Đánh giá có một cách hệ thống về thuyết Hành vi Ngôn ngữ

TÓM TẮT:

Đã hơn năm mươi năm kể từ khi Austin phát triển lý thuyết Hành vi Ngôn ngữ, vì vậy việc xem điểm lại các nghiên cứu hiện có áp dụng nó là cần thiết. Bài đánh giá có hệ thống này tổng hợp và phân tích các nghiên cứu áp dụng lý thuyết Hành vi Ngôn ngữ từ năm 2014 đến 2024. Bài nghiên cứu này tập hợp 3,513 bài báo được nghiên cứu dựa trên lý thuyết Hành vi Ngôn ngữ. Kết quả cho thấy các hành vi ngôn ngữ đã được áp dụng vào nhiều lĩnh vực như giáo dục, ngôn ngữ và truyền thông, tương tác xã hội, giải trí, tôn giáo, kinh doanh, y học và du lịch để nâng cao động lực giao tiếp và tương tác. Bài báo này gợi ý rằng việc mở rộng lý thuyết Hành vi Ngôn ngữ đối với giao tiếp toàn cầu và phương pháp nghiên cứu liên ngành có thể mang lại những hiểu biết quý giá. Các nghiên cứu tương lai nên tập trung vào sự cải tiến của các hành vi ngôn ngữ trong học tập kỹ thuật số và tác động của sự khác biệt văn hóa đến cách hiểu những hành vi này.

Từ khóa: *Áp dụng hành vi ngôn ngữ, cơ sở dữ liệu, đánh giá có hệ thống, thuyết hành vi ngôn ngữ, tiếng Anh.*

A systematic literature review on Speech Act Theories

ABSTRACT

It has been over 50 years since Austin developed Speech Act Theory, and it is necessary to review existing studies in which it has been applied. This systematic literature review synthesizes and analyzes the application of Speech Act Theories from 2014 to 2024. This research included 3,513 papers conducted based on Speech Act Theories. Findings reveal that speech acts were applied to various fields such as education, language and communication, social interaction, entertainment, religion, business, medicine, and tourism for enhancing communication and interaction dynamics. The review suggests that expanding Speech Act Theory to global communication, and an interdisciplinary approach could yield valuable insights. Future research should focus on the evolution of speech acts in digital learning and the impact of cultural differences on their interpretation.

Keywords: *Speech act application, database, systematic literature review, speech act theory, English.*

1. INTRODUCTION

Starting with the statement in Austin's series of lectures, "to say something is to do something",[1] the theory of Speech Act has been established and developed over 5 decades by Austin, Searle, Thomas, etc.[1,6,7]. This theory has been a tool for identifying the intentions of speakers (S) in communication in the field of philosophy; moreover, Speech Act Theory has become a useful instrument for discourse analysis in the field of linguistics, which can be extended over many areas such as education, literature, law, or even religion.[2-5]

With the emergence of Speech Act Theories, they are providing many ways to identify and classify types of speech acts. Regarding identification, most of the studies collected for this present study identified speech acts separately on the foundation of utterances,[6-8] while there has been a new approach, Systemic Functional Linguistics (SFL), which examines them in terms of moves.[9] In terms of classification, each researcher has his or her own classifying framework of speech acts;[1,6] however, while some studies recognized that each utterance has only one type of speech act,[6,7,10] some assumed that an utterance can have a combination of speech act types.[8]

Speech acts, in their development in the pragmatic field, have been included in the studies related to politeness strategies in communication,[11,12] emphasizing how to have an effective conversation.

Due to the large scope of its applications, this review on the topic of speech acts is necessary to deal with the lack of a systematic review. Thus, this paper seeks to present a thorough overview of the studies published between 2014 and 2024 in the field of speech acts.

The organization of the study includes four sections. First, the rationale for the study is mentioned in Section 1; second, Section 2 will show the review process in detail. Subsequently, while Section 3 will report the findings and discussion, Section 4 will present the conclusions of the study and recommendations for further research.

2. REVIEW PROCESS

This research was conducted using the concept of Systematic Literature Review (SLR), which enables researchers to collect evidence of specific

questions and summarize the literature to create a general picture of what has been examined. Moreover, this kind of review is to assure transparency and reduce biases.[13] According to this concept, previous research's findings were identified, interpreted and analyzed to generate formulated research questions, topic area or phenomenon in relation to speech acts.

This research includes four stages: formulating focused review questions, searching primary studies, examining inclusion and exclusion criteria, and presenting the data collection based on those criteria.[15,16] Each specific stage is shown in the following sub-sections.

2.1. Formulating focused review questions

The research questions are considered based on the categories and scopes of those articles listed in the SLR process. There are three main ways of building these criteria to formulate these questions, which are presented in Table 1 as PICO, PICOS and SPIDER, which is illustrated in a medical case study:[14]

Table 1. Types of search categories.

	PICO	PICOS	SPIDER
Multiple Sclerosis and patient/service user	Population	Population	Sample
Health care services	Intervention	Intervention	Phenomenon of Interest
Named types of qualitative data collection and analysis	Comparison	Comparison	Design
Experiences, perceptions	Outcome	Outcome	Evaluation
Qualitative or qualitative method	Not applicable	Study Type	Research Type

To be convenient for conducting this study, the type of SPIDER was chosen as a foundation to formulate the research questions.

Therefore, the categories and scopes of SPIDER are presented below:[14]

Table 2. Categories and scopes in SPIDER.

Categories	Scopes
Sample	What/Who is being investigated and what is the sample size?
Phenomenon of Interest	What is being investigated?
Design	Which research method or framework is being used?
Evaluation	What outcomes have they achieved?
Research Type	Is it qualitative, quantitative, or mixed?

Those terms are then applied to suit our study of the application of Speech Act Theories in

linguistic studies published between 2014 and 2024, shown in Table 3 below.

Table 3. SPIDER tool applied to Speech Act Theories.

Categories	Scopes
Sample	Individuals or groups involved in communicative interactions were analyzed through Speech Act Theories.

Phenomenon of Interest	The published studies that utilized Speech Act Theories.
Design	The studies were carried out using the frameworks of Austin or Searle.[1,6]
Evaluation	The analysis and assessment of speech acts' characteristics, experiences, and effectiveness in different contexts
Research Type	Qualitative, quantitative, and mixed methods were used.

Regarding Table 3, the particular research questions (RQ) are as follows:

RQ1: *What studies have applied Speech Act Theories?*

RQ2: *What are the fundamental characteristics of speech acts identified in these studies?*

2.2. Searching primary studies and recording search result

The process of searching primary studies involved the following steps:

First of all, we developed keywords to look for studies included in the two largest databases, ScienceDirect and Google Scholar. Table 4 shows the keywords that were used in the research:

Table 4. Search terms.

Categories	Search terms
Sample	("students" OR "professionals" OR "individuals" OR "groups")
Phenomenon of Interest	("speech act theory" OR "speech acts") AND ("English") AND ("Published")
Design	("Austin" OR "Searle")
Evaluation	("Examining" OR "analysis")
Research Type	("Qualitative research" OR "quantitative research" OR "mixed methods")

Second, the major databases including ScienceDirect and Google Scholar were used as sources to search the adapted search terms created by the search terms above: ("Speech act theory" OR "Speech act") AND ("English") AND ("Austin" OR "Searle") AND ("analysis") AND ("Qualitative research" OR "quantitative research" OR "mixed methods"), and the adapted search terms were also underwent little adjustment to suit the requirement of the two databases. Besides, those studies have been conducted between 2014 and 2024. The searches generated 43 and 3,470 papers, conference papers and book chapters, respectively.

2.3. Classifying and producing statistics

As with some SLR papers, the newest version of the Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA 2020) was used to perform study selection,[15,16] as shown in Figure 1 below.

Moreover, to form Figure 1, we applied seven inclusion criteria to choose publications, which is presented in Table 4 below. [92]

Table 4. Inclusion criteria for the current review.

Inclusion criteria	Elaboration of criteria
1. Time frame	All of the articles were shortlisted from 2014 to 2024.
2. Language	This study examined only articles written in English.

| 3. Geographical locus	Scientific articles are carried out on a global scale.
4. Type of research	The study concentrated on qualitative research, quantitative research, and mixed methods.
5. Type of publications	The collection included peer-reviewed articles, indexed in ScienceDirect and Google Scholar.
6. Content	An article was included if it applied the speech act frameworks from Austin and Searle.[1,6]
7. Research settings	This review focused on the application of Speech Act Theories to analyzing communicative interactions between individuals or groups. If the articles are on the same topic, for example, analysis of indirect speech acts in a classroom setting, and the frequency of these articles is very high, then only a few representative articles are selected. Those papers that were rejected were sensitive about gender, sexuality, or ethnicity.
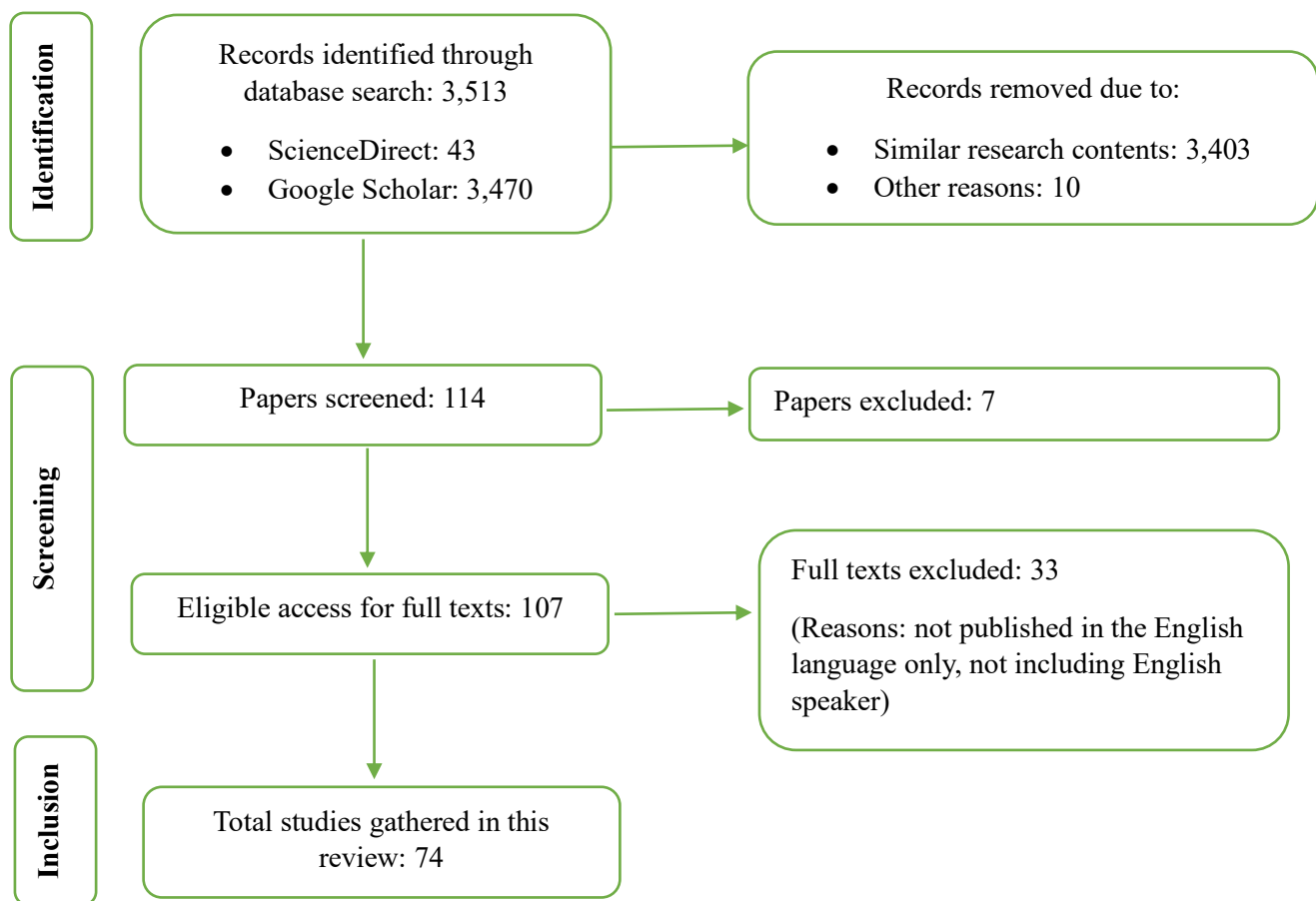
Figure 1. Data selection process (based on PRISMA 2020).

2.4. Overviewing the reviewed studies

All of the ScienceDirect and Google Scholar publications were journal articles between 2014 and 2024. In most of these articles, Speech Act Theories were used to analyze social interactions in reality and virtual environments (around 25.97%) and in English language teaching (ELT) (20.78%).

In addition, the theory was used to analyze discourses related to religion, maritime communication, politics, tourism, etc. One study was conducted to consider the relationship

between Speech Act Theories and Politeness Strategies developed by Brown and Levinson in communication, accounting for 1.35%.[17]

2.5. Analyzing the reviewed studies

In reviewing 74 journal articles from 3,513 found on ScienceDirect and Google Scholar, we undertook an extensive analysis to categorize the application of Speech Act Theories across various fields. Key areas identified include ELT, Linguistics, military, politics, teaching, social interactions, maxims and politeness, writing, film, religion, business, medicine, music, law, tourism, comics, and stand-up comedy. Each study provided unique insights into how Speech Act

Theory could be applied, showcasing its versatility.

The diversity of fields underscores the theory's broad relevance and potential for deepening our understanding of communicative practices across various contexts.

3. RESULTS AND DISCUSSION

In this section, we report the topics identified in relation to the application of Speech Act Theories based on the aforementioned research questions.

3.1. The application of Speech Act Theories in the existing studies

Table 6. Existing studies applied Speech Act Theories.

No	Study fields	Number	Frequency	Studies
1	Education	20	27.03%	Leng (2014); Kohandani et al. (2014); Basra (2017); Kholili (2018); Sharqawi (2019); Hairan et al. (2019); Kádár (2021); Sari (2022); Murniasih (2022); Madina (2022); Wilson (2023); Mandarani (2023); Mowlaie (2022); Brocca et al. (2024); Darong (2024); Liu (2024); Susanti et al. (2018); Suasin (2019); Rosli et al. (2021); Bouton et al. (2023).[18-37]
2	Language and Communication	22	29.73%	Shay (2015); John et al. (2019); Rahmayani (2018); Nurrosidah et al. (2020); Puteri et al. (2020); Jameel (2021); Almaghlouth (2022); Herman et al. (2023); Alam (2023); Sinaga et al. (2024); Hamza et al. (2024); Sari et al (2024); Riyanti et al. (2016); Abdulateef (2023); Rochmawati (2017); Tan (2021); Refualu (2021); Ishaya (2022); Musa et al. (2022); Salih (2022) ; Mustakim et al. (2023); John (2019).[38-59]
3	Social interaction	14	18.92%	Aziz (2018); Ilham et al. (2019); Sienes (2019); Simamora (2020); Fitria (2021); Prayitno (2021); Al-Obaydi (2022); Dewi (2023); Zaib (2023); Guo (2023); Sadek (2023);

No	Study fields	Quantity	Percentage	Studies
				Lu (2024); Julistiana (2024); Ullah (2024).[60-73]
4	Entertainment	8	10.81%	Kayyis (2016); Rullyanti et al. (2017); Sartika et al. (2019); Sari (2020); Nguyen (2021); Putri et al. (2019); Rizki et al. (2021); Putri (2024).[74-81]
5	Religion	4	5.41%	Okal et al. (2020); Istiqomah (2020); Akmal et al. (2020); Yanottama et al. (2023).[82-85]
6	Business	3	4.05%	Ramalingam et al. (2021); Rababah (2023); Amin (2024).[86-88]
7	Medicine	1	1.35%	Sejati et al. (2021).[89]
8	Tourism	2	2.70%	Izyra (2023); Zulkhaeriyah (2024).[90,91]
	Total	**74**	**100%**	

3.2. Fundamental characteristics of the existing studies

This section presents how the theoretical framework of the Speech Act was used in the mentioned studies.

Table 7. Characteristics of studies applying Speech Act Theories.

No	Study fields	How to apply
1	Education	Those existing studies explored the use of speech acts to evaluate various dimensions of educational feedback in writing (Leng, 2014), the sufficiency and appropriateness of pragmatic functions in English textbooks for students (Hairan, 2019; Kohandani, 2014), and as a foundation to code classroom conversations to analyze their effectiveness. Researchers examined specific types of speech acts in classroom settings (Basra, 2017), approached lessons based on the selection of speech acts (Kholili, 2018), investigated the relationship between communicative competence and students' cognitive understanding of speech acts (Bouton, 2023) and the transformation of speech acts in communication (Brocca, 2024) Some studies also carried out analyses of speech acts in STEAM teaching videos (Suasin, 2019), activities for children with autism (Rosli et al., 2021), the writing of dialogues in English textbooks (Refualu, 2021), and speech acts in online learning platforms and discussion sessions (Sari et al., 2022; Madina, 2022). Additionally, they delved into how speech acts contribute to developing students' expressive skills and critical thinking (Bazaei et al., 2022), and the application of sitcom-based teaching methods in English language instruction (Liu et al., 2024).
2	Language and Communication	These studies examined the creation of meaningful speech acts from a multilingual social perspective (Shay, 2015), and the

		influence of human and non-human agents in leaders' speech acts during G20 meetings (Almaghlouth, 2022). Some studies applied Speech Act Theories with Brown and Levinson's politeness strategies and Grice's maxims (Riyanti, 2016; Abdulateef et al., 2023), and some analyzed politicians' speeches during campaigns to reflect their aspirations through speech acts. Existing studies investigated whether speech acts constitute the core meaning of conversation, their role in motivation, peer review in scientific research (Tan, 2021), presidential victory announcements (Jameel et al., 2021), and information transmission in maritime communication, where variations in speech acts can lead to information discrepancies (John, 2019). They also examined newspaper headlines' intentions through the lens of speech acts (Musa et al., 2022), described and reviewed speech acts in storytelling to reveal authors' and characters' intentions (Salih, 2022), analyzed presidential speeches in Obama's 2009 election (Rahmayan, 2018), Biden's presidential speeches (Sinaga et al., 2024), Trump's political speeches (Hamza et al., 2024) and Queen Elizabeth (Sari et al., 2024).
3	Social interaction	Those existing studies explored interactions in social media comments, such as advice-seeking and advice-giving on Reddit (Lu, 2024), and examined specific discourses in social communication environments. They explored speech acts within the context of globalized education and studied the combination of speech acts with gestures in communicating information (Radhi et al., 2022). Additionally, they investigated online bullying on social media through the lens of speech acts (Dewi et al., 2023), communicative functions of some posts on Facebook (Sadek, 2023), and Instagram captions analysis under speech act theory (Fitria, 2021).
4	Entertainment	The studies also included the application of films in teaching speech acts (Kayyis, 2016), combining speech acts with rhetorical strategies and maxims to create humor and the context in which a speech act is performed (Rochmawati, 2017; Ishaya, 2022). They further explored the use of speech acts along with booster expressions (Ilham, 2019), the speech acts of native and non-native speakers in English shows (Putri et al., 2020), and how specific types of speech acts impact films (Nguyen et al., 2021). Moreover, they investigated the use of speech acts in songs (Rizki et al., 2021), analyzed humor from the perspective of speech acts, and examined the functions of speech acts in movie dialogues Rullyanti (2017), and the role of behavior in understanding speech acts in comics (Putri et al., 2019, Sartika et al., 2019).
5	Religion	The research related to Speech Act Theory also incorporated the study of speech acts within certain chapters of the Bible, their translation in the Quran, and their use in religious sermons (Istiqomah et al., 2020; Okal et al., 2020; Akmal et al., 2020). How speech acts are portrayed in comic books influenced by

		religious thoughts were also investigated (Yanottama et al., 2023).
6	Business	The studies in this field delved into speech acts in advertisement and their impact on creating an effective work environment (Rababah, 2023; Amin et al., 2024).
7	Medicine	This research studied speech acts in hospital settings, focusing on doctors' communications (Sejati et al., 2021).
8	Tourism	Finally, studies also investigated speech acts in promoting the tourism industry (Izyra et al., 2023; Zulkhaeriyah et al., 2024).

4. CONCLUSIONS AND FUTURE WORK

4.1. Conclusion

Exploring speech acts across various fields reveals their significant roles in enhancing communication and understanding within educational, social, and professional contexts. The studies reviewed demonstrated that speech acts are not merely linguistic tools but integral to interaction dynamics, influencing everything, from classroom feedback to social media discourse. For instance, in education, speech acts have been shown to facilitate cognitive understanding and critical thinking among students, while in business, they contribute to effective advertising and workplace communication.

Furthermore, the application of speech act theory in diverse areas such as religion, entertainment, and tourism underscores its versatility and relevance in analyzing human interactions. The findings suggest that a deeper understanding of speech acts can improve communication strategies and educational practices.

4.2. Recommendations for future work

Future research should aim to expand the application of Speech Act Theory in underexplored areas, particularly in the context of emerging technologies and global communication. An interdisciplinary approach is highly encouraged, as integrating the theory with other fields, such as psychology and artificial intelligence, could yield significant insights. For example, investigating how speech acts can enhance human-computer interaction and emotional intelligence in digital communication could provide valuable strategies for more effective engagement in increasingly automated environments.

Additionally, longitudinal studies would be beneficial to examine the evolution of understanding and usage of speech acts over time in various educational settings. This is particularly relevant given the rapid growth of online learning platforms. Such research could shed light on how students' interactions change in digital environments compared to traditional classrooms, informing educators on best practices for fostering communication and collaboration among learners.

Another vital area for exploration is the impact of cultural differences on the interpretation and effectiveness of speech acts. Researchers can gain insights into the complexities of global communication dynamics by investigating how speech acts function in multilingual and multicultural contexts. Understanding these variations will be crucial for developing more inclusive communication strategies that resonate across diverse cultural backgrounds.

Finally, recently, the theory of Systemic Functional Linguistics has been further developed. The focus of the theory is on the three meanings of language: ideational, interpersonal, and textual meanings, in which the interpersonal meaning is related to speech acts. Martin and Rose (2007) developed thirteen new names of speech acts based on the speech roles in the

meaning.[9] Therefore, it is necessary to implement more studies employing this development.

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