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## LINGUISTIC FEATURES ABOUT THE BEHAVIOR, GESTURES OF CHILDREN'S CHARACTERS USED BY THE NARRATOR

(Through the corpus "the collection of good Vietnamese short stories for children")

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### ABSTRACT

The article is based on theories of communication, children, and children's characters in children's short stories to find out the linguistic features of children's characters' behavior, gestures used by the narrator. From surveying and classifying children's language, we differentiate the narrator's children's language and analyze the following aspects: children's communication situations, communication roles, communication themes, address form behavior and language actions and words, gestures. Research results show that children's language is diverse in terms of expression and aims to clarify children's appearance and personality from the narrator's point of view. Children's characters appear with innocence, youthfulness, carrying in them the desires and innocent personalities of youth.

**KEYWORDS:** linguistic, behavior, gestures, children, narrator.

### 1. INTRODUCTION

As a communication tool, language is used by people throughout their lives, and each stage of life has different characteristics. If a person's whole life is a process of using and "socializing" language, the childhood period is the period when children both use and learn to develop language skills contributing to the development of thinking and impersonal.

Short stories written for children are one of the important themes contributing to education and personality formation in children. In other words, short stories written for children are both a means of entertainment and an inspiration for children to transform into their favorite characters and express their attitudes towards situations in the story in order to draw lessons learned. Through stories, children are immersed in the world of vivid and diverse characters and help them nurture the child's soul. One of the important things that makes the success of short stories written for children is language. The language expressing children's characters in the work exists in two forms: first, the language talking about children; second, children's language. In each form of existence, language has different characteristics, but it is unified and complementary in clarifying the character's image and conveying the socio-cultural values that short stories written for children bring.

Within the scope of the article, we learn the language that talks about the behavior and gestures of children's characters in terms of: communication situations, communication themes, addressing behaviors, language actions, and manners, gestures are used by the narrator to indicate the features of the language spoken about children and contribute to clarifying the language characteristics of children.

## **2. LITERATURE REVIEW**

### **2.1. Some theoretical issues about communication and children's characters**

#### **2.1.1. Communication**

In human society, communication is one of the common phenomena, a basic need and an activity that plays an extremely important role in human life. Marx and Engels understood communication as "a process of unification, cooperation and interaction between people or P.Oathavut, G.Bivans, D.Giactson commented: "Communication is a combination of behaviors or in other words, communication is a social process that regularly takes place between people, this process integrates many types of behavior, linguistic behavior, non-verbal behavior". From the perspective of linguistics, author Nguyen Thien Giap said, "Communication is the exchange of ideas, information, etc. between two or more people. In every act of communication there is usually at least one speaker or sender, a conveyed message, and one or more receivers" [3, p. 179].

#### **2.1.2. Children and children's characters in "The collection of good Vietnamese short stories for children"**

Writers create characters to represent the images of certain social individuals and express the author's ideas. According to the author Phuong Luu, "Talking to a literary character is referring to the person described and expressed in the work by the literary means" and "the function of the character is the author's generalization about the person, and express knowledge, dreams and expectations about people" [67, p. 24]. With the above concept, it can be understood and interpreted as follows: characters in literary works are the means to reflect life, generalize the laws of life and people, express knowledge, dreams, and expectations for life. Characters are built based on the plot and structure of the work, develop and are described through events, conflicts, and contradictions. Therefore, the character imaged in a literary work is an independent, processive whole and different from the image in painting and sculpture.

Surveying the characters in the collection of good Vietnamese short stories for children, the world of characters is extremely diverse with many dimensions such as there are historical characters, real characters, and fictional characters, ...; besides the classes and ages of the characters are very diverse. It can be said that each work is a "nucleus" that makes up the overall picture of society. Those are adult characters such as "ông bà" (grandparents), "bố mẹ" (parents), "thầy cô" (teachers), "bác" (uncles), "cô" aunts,...; imaginary characters such as "ma" (ghosts), "hiệp sĩ đất nung" (terracotta knights), "phù thủy" (wizards), etc.; animal characters such as, "chuột" (mouse), "mèo" (cat), "thỏ"

(rabbit), “rùa” (turtle), “cá chép” (carp), “cá diếc” (crucian carp),...; characters are objects such as, “bác nồi đồng”(copper pot uncle), “cô chổi rom”( straw broom aunt), etc. The largest number are children's characters (335 characters) with many ages from kindergarten to elementary school, secondary school and in many regions such as mountains, plains, urban areas, rural areas, etc.

**2.2. The results of the survey of words about children's characters' behaviors, gestures and gestures are used by the narrator**

Behavior and gestures language are words that describe reactions, manners, activities, movements, etc. to express psychological states, experiences, and attitudes towards children's objects and phenomena by the form of narrative language. In communicative interactions, the behavior and gestures language are mainly non-verbal behaviors. The consideration of address behavior belongs to the group of languages that talk about behaviors and gestures because: establishing the address is the basis for determining communication interactions, communication roles, communication content and deciding to progress of the communication. Based on the source material of 5 story collections including 131 short stories by 93 writers, we conducted a survey and classified 1802 words about children into 3 groups: 1/ The language group about children’s behavior, gestures; 2/ The language group about children's shapes and costumes; 3/ The language monologues group about children. Within the scope of the article, we learn about the characteristics of the language group about children's behavior and gestures with criteria as follows: firstly, words indicate address behavior; secondly, words indicate speech acts; thirdly, words indicate gestures.

The results of classifying words indicating behavior and gestures about children are as follows:

**Table 1. Classification of words indicating behavior and gestures about children**

Classification Criteria Speakers			Language about children					
			Address behaviour		Speech acts		Gestures	
Total	Rate (%)	Quantity	Rate (%)	Quantity	Rate (%)	Quantity	Rate (%)	
Narrators	462	25.64	69	3.83	31	1.72	362	20.09
Adult characters	217	12.04	17	0.94	21	1.17	179	9.93
Children characters	376	20.86	59	3.27	28	1.55	289	16.04
<b>Total</b>	<b>1055</b>	<b>58.54</b>	<b>145</b>	<b>8.04</b>	<b>80</b>	<b>4.44</b>	<b>830</b>	<b>46.06</b>

Based on the results in Table 2.2, we make the following comments:

- Words indicating children's behavior and gestures are the largest group of words in the survey groups with 1055 words out of 1802 words, accounting for 58.54%. The groups of speakers using words indicating the address act, speech acts and gestures are unequal such as the narrator uses 462/1802 words, accounting for 25.54%. Children characters use 376/1802 words, accounting for 20.86%. Adult characters use 217/1802 words, accounting for 12.04%.

- The group of words indicating gestures is the group with the largest number with 830 words out of 1802 words, and accounting for 46.06%. They are also unequal in the groups of speakers. Specifically as follows: The narrator uses the largest number with 362 words out of 1802 words, and accounting for 20.09%; children's characters use 289 words out of 1802 words, and accounting for 16.04 percent; adult characters use at least with 179 words out of 1802 words, and accounting for 9.93%.

- The two groups of address behaviour and speech acts are two groups of languages with low number, specifically: the group of address acts has 145 words out of 1802 words, accounting for 8.04%; language action group has 80 words out of 1802 words, accounting for 4.44%. In the subject groups, the words belonging to the behavioral groups are not equal.

- Reviewing the words about children of the speaker noted the unevenness, even the big difference between the groups, specifically: The narrator is the group of subjects who use the words about the children the most with 462/1802 words, accounting for 25.64%; children characters use 376/1802 words, accounting for 20.86%; Adult characters use 217/1802 words, accounting for 12.04%. The correlation results about words about children used between the group of narrators and children's characters is more than 2 times.

There is also a big difference in terms of words in each language group. The group of words about gestures of the speaker who is the narrator accounts for a very large number of 362/1802 words, accounting for 20.09%; The group of words indicating the address behavior of the adult character accounts for the lowest number of 17/1802 words.

Thus, based on the initial assessment of statistical results, classifying words indicating children's behavior and gestures, we give some initial reasons as follows:

Firstly, the language about children is actually the language used to tell and describe in the story text. In communicative interactions, this class of words belongs to non-verbal. The research theme on the literature is the story texts written about children and examines the language class from the speakers: the narrator, the children's characters and the adult characters. These are the speakers who play the role of leading the story, participating in the plot and expressing the character's characteristics.

Secondly, the group of gestures is the group with the largest number because this is the group that shows all the movements, activities, ... of the character. The group of speech acts has the largest

number. Explained the dominant characteristics of the subject and communication interaction, so the main acts are the acts of telling, describing and indirect speech acts to accomplish a certain purpose of the character.

Thirdly, communication interactions in the survey are not diverse in terms of communication situations and roles. In particular, the phenomenon of shoulder shifting does not appear. The roles in the collected corpus often hold fixed positions.

Fourthly, social factors such as age, gender, background level, knowledge, opinion, personal perception, etc. have little impact in the choice of words about children.

Thus, from the results of classification and identification of the initial reasons and orientation of in-depth research from the speaker who is the narrator, we in turn go into depth to clarify the classes of words used by the speaker to refer children's behavior and gestures in two areas: 1/ Scope of expression; 2/ Effects of language about children for each speakers group.

The specific results are as follows:

**Table 2. Situation, themes, and narrator's words about children**

Situation	No	Theme	Address words
Family	1	Daily activities	<i>Tôi (I), ta (I), cha mẹ (parents), thằng Tin (Tin), chị Thảo (Thao), thằng em, đứa chị, mày, chị, em, ...</i>
	2	Learning	<i>Dần, con, ...</i>
	3	Inquire about each other's health	<i>Nó, Dần, cháu, em, cháu Tấm, ...</i>
	4	Children's games	<i>Tin (Tin), thằng Tin (Tin), cu cậu (he), bọn nó (they), mình (I), mấy đứa (children), ...</i>
	5	Helping people	<i>Chị Diệp hàng xóm, ...</i>
School	6	Learning in class	<i>Thằng, một đứa, các bạn, những đứa học trò dốt, ...</i>
	7	Teaching	<i>Cả bọn trẻ, Tâm, cô bé, ...</i>
	8	Games	<i>Tụi bạn trong lớp, Tường, nó, các tay chơi, khách hàng quen thuộc, ...</i>
	9	Sharing about family's difficulties	<i>Thằng nhỏ, Liên, An, Thảo, ...</i>
Community	10	Working for a living	<i>Một đứa khác, cả bọn trẻ, đám trẻ đầu đường xó chợ, hàng chục trẻ lang thang, con Sún, cô bé, ...</i>
	11	The desire to fight against the enemy	<i>Thằng nhỏ Kỳ Lô, 5 thằng nhỏ cùng trang lứa, anh Rôôc, thằng Lâm, ...</i>
	12	Games	<i>Bọn tụi quái chúng tôi, ba đứa chúng nó, ...</i>

From the survey results in Table 2, the following comments can be made:

Firstly, about the communication situation. Characters about children appear in three environments: family, school, and community. Narrators appear throughout stories and play two roles: 1/ Storyteller; 2/ is both the storyteller and the character directly involved in the story.

Secondly, about the theme of communication. Themes corresponding to each communication situation besides some general themes, there are also specific themes, for example, in communication situations, the game theme runs through spaces from home to school and community. Temporarily, do not explain children's interactions in games. For each situation, there are specific themes: in the family, themes about daily activities such as cooking, sweeping, babysitting,...; In schools, learning themes play a leading role; In the community, games are the typical theme of children.

Thirdly, about the word address. As a narrator or both a narrator and a character, the way of address is diverse in form. The diversity of the narrator's address is reflected in the following: The address mainly focus is on the type of pronouns such as *tôi, ta, chúng tôi*; the call is a variety of types of address.

Fourthly, the narrator's communication role, although it does not as diverse as other speakers, it clearly shows the common forms of address about children.

From the above comments, we deeply analyze and clarify the characteristics of language about children from the perspective of the speaker who is the narrator in various aspects: communication theme, communication role, address behavior, speech acts, gestures about children characters.

### **2.2.1. Communication themes**

Surveying 131 short stories, we identified 186 communication situations where the narrator plays the role of the storyteller and is both the narrator and the character of the story. Classifying 186 situations into three main spaces – 3 major themes are family, school and community, identifying groups of 12 themes, in which: family themes group identifies 5 major themes; the school theme group includes 4 major themes; The theme group in community interaction includes 3 major themes.

In 3 groups of themes, the theme group within the family has 5 major themes with 93 situations associated with communication content such as, daily activities (*nấu cơm* (cooking), *quét nhà* (sweeping), ...), learning (mainly self-learning, exchange about learning situation, ...), health inquiring (*bé bị ốm* (sick baby), *mẹ ốm* (sick mother), *bà ốm* (sick grandmother)...); children's games (*chiếc kèn mới* (new horn), *con tò he mới*,...); helping everyone in the family (helping her mother call the midwife, helping her sister clean up the goods, fighting with her parents against natural disasters, ...)

The group of themes in the community accounted for the second with 56 situations associated with communication content such as, learning in class (studying hard, reading lessons, doing classwork, answering teachers,...); teaching (finding classmates who want to drop out of school to return to school,

students who are not attentive, teachers concern about family circumstances, parting with students who have to leave,...); games (collective games for children such as games of chasing, catching cicadas, stealing dratoncomelons,...); sharing about difficulties at home (difficult life to earn money, family moving, ...)

The themes group in community interaction has 3 major themes and is associated with 37 situations associated with communication content such as: working for living (selling birds, raising ducks, selling groceries, working as hired workers,...); The desire to fight with the enemy (joining a guerrilla team, taking care of his mother's brother to go to the guerrillas, ...); games (collective children's games such as catching cicadas, to he, playing with whistles, chasing, stealing fruits, ...)

### **2.2.2. Communication role**

The speaker who is the narrator or both the narrator and the character will take on roles as following: Equal roles in stories the narrator is the child who narrates his or her story in stories or story situations such as Tôi in “the last snake catcher” (người bắt rắn cuối cùng); the narrator in “Legends III” (Truyện thuyết III), “Lu Chieu Mushroom” (nấm Lư Chiêu), and “A dozen persimmons” (một chục quả hồng); Tôi in “Where Are You Now” (bây giờ bạn ở đâu) and “Rice Flowers” (những bông hoa gạo)...

The narrator plays the senior role in the senior - inferior roles as in the story and the situation: Tôi in “Mom, Don't be Afraid” (mẹ đừng sợ), “the Areca Garden” (vườn cau xanh), the narrator in “the Cat and the Lazy Boy” (con mèo và chú bé lười), “New Year's Kitty” (cái tết của mèo con), ...

The narrator plays inferior role in senior - inferior roles in stories and story situations such as the narrator in “Little Tales of Early Autumn” (chuyện nhỏ sớm mùa thu), Tôi in “Water Fairy” (nàng tiên nước), the narrator in “Chrysanthemum” (cây cúc tần), Tôi in “Lesson first” (buổi học đầu tiên), the narrator in “lighthouse keeper's son” (con trai người thấp đèn cửa sông)...

In addition, in the process of classifying the narrator's communicative role, we found that there are content stories that do not refer to children - that is historical stories that educate children's morality and behavior such as, The old man wrote history in the Academy (ông già viết sử trong viện hàn lâm), In the early spring the king met a scholar (đầu xuân nhà vua gặp kẻ sĩ). Within the scope of the theme, we place the narrators in these stories as horizontal roles.

### **2.2.3. Address behavior of narrators with children**

Based on the classification of address types of author Nguyen Van Khang, we proceed to classify the narrator's address words with children. The results obtained are as follows:

**Table 3. Address words of narrators with children**

No	Address words of narrators	Address of narrators		Call of narrators	
		Quantity (lượt)	Rate (%)	Quantity (lượt)	Rate (%)
1	Addressing by name	0	0	12	17.39
2	Addressing with personal pronouns	3	4.34	2	2.9
3	Addressing with kinship nouns	0	0	3	4.34
4	Addressing with other words	0	0	4	5.8
5	Addressing with title words	0	0	7	10.15
6	Address with another combination	1	1.45	37	53.62
<b>Total</b>		4	5.8%	65	94.2%

Based on Table 3, we make some comments:

- In address, the narrator uses two types of address, in which: 1/ The type of address by personal pronouns appears 3 words as follows: “tôi” in stories such as “The boy walks under the water” (chú bé đi dưới đáy nước), “The group of blue birds” (nhóm chim xanh), “The drawing teacher” (thầy giáo dạy vẽ), “four seasons” (bốn mùa), “one and forever” (một lần và mãi mãi)...; “chúng tôi” appear in the stories such as, “rustle” (lao xao), “desert of childhood” (sa mạc của tuổi thơ)...; “ta” appears only in the stories such as, “Shorea roxburghii” (cây sến lửa); 2/ The type of address by a different combination appears only 1 phrase " little girl Tam, class 8A" (cô bé Tâm lớp 8A) in the story “Where are you now?” (Bây giờ bạn ở đâu)

Example 1: “Dĩ nhiên Tin biết thừa là tôi chỉ chống chế. Vì vậy, lúc nào nó cũng khư khư giữ chiếc còi bên mình, sợ tôi đánh thố.

Mãi đến hôm Tin về quê ăn giỗ, sau một hồi lục lọi đồ đạc của nó, tôi mới thấy chiếc còi nằm trong một hộp giấy nhét dưới đáy hộp”.

[Mẹ đừng sợ, NL1, p. 17]

Example 2: “Thế là bọn trẻ con chúng tôi lại rất thích bãi cát đó. Những hôm trời râm, chúng tôi cứ buộc trâu đằm ở dưới sông rồi lên bãi chơi tập trận giả. Bọn con trai thường nấp sau những cồn cát, ném “lựu đạn” bằng quả lim, có khóa bầu dục. Chúng nó khoét giao thông hào, đào hầm hố... rồi reo hò, la hét, “mở chiến dịch tấn công” giành nhau từng cồn cát”.



[Sa mạc của tuổi thơ, NL 5, p. 165]

Example 3: “Ba Đoong sinh ra cùng một ngày với ta. Đó là một ngày mưa. Mưa to lắm. Sấm chớp rách trời. Ta sinh ra trước Ba Đoong một tiếng sấm. Cha Ba Đoong nghe tiếng ta khóc, chạy sang để chia vui, vừa chạm ngõ nhà ta thì Ba Đoong cất tiếng khóc rất to.”

[Cây sến lửa, NL5, p.81]

Example 4: “Dành cho cô bé Tâm lớp 8A dạo đó một số trang rải rác, bắt đầu như thế này: Hôm nay mình nhận nhiệm vụ hộ tống mẹ đi chợ Tết. Chợ tỉnh có khác, khác hẳn cái chợ huyện ngoài quê mình (...).”

[Bây giờ bạn ở đâu? NL 5, p. 76]

The words “tôi”, “chúng tôi”, “ta” in the examples (1), (2) and (3) are personal pronouns used by the narrator in address with communicative roles are children. These are common address words used in communication. The type of address with a different combination “cô bé Tâm lớp 8A” (little Tam, class 8A) in the example 4 is the way the speaker in the context of preparing to quote another character. Here there is a shift from the role of the character who both tells the story and participates directly in the story to the character who participates in the development of the story.

Thus, the words used to address the narrator appear very few with 4/69 words used to address the narrator's children.

- In the call, the narrator uses 6 types of address such as: 1/ The name calling has 19 words such as: Tin, Kì Lô, Thuận, Nhi, Thơ, Tấm, Tuấn, Thanh, Hạnh, Thắm, Ba Đoong, Khênh, Lung, Khỏe, Minh, Duy, Trung, Siêu, Liên, An, Trần Quốc Toàn; 2/ The type of call with personal pronouns only appears 2 words “nó, chúng nó”; The type of address with a kinship noun appears 3 words “chị”, “em”, “anh”; The type of address by other words has 4 words “bạn”, “tụi bạn”, “lũ trẻ/đám trẻ”, “bọn nhóc”; The type of address by title/combination of many titles includes 7 words such as chàng kĩ sĩ, công chúa, tiểu tướng quân Trần Quốc Tuấn, trẻ chăn trâu, cậu học trò, tráng sĩ, gia nhân; The type of address by different combinations has 37 languages such as chị hai, thằng Tường, anh Rôộc, thằng trọc đầu, lũ trẻ xóm Lò Heo, con bé sún răng, con Liên, các em học sinh, bé Hoa, đám trẻ chăn trâu, đám trẻ con những người phu gạo, cậu bé Nguyễn, em gái Nùng,...

Example 5: Tôi mê quá! Mà thằng Cò cũng mê như tôi. Hai đứa cùng ước phải chi mình được dùng thuyền lại đây vài hôm bắt chim thì phải biết mấy.

[Sân chim, NL 2, p. 33]

Example 6: Các em đến với Côn Đảo. Các em đã hiểu và yêu nó. Có em gọi đó là chòm đảo của rặng đông. Vì mấy hôm sống với Côn Đảo, hôm nào nhiều em cũng ngủ dậy sớm.

[Rặng đông Côn Đảo, NL4, p. 117]

Example 7: Đám nhỏ ngược nhìn ông Sáu. Thằng Cò bỗng để ý thấy ông đang nói những lời hết sức hệ trọng, khiến nó chồm biết vì sao mà nó được lãnh ra. Con bé Hà nín dần tiếng khóc, đặt đôi bàn tay gầy gò đen đũi lên gối quần rách, mở to đôi mắt như thể đang nghe thấy một sự kiện lạ lùng.

[Ông già về hưu và những đứa trẻ, NL3, p.71]

The words, thằng Cò, hai đứa (example 5), các em, em, nhiều em (example 6), đám nhỏ, thằng Cò, con bé Hà, nó (example 7), are used to call characters as children in a collection of short stories. Each naming method is associated with the characteristics of the situation, background, story content, level of familiarity, etc. of the character with the narrator.

In summary, from analyzing the narrator's address characteristics from two aspects: address and call, we confirm: the narrator's address words only focus on two types of address and are mainly address with personal pronouns. This is consistent with the psychology and scope of the narrator's vocative interactions. Contrary to the address, the call words used by the narrator are very rich in style of address. In particular, the type of address by other combinations accounts for a very large number. In particular, the structure "thằng/đứa" + character's name appeared 11 phrases: thằng Tin, thằng Cò, thằng Cò, thằng Hoàng, thằng Toàn, thằng Tường, ... etc or "con" + proper name/nickname structure also appear many such as con Hường, con Liên, con Nga,...

d) Language act of the narrator speaking to children

The narrator holds the first person in the interactions of the short stories. Because the narrator's prescribed function is to tell, describe and lead the story, accordingly the narrator's speech acts will focus on speech act groups such as manifest action group and express action group. In addition, other action groups such as directive, statement and promise appear little or no when talking about children. At the same time, the survey and classification results found that besides direct actions, narrators used indirect actions. The results of the survey and classification are as follows:

**Table 4. Speech acts in the narrator's words about children**

Speech acts	Direct actions					Indirect actions
	Manifestation	Expression	Directive	Statement	Promise	
Total 31	14	5	4	0	0	8
Rate (%) 1.72%	0.78	0.28	0.22	0	0	0.44

The classification results in Table 4 show that the number of speech acts used by the narrator when talking about language is not equal among action groups. In particular, the statement action group and the promise action group are not used by narrators when talking about children. The manifest action group has the number of 14/1802 actions, accounting for 0.78%. This is the action group used in most

of the survey short stories. The two groups of actions that directive (4 actions) and expression (5 actions) make up the least number of actions used by narrators when talking about children.

The direct action group accounts for nearly 3 times as many as the indirect action group.

The obtained numbers can be explained as follows:

Firstly, the narrator plays the role of the storyteller, so the main action that the speaker performs is the act of expression such as describe, tell, present, narrate,...; Expressive action and directive action groups appear to help narrators make their own observations and views to children.

Example 8: Descriptive action is said by the narrator about the children character such as:

“Những đứa trẻ thấy tất cả, cả cái ô tô to đùng, cả xích lô, xe máy, xe đạp, tất cả đều đứng lại chờ mình thì thích chí nhìn, túm áo nhau đi chậm hơn”.

[Đoàn tàu và những đứa trẻ, NL3, p. 117]

In this example, the narrator used descriptive action to describe the actions of preschoolers grabbing each other's shirts while crossing the street.

Example 9: the act of telling is performed in the utterance:

“Mẹ Bồng dắt tay Bồng ra đường”.

[Cái tết của mèo con, NL 4, p. 155]

The narrative action of the narrator is aimed at showing the passive actions of children when going out on the street and need to be led and accompanied by adults.

Example 10: the act of expressing is performed by the narrator such as:

“Phóng Tọ gào tới phát khóc lên trong cuộc họp để được vô Đội tuần tra vì nó cảm thấy rõ rệt rằng làm cái việc này cũng có cái gì như được đo chiến đấu rồi ấy, như người lớn!”

[Chuyến tuần tra đầu tiên, NL 4, p. 251]

In the example 10, besides the act of expressing through the narrator's judgment, the act of recounting the action of Phóng Tọ is used as the basis for expressing a clearer point of view.

Secondly, action groups are not diverse in terms of specific sub-actions because of the narrator's function. For example, in the group of expressed actions, only 5 actions were recorded such as: agree, love, hate, stubborn, sad.

Example 11: in the example below, the narrator is also the character I use the action of stubbornness:

“Tôi vẫn lì lợm đứng nhìn coi thử dạy thép là cái gì, ra sao mà người lớn không cho tôi nhận”

[Thôi học, NL 1, p. 143]

In the example 11, the narrator uses stubborn direct action to express his psychology and curiosity when the postman does not allow the character to receive the wire. It is completely legitimate not to receive the wire of the narrator - the character because correspondence is a type of document carrying personal confidential information and carrying important information content in two directions. So children will not be received to avoid lost correspondence.

Example 12: the act of love told by the narrator about Tấm's feelings for Quang:

“Tấm dành một cảm tình rất đặc biệt đối với Quang vì anh ấy là anh của hai đứa em mỗi cô, cha anh ấy lại là người tốt nhất mà chưa bao giờ nó được gặp, gia đình neo bán vẫn nuôi nấng hai chị em được đầy đủ, không bắt chúng phải làm lụng vất vả. không hành hạ, đánh mắng.”

[Đứa con nuôi, NL2, p. 86]

Tấm's act of "giving love" to Quang is not an outburst of love, but a feeling that is fostered and grown day by day with time Tấm lives next to Quang and feels the sacrifice and immense love that Quang gives to his children.

Thirdly, indirect actions performed on the surface usually belong to the group of manifest actions, but behind them are the group of expressed actions.

Example 13: the action describes the actions of the children when following the old puppeteer at the surface of words, but hidden in it is the expression of the children's excited expressions:

“Ông cụ già, cái xe gỗ và đám trẻ em đã dừng lại dưới một gốc cây thông trước cổng chợ”

[Anh chàng hiệp sĩ gỗ, NL2, p. 121]

In the example 13, the children followed the old man and the wooden cart because they were attracted and eager to see the old man perform the puppets. Therefore, the action describes the act of following the old man, but hidden deep is the act of admiration and love.

Thus, the speech acts used by the narrator when talking about children's characters, although small in number, contribute to the appearance of children's characters.

e) Gestures used by narrators when talking about children

Describing children's gestures is one of the factors that helps to make children's character images clear. By describing actions, activities, body expressions, etc. of children's characters, readers can clearly feel the children's appearance and expressions in each situation. Thereby, revealing some characteristics of children's personality, attitude and personality.

Surveying and classifying words indicating gestures of children from the perspective of the narrator, the results obtained are as follows:

Table 5. Words and gestures of children by the narrator

No	Gesture	Quantity	Rate (%)	Example
1	Face	46	2.55	<i>Mũi phập phồng, mãi nhìn, cãi nhau tay đôi, cái miệng be be, cười chúm chúm, con mắt nghênh nghênh, bộ mặt méo máo, ...</i>
2	Activity of body parts	97	5.38	<i>Nuốt nước bọt, xách lồng chim, gạt tay, đứng đầu xóm, vén vạt áo ngậm vào miệng với với tay, say sưa ngắm nghĩa, đứng oai vệ, ...</i>
3	Moving activities	219	12.15	<i>Né, đi học, dẫn, xăm xăm chạy trở vào, nhảy lên giường, bước đi tiếp, nắm tay nhau, chạy lom khom, bước chân rón rén, thổi "toe", xúm xít, xô đẩy nhau, hươu qua hươu lại, ...</i>
<b>Total</b>		362	20.09	

The statistical and classification results in Table 5 show that:

The gestures words that the narrator uses to talk about children are not equal among the three groups: Face has 46/1802 words, accounting for 2.55%; The activity of body parts has 97/1802 words, accounting for 5.38%; Moving activities have 219/1802 words, accounting for 20.09%.

It is possible to explain that the group of words indicating moving activities occupies the dominant number - 12.15% as follows: firstly, the narrator is a person who transforms into the roles of children, using children's language to speak; Secondly, children are the active age. The words of the narrator, when describing the children's gestures, exude the children innocent, lovely, mischievous, innocent, sulky, ... The images of children's characters seem to be shimmering, lively and close.

Example 14: Tiếng còi của thằng Tin chẳng mấy chốc đã khiến tụi con nít trong hẻm bu lại. Nhìn cái cảnh nó đứng oai vệ như một ông tướng giữa một đám nhí nhỏ đang trầm trồ chỉ trỏ, tôi bắt ngứa con mắt.

[Mẹ đừng sợ, NL1, p. 16]

In the example 14, the children's movement activities are described by the narrator (I) through words such as bu lại, đứng oai vệ như một vị tướng, trầm trồ chỉ trỏ, ngứa con mắt.

Example 15: Tắm liếc nhìn cả hai người rồi bung miệng cười, hai con mắt sáng lên rất ranh mãnh. Bằng một cử chỉ rất nhanh nó chạy lại đầu giường xách chiếc ba lô để lên một góc cái hòm gỗ, thành thạo như đã từng đến đây vài ba lần.

[Đứa con nuôi, NL2, p.78]

In the example 15, through the words bung miệng cười, hai mắt sáng lên –ranh mãnh, cử chỉ rất nhanh, xách chiếc ba lô described the cute, innocent and mischievous gestures and actions of cô bé Tấm when she returned to her adoptive father's house and met her mother.

Words that belong to the group of children's Moving activities are often accompanied by bodily activities. For instance, in the example 15, the words that indicate the activity such as liếc mắt – bung miệng cười – chạy lại đầu giường form a sequence of activities that are performed to show the child's flexible, loving response.

Example 16: Có lẽ, do ít được tiếp xúc với trẻ con nên tôi cứ ngồi quan sát chú một cách thích thú. Còn chú, hầu như không để ý đến tôi, thản nhiên ngồi bệt xuống đất, rút cái ống sáo trúc đang giắt sau lưng, đặt lên môi thổi.

[Tiếng sáo trúc, NL 4, p. 228]

In contrast to the narrator's inquisitive attitude, the boy is innocent, cheerful and with a confident and carefree attitude towards the opposite person, which is shown through a series of actions such as ngồi bệt xuống đất, rút ống sáo trúc, đặt lên môi thổi. It seems that with a series of actions, the reader seems to be calmer, peaceful and feels the peace of mind.

- If the group of words indicating the movement of the children's body moves away from the movement of the children's body towards the opposite person and the outside object, the group of words indicating the activity of children's body parts is directed the expression of the child's internal reaction such as: nuốt nước bọt, vén áo ngậm vào miệng, tháo súng khỏi vai, lượm lúa, ngoảnh cổ, nhìn lên, đứng sững, đứng ngẩn, đứng oai vệ, thấp tha thấp thỏm, với với tay, say sưa ngắm nghía, etc. According to the survey results, the group of words that indicate the activity of children's body parts are mainly words with a combination of relative words and give the reader a feeling of "little", "small" such as bi ba bi bô, thấp tha thấp thỏm, với với tay,...

Example 17: Tôi đứng thờ thẩn một hồi bên đường, lơ đãng nhìn những con chích bông rất đẹp nhảy từ cành này qua cành nọ trên cây bưởi.

[Chiếc áo màu lửa, NL2, p.194]

Example 18: Bỗng lát sau, nước mắt nó ứa ra. Nó kéo thẳng Còn vào nhà, kể sơ qua mọi chuyện, trước hết là bệnh tình ông Sáu. Thằng Còn biến sắc, vo chặt chiếc mũ, vụt đứng lên, đòi đi vô bệnh viện ngay. Con Hà cản lại, bảo để dọn cơm cho nó ăn rồi cả hai cùng đi.

[Ông già về hưu và những đứa trẻ, NL 3, p.79]

Example 19: Cậu bé nhảy phóc từ trên giường xuống, tay giụi mắt. Cả hai cùng phóng bay xuống ven hồ nước.

[Con sóng lan xa, NL5, p. 144]

In the examples (17), (18) and (19), the words đứng thờ thẩn, lơ đãng nhìn, kéo, vo chặt, vụt đứng lên, cản lại, dọn cơm, cùng đi, nhảy phóc, giụi mắt, phóng bay are words that describe children's activities, reacting with surprise to an event, or expressing the innocence of children with a "no worries" mentality.

If the words indicating the children's moving activity described by the narrator tend to reveal the children's reaction through direct action: acting on a second object and revealing the character and personality of the child. Children are often attracted by new games, curiously standing together (xúm xít, xô đẩy, ...) or acting immediately, somewhat according to the children's feelings (xăm xăm chạy vào, chạy lom khom, bước chân rón rén, ...), the words indicating the activity of the body parts are the words that express the individual nature and are the least hidden such as nuốt nước bọt, vui hát, vút toẹt, tiếng cười giòn tan,...

One of the most successful classes of words narrators have when it comes to children's characters is words that describe faces - especially eyes. All the innocence, innocence, and cuteness with countless levels of emotions of children are expressed through this layer of words such as: mũi phập phồng, cười chúm chím, nét mặt lo âu, bộ mặt méo mào, thờ hỏn hên, làn môi chúm chím, đầu ngưỡng cao, khóc òa, miệng cười – hỏn nhiên, vẽ mặt thềm thường, ngứa con mắt,... Đặc biệt, các từ ngữ miêu tả đôi mắt của trẻ thể hiện sự ngây thơ, hỏn nhiên, đáng yêu như : mắt lướt qua, đôi mắt sâu thẳm, mắt lơ đãng nhìn, đôi mắt đẹp, quắc mắt, chớp mắt, mắt đỏ hoe – ngấn nước,...

### 3. CONCLUSION

Words about children's behavior and gestures used by the narrator are the group of words that account for the largest number of words compared to all words about children's behaviors and gestures used 1055/1802 words. Exploring the scope of expression, we found that: the situations in which the above words appeared include 3 major situations: family, school and community; Attached to each situation there are specific themes that reflect children's interactions. In particular, the theme of the game appeared in all three situations, showing the playful and innocent characteristics of children. From the point of view of address, note 6 types of address used by the narrator to talk about children's characters, in which: the type of address by other combination prevails. This is consistent with psychology and emotional thinking, preferring to call the object by combining common characteristics to address. Regarding language acts, only 3/5 groups of actions appear and the group of expressive actions appear the most. The reason comes from the speaker who is the narrator - performing the function of description and narration. In terms of gestures indicated words, recording words indicating the children's moving activities is the most appearing 219/1802 words.

Through the class of words about behaviors and gestures used by the narrator, the image of children's characters appears with innocence, unaffected, mischief, ... The world of children with many levels

and associated with innocent and unaffected memories of children in the story collection that gives readers a feeling of lightness, joy, wit and being relived with their own magical childhood.

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