within the family context and with familiar, anthropomorphized animals. 3/ Social factors such as social status, gender, and background have not yet strongly influenced these children. 4/ Children aged 4-6 have emotionally bonded relationships with adults. Regardless of familiarity, adults in interactions with children tend to show a certain level of affection. 5/ The innocence, naivety, and charm of children at the ages of 4-6 are expressed through the language actions performed in communication.

2.3.2. Speech acts of children aged 6-11 in communication with adults
Classifying the speech acts of children aged 6-11 in their communication with adults. The results are as follows:

Table 2: Speech acts of children aged 6-11 in communication with adults

Quantity-Frequency / Speech act types	Quantity	Ratio (%)	Frequency	Ratio (%)
Representatives	5	7,94	325	4,22
Directives	22	34,92	738	9,59
Commissives	13	20,63	465	6,04
Expressives	19	30,16	559	7,26
Declarations	4	6,35	14	0,18
Total	**63**	**100**	**2101**	**27,3**

Based on Table 2, we can draw several observations as follows
In their communication with adults, children aged 6-11 utilize all five types of speech acts, namely representatives, directives, expressives, commissives, declarations. However, these types of actions differ significantly in terms of both the number of action types and the number of instances of each action. Specifically, among the 5 types of speech acts used by children, the directive action type has the largest number and number of appearances - 22 speech acts and 738 times; The expressives action type came in second place with 19 speech acts and 559 times; The commissives type came in third with 13 speech acts and 465 times; The representatives type with 5 speech acts and 325 times; The declarations type is the type with the lowest number and number of occurrences – 4 speech acts and 14 occurrences. The reasons for the uneven distribution of language actions among different age types are as follows: 1/ In communication with adults, children aged 6-11 tend to use action-oriented behaviors with a seeking nature. However, directive actions are also performed in specific conditions, such as when carrying out patriotic duties or when interacting with uncooperative individuals. 2/ Children undergo significant psychological changes, especially around the ages of 10-11, when abstract thinking starts to become more prominent. 3/ The scope of children's interactions expands as they transition from primarily interacting within the family to also engaging with the school environment. Social interactions outside of these contexts may not be well-established. 4/ Personal awareness of their social position has developed, and children have a natural inclination to express themselves and assert their individuality.

These factors contribute to the differences in language actions used by children in different age types.Within each types of speech acts, there is also a huge difference in the number of appearances of speech acts within the type in general and in the total number of speech acts used by children aged 6-11 years old. Specifically:

In the directives type, actions have a very large number of appearances such as: asking (136 times); begging (134 times); inviting (122 times). Actions with low numbers such as: calling for (62 times), begging/imploring (53 times), demanding (28 times), requesting/ suggesting (28 times), entreating/imploring (27 times), recomiding (21 times). Actions have a very low number of times such as: dissuading/preventing (times), inciting (9 times), begging/beseeching (9 times), coaxing (8 times), preventing (7 times), threatening - advising – challenging (6 times) and repelling (5 times). The difference between actions in the type shows that children aged 6-11 years old when

communicating with adults mainly use directives speech acts that tend to be more demand-oriented. That is, starting from the position of the lower role, children determine their own position and aim for the approval of adults. Therefore, actions have the nature of request such as, asking, inviting, asking/begging; begging/insisting, telling,... appear a lot. The action of asking is a neutral action that appears in large numbers on the one hand, reflecting the need to ask for information from children; on the other hand, it shows the child's curious personality and likes to explore genealogy.

Example 9: At *that point, he stopped, took the gun off his shoulder, looked at me seriously, and said calmly:*
- Invite comrades to settle down so we can disseminate the rules of the road. [The sound of bamboo flute, NL 4, p.230]

Although Truong Dai is young, he is a brave "soldier" who works as a liaison and guide for the soldiers. In a situation of war and standing in the "ranks" of those fighting to protect the homeland, the act of invitation is performed directly through the speech act verb "invite". This shows that the "military character" and military discipline have penetrated into the blood and become a habit in carrying Truong Dai's missions. The word action invites to be performed directly and with the "accurate" military address, it can be said: Truong Dai is a young but courageous and courageous soldier.

The Commissives type has a difference in the number of occurrences between speech acts. Specifically: promising (131 times), thanking/grateful (63 times), apologizing (45 times), swearing (39 times), presenting (35 times), assuring (33 times), offering (31 times), negativing (26 times), giving (24 times), affirming (19 times), betting (9 times),...

Example 10: *I really don't like football players anymore!*
                                    [*New moon night sky*, NL 2, p. 49]

The affirmative action performed by the child in the statement is aimed at affirming that his or her preferences have changed. Before, he or she liked the football player but for some reason he or her no longer liked the football player and really dislike. In the expression "...don't like...anymore", the word "anymore" at the end of the sentence is used to emphasize or confirm the negation. Therefore, it can be said that this is a statement used by the character to affirm "i really don't like football players".

Action type emotes appear a relatively equal number of times. For example: hoping (68 times), missing (49 times), reminding (46 times), desiring (43 times), loving (43 times), compassion (32 times), celebrating (21 times), fearing (21 times), regreting (19 times), wishing (18 times), criticizing (18 times), warning (13 times), feeling great anguish (11 times), flinching (9 times), having a passion for something/somebody (5 times),...

Example 11: The boy's statement below to his father performs the action of missing directly with the verb "miss" performed right at the moment of speaking.

- I miss my two kittens so much, daddy! [*Cats*, NL 1, p. 196]

The action of representative is performed directly to express the boy's state of mind and his feelings towards the kitten very much. In speech, along with the verb remember performed with the correct semantic function, the adverb "so" indicates the emotional expression of the sentence. At the same time, the word "daddy" at the end of the sentence makes the statement even more poignant and painful.

Action type recurs with 5 actions and the difference between the number of occurrences of the actions. Specifically: narrating/reporting (132 times), telling (79 times), describing (72 times); explaining (27 times) and reminding (15 times).

Example 12: *Dong stops working and explains with his mother:*
- He was so naughty that he tore stick-on labels. In the future, he will enroll in school, so there won't be enough time to prepare the books. [NL 1, p. 102]

In Dong's statement, he used the act of explaining to make his mother understand why Dong did not give his brother stick-on labels. The act of explanation is performed with two clauses: the first clause "He was so naughty that he tore stick-on labels." aiming to confirm what happened in the past and specifically that Dong's younger brother tore stick-on labels. The second clause looks to the future through the word "in the future" with the prospect of worrying about not having enough time to prepare books before going to class.

The Declaration types has actions with low numbers and modest occurrences such as: forgiving (4 times), proclamation (5 times), promotion (3 times) and exclusion/expulsion (2 times).

Example 13: *You are a bad guy*
The old man gaped, not understanding anything. Sitting down to regain his composure, he grabbed the stick and swung it. But this time A Sua was not afraid of his stick. A Sua pushed the stick away and pointed it at the old man's face:
- I don't listen to you! You are the bad guy and made me destroy the forest.
                                    [*The nightingale cage*, NL 4, p.13-14]

A Sua's two statements to the old bird seller were announced by the Council. This contract was carried out by naming the old man as a "bad guy". At the same time, to explain the declarative action, A Sua used the explanatory action to affirm the declarative action in the second statement "I don't listen to you! You are a bad person and made me destroy the anise forest".

2.3.3. Speech acts of children aged 11-15 in communication with adults
Based on the classification of speech acts of children in communication with adults, we classified the speech acts of children aged 11-15 in their communication with adults. The classification results are as follows:

Table 3: Speech acts of children aged 11-15 in communication with adults

Quantity-Frequency / Speech act types	Quantity	Ratio (%)	Frequency	Ratio (%)
Representatives	5	7,81	200	2,60
Directives	23	35,94	628	8,16
Commissives	13	20,31	298	3,87
Expressives	18	28,13	422	5,48
Declarations	4	6,25	33	0,34
Total	**63**	**98,44**	**1581**	**20,54**

Based on Table 3.5, we can make the following observations

Children aged 11-15 use five types of speech acts when communicating with adults. These types include Representatives, Directives, Expressives, Commissives, Declarations, totaling 63 out of 64 speech acts. These types have different numbers of speech acts and the number of appearances. Specifically: The Directives type stands out with 23 speech acts, totaling 628 occurrences, making it the most frequently used type. The Expressives type follows as the second most used type with 18 out of 63 speech acts, and 422 occurrences. The Commissives type comes in third place with 13 out of 63 speech acts and 298 occurrences. The Representatives type comprises only 5 out of 63 speech acts but has a high occurrence of 200 instances. The Declarations type has the lowest number, with 4 out of 63 speech acts and 33 occurrences.

The reasons for these disparities are as follows: Fistly, children aged 11-15 experience significant cognitive development, transitioning from vivid, concrete thinking to more abstract thinking. Secondly, their interactive environments change, with broader social interactions in families, schools, and the community. Due to the nature of the historical linguistic data, these children show a tendency towards fulfilling civic duties and enhanced civic awareness. They tend to engage in a wider community interaction. Thirdly, the changing scope of interactions, altered self-awareness, and the influence of various factors such as age, gender, background, cognitive development, and social interaction skills significantly impact their communication. Under the influence of these factors, children aged 11-15 have "maturity" in communication. This affects the change in language use and the speech acts therefore tend to be "specific", "certain" and towards "multi-dimensional" in the way of expression.

The difference in the use of speech acts types by children aged 11-15 comes from the changes in the speech acts within the types. It can be demonstrated as follows:

Speech acts belonging to the Directives type have differences such as: asking (152 times); inviting (94 times), begging (82 times); asking/begging (41 times), requesting/ suggesting (37 times), advising (25 times), ordering (21 times), entreating/persisting (14 times), threatening (13 times), urging (13 times), advising (9 times), questioning (8 times), dissuading/preventing (8 times), beseeching/imploring (7 times), coaxing (6 times), expelling (4 times),... Causes of the difference in the use of directives speech act type includes: 1/ Children aged 11-15 have a wide interactive environment. In particular, the scope of children's interactive communities at this age expands its scope and subjects; 2/ Children's psychology has many changes - children move from vivid visualization to abstract thinking; 3/ Children tend to assert themselves in communication.

Example 14: *Okay. As long as it's good literature, we ignore*

all the trivial things.

- In that case, I beg to differ: "The "vu" word means "chung", cut the "chung" word in half and remove half of it. it becomes the "dinh" word. "dinh" word can be "you". Which one is this?" [The first doctoral candidate flies a kite, NL 3, p. 18]

When responding to the envoy, the first doctoral candidate Nguyen Hien used the act of "begging" directly. Considering the conversation situation dominated by formality, Nguyen Hien was in the "lower role" or to be "humble" and polite in addressing him, so he used this contract. However, the act of "begging" that this statement also includes making requests and suggestions. Through this statement, it is affirmed that Nguyen Hien is talented at a young age and still does not flinch in front of the messenger.

The Commissives type has a difference in occurrences between speech acts. Specifically: promising (62 times), thanking/grateful (48 times), apologizing (41 times), affirming (27 times), giving (24 times), swearing (21 times), pledging (21 times), offering (13 time), betting (4 times).

Example 15:

- In that case, you have to swear in front of me, you must swear. You have to swear that if you don't kill that girl, lightning will strike you. You will retime to being a wooden piece forever and ever, just a piece of rotten wood. You must swear!

- Yes. I beg to swearing like that! [The wooden knight, NL 2, p. 137]

In the dialogue between the witch and the wooden knight, the wooden knight used the speech act of swearing to promise, commit to the demands made by the witch, " if you don't kill that girl, lightning will strike you. You will retime to being a wooden piece forever and ever, just a piece of rotten wood" The use of the word "xin" (beg) in the expression signifies politeness and respect in this context.

The expressives speech act type has variations in the number of linguistic actions. Specifically: wishing (52 times), missing (38 times), desiring (38 times), praising (34 times), loving (32 times), reminding (32 times), rejoice (29 occurrences), scolding (24 occurrences), compassion (21 occurrences), fearing (15 occurrences), regreting (13 occurrences), wishing (7 occurrences), etc.

Example 16: *The cat timeed into Lazy replied with its head bowed:*

- Yes, I'm very happy, I'm so happy! I think in this world, there's nothing better than becoming human. [The cat and the lazy boy, NL 3, p. 186]

In the speech above, the expressive action of happiness was carried out directly with emotional components such as the cat's joy and happiness when becoming a human; self-

affirmation of the value of human life. In other words, the expression of happiness in the speech reflects the joy and optimism of humans in life experiences.

The type of representative's speech acts includes five actions and they have varying numbers of occurrences. Specifically: narrating (63 times), describing (49 times), telling (42 times), explaining (35 times), and reminding (11 times).

3. Conclusion

In communication with adults, children use all five types of speech acts with 64 actions and 4,275 times of use. These actions exhibit variations in frequency. Specifically: Directives type (23 actions with 1,632 occurrences), Expressives type (19 actions with 1,005 occurrences), Commissives type (13 actions with 966 occurrences). Representative type (5 actions with 621 occurrences), and Declarations type (4 actions with 51 occurrences). Even within each speech act types, there are differences in the number of actions that appear. These variations are influenced by various communication factors such as the communication context, the communication topic, the content of the communication, etc., which reflect the children's thinking and language abilities during interactions with adults.

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