

The Phenomenon of Standard Deviated Language of Student Communication and the Purity Preservation Issue of Vietnamese

Vinh Le Thi Thuy^a, ^aFaculty of Philology, Hanoi Pedagogical University 2, Vietnam, Email: lethithuyvinh@hpu2.edu.vn

In the current context of innovation and integration, and before social, historical and cultural changes, the Vietnamese language has also experienced great changes, both in breadth and depth. One of the language fields that deeply affects the appearance of contemporary Vietnamese, as well as contributes to the transformation and development of Vietnamese in the modern socio-cultural context, is language at school – the language of the future owners of the country. In this article, through the utility of presenting the current situation of using standard deviating language in the communication of students, we initially propose specific orientations and measures to improve the good values retention of Vietnamese, while having a direct impact on the language education and learning process of students.

Key words: *School Language, Language Standard Deviation Phenomenon, Purity Preservation Issue of Vietnamese*

INTRODUCTION

In the current context of innovation and integration, and before social, historical and cultural changes, the Vietnamese language has also experienced great changes, both in breadth and depth. One of the language fields that deeply affects the appearance of contemporary Vietnamese, as well as contributes to the transformation and development of Vietnamese in the modern socio-cultural context, is language at school – the language of the future owners of the country.

School language is the language of students from all levels, formed on the basis of the impact, and influence by, many social and language factors such as demand, psychology of language use, communication community, language attitudes, etcetera. Currently, the issue of

school language has become "hot", because the use of standard deviated language is taking place in many different forms. This has significant effects on preserving the purity of our country's language, as well as certain effects on language education and the learning of Vietnamese in schools.

In this article, through the utility of presenting the current situation of using standard deviating language in communication of students, we initially propose specific orientations and measures to improve the good values retention of Vietnamese, while having a direct impact on the language education and learning process of students.

RESEARCH METHODS

Statistical methods

This method is used to create statistics of the phenomenon of using standard deviation language among students. Literature documenting these phenomena is collected from many sources – from school communication activities, from the press, as well as from the media of young people.

Systematic method

Due to the systematic method, standard deviation phenomena have been analysed, concretely, comprehensively and logically.

Descriptive method

Descriptive method is used to describe specifically the phenomenon of standard deviation in the language usage of students.

Classification procedure

On the theoretical basis of the standard deviation of phonetics, vocabulary and syntax, the article has classified specific and typical phenomena, thereby analysing and clarifying the problem of standard deviation.

RESEARCH RESULT

Language standards and language standard deviation phenomenon

Language is a system that contains many principles and rules set by people living in the same language community. Therefore, communication via language in life is not only multi-coloured and plentiful but also very complex. For example, language may have the same

semantic value but there are a series of factors (A, B, C, D) that affect it. The main issue of building language standards is the selection of which factors should be the norm, while the other factors should not.

According to Hoang Tue's conception, "the standard is, generally speaking, the right. It is a common-nature right, accepted by everyone in a language community, at a certain stage in the historical development of language. The correctness is determined according to a certain set of rules in the phonetic domain, writing words, using new words, constructing words and making sentences" (Hoang Tue, 1983, p21). With this concept, "standard" is evaluated according to two criteria: 1) the standard is social convention, socially evaluated, selected, accepted, used and considered right; 2) the standard must be consistent with the internal law of the language development in each historical period.

On the basis of three basic aspects of language, that is, phonetics, vocabulary and grammar, language standards are also determined according to the following sections: phonetic standards, vocabulary standards and grammar standards. Phonetic standards include dictation standards and orthography standards. The dictation standard is the standard of pronunciation, while the orthography standard includes the writing standard of sounds and tones, the capitalisation standard, and the standard for writing phonetic words and borrowing terms. Compared to the standard of phonetics and grammar, the standard of vocabulary is the most complex. Vocabulary standards "are words that have been refined, honed, and filtered to best serve the cultural communication requirements of the whole nation" (Nguyen Thien Giap, 2008, p318). Thus, vocabulary standards should be considered in the functional direction (in use) with these requirements: using words with the right meaning, at the right time, at the right place, with the right object and in accordance with the functional style. Grammar standards do not pose many major problems because grammar is the speech of our people. However, the current requirement for building Vietnamese grammar standards is the correct use of types of words, the proper use of word combinations, sentence styles and sentence elements in Vietnamese.

From defining language standards in its parts, the phonetics, vocabulary and grammar, we conceive that the phenomenon of standard deviation is a phenomenon contrary to the criteria of the standard in general. However, there is no place between standard and standard deviation and there is always a definitive criterion. Under certain conditions, the standard and the non-standard can be interchangeable. Therefore, in research, when considering the "standard" issue, it is necessary to consider "non-standard" phenomena, to pay special attention to the common and long-lasting errors ... such mistakes often "have the reason for its existence" (Hoang Phe, 2008, p428).

Current situation of using standard deviated language in student communication

The phenomenon of using standard deviated language in students' communication is the phenomenon that students use language (pronunciation, words and sentences) that is inconsistent with the standards of language structures, that is, not consistent with the tendency of language development according to the desired impact of social consciousness.

In order to study the current situation of using standard deviated language in student communication, we base our research on the following principles:

- Principles of scope, style and function: attaching importance to the use of language in specific communication contexts
- Principles of language users: respecting the social or psychological/physiological nature of language users (students)

From these principles, we realise that within the phenomenon of using standard deviated language in student communication, students focus on three basic contents: a dense code-mixing phenomenon in communication; the phenomenon of mutation, rampant abbreviation; and the phenomenon of using offensive slang. In order to research and learn the language of students and students in the school environment, we selected language materials from some online newspapers of students, such as kenh14.vn; hoahoctro.tienphong.vn; svvn.tienphong.vn; from some social networking sites of students in schools, colleges and universities, as well as words in the lives of students that we have come into contact with. This is a reliable and typical source of language to help language researchers "penetrate" into the linguistic life of modern youth.

The phenomenon of dense code mixing in communication

Due to the impact of globalisation factors, the language market in Vietnam has had new features. English, a language that participates in all areas of social life of countries around the world, has become the leading foreign language in use and in education in Vietnam. The spread and penetration of the English language into the Vietnamese language are taking place strongly under two forms of code switching and mixing, requiring the language using community to have appropriate language attitudes.

Code switching and mixing are the result of language exposure. Depending on the specific communication circumstances, for different communication purposes, Vietnamese people often use code switching or code mixing. In the most general way, code switching and mixing are both the use of A language (English) code component "mixing" to a certain extent into the B language code (Vietnamese). However, if in transcoding, two language codes are used equally, no code is under pressure of any code, then in mixing, there is one main code and one sub code, the sub code is influenced by the main code (Nguyen Van Khang, 2012,

p389). Of course, distinguishing code switching and mixing in specific cases is sometimes difficult. In our opinion, the standard deviation in the use of language by students is the phenomenon of mixing codes in communication. This phenomenon is not only a pure linguistic phenomenon but also a phenomenon of cultural and social life, a product of "cultural fusion".

Below are some examples of students' use of the internal code-mixing phenomenon:

*-Teaser của chị cả BLACKPINK khá đơn giản khi chỉ là ảnh chân dung của cô nàng. Thế nhưng không hổ danh là **visual** của nhóm, Jisoo chưa bao giờ làm cư dân mạng thất vọng vì nhan sắc, các đường nét trên gương mặt của cô hoàn mỹ đúng chuẩn Hoa hậu Hàn Quốc. Đã vậy tạo hình của Jisoo còn có nét "**bad girl**" hầm hờ, hứa hẹn bài mới của BLACKPINK lại đậm chất **girl crush**, nhưng liệu có "quẩy tung nóc" như các bản **hit** trước? (Bài "Jisoo khoe nhan sắc đỉnh cao "mở bát" chuỗi **teaser** cá nhân của BLACKPINK, **fan** đoán "trật lất" tám ảnh khoe lưng rồi nhé!" kenh14.vn 22/9/2020) / (English: The **teaser** of BLACKPINK's leader is quite simple when it's just a portrait of her. But as expected of the group's **visual**, Jisoo has never disappointed netizens because of her beauty, her facial features are flawless according to Miss Korea standards. So Jisoo's image also has a cool "**bad girl**" feature, promising that BLACKPINK's new song is **girl-crush-like**, but is there a "rocking roof" like previous **hits**? (From the article "Jisoo shows off her top beauty" as opening for BLACKPINK's individual teaser series, **fans** guess "wrong" the picture shows off her back!" via kenh14.vn dated September 22, 2020))*

*- Item phổ biến trong những bức ảnh **cottagecore** thường có những chiếc váy vải lanh dài, áo sơ mi cách điệu, váy họa tiết đơn giản, họa tiết hoa bé. Phụ kiện kèm theo là mũ rộng vành, dây cột tóc bản to, giày búp bê... (English: Popular **items** in the **cottagecore** pictures often included long linen dresses, stylized shirts, simple vignettes, baby flower motifs. Attached accessories are a wide-brimmed hat, large hair tie, doll shoes ...)*

*Tone màu chủ đạo của phong cách này là màu vàng cam, vàng nâu, vàng trắng, cam đất... Một bức ảnh theo phong cách đơn giản cũng không nên có quá nhiều gam màu sắc sỡ, vậy nên teen chụp hình cần phải lưu ý đến màu sắc **background** để chọn trang phục phù hợp. Những bạn khéo tay có thể phụ thuộc vào công cụ chỉnh màu, **filter** của các **app** sống ảo nhé! (Bài "Trào lưu **cottagecore** đang "xâm chiếm" mạng xã hội, bạn đã biết cách "bắt **trend**" chưa? Hoahoctro.tienphong.vn 17/09/2020). (English: The main color **tone** of this style is orange yellow, yellow brown, white yellow, orange ... A simple photo style should not have too many bright colors, so teen photography needs to pay attention to the **background** color for outfit selection. Those who are skillful can depend on the color correction tools, **filters** of virtual live **apps**! (From the article "The **cottagecore** trend is "invading" social networks, do you know how to "catch the **trend** "? Via Hoahoctro.tienphong.vn dated September 17, 2020))*

- *Natty là một trong những thực tập sinh được biết đến nhiều nhất K-Pop. Trải qua bao lận đận, cô nàng đã debut với tư cách ca sĩ solo với single album đầu tay "NINETEEN" và ca khúc chủ đề cùng tên vào ngày 7/5 vừa qua. (Bài "Những "vũ khí" giúp cô gái Thái Natty tồn tại giữa K-Pop khắc nghiệt, đầy tính "sống còn" Hoahoctro.tienphong.vn 24/09/2020). (English: Natty is one of K-Pop's best-known trainees. Through many hardships, she debuted as a solo singer with her debut single album "NINETEEN" and title song of the same name on May 7. (From the article "The "weapons" to help Thai girl Natty survive in the harsh, full of "survival" K-Pop" via Hoahoctro.tienphong.vn dated September 24, 2020))*

- *Qua màn trình diễn của 3 thí sinh Tlinh, Hà Quốc Hoàng và AK49, từ MC Trần Thành cho đến các vị HLV đều thừa nhận Tlinh có lối đi rap và khai triển flow nhỉnh hơn 2 thí sinh còn lại. Thậm chí, HLV Karik còn cho rằng có sự thiên vị dành cho Tlinh khi cô nàng chiếm trọn spotlight trong màn trình diễn (Bài "Rap trên nền beat cực chill, Tlinh chiếm trọn spotlight trong màn đấu 3 khiến Suboi lần đầu phản bác Karik" kênh14.vn 26/09/2020) (English: Through the performances of the three contestants Tlinh, Ha Quoc Hoang and AK49, from MC Tran Thanh to the coaches, all admitted that Tlinh had a rap style and developed the flow slightly better than the other two contestants. Coach Karik even said that there was a bias for Tlinh when she took all the spotlight in the performance. (From the article "Rap on the chill beat, Tlinh took the spotlight in the third match, causing Suboi to protest Karik for the first time" via Kênh14.vn dated September 26, 2020))*

English words used "mixed" in Vietnamese documents, Vietnamese spoken words are English mixing codes that are mixed into Vietnamese and under pressure of the Vietnamese main code. This "code mixing" phenomenon has become a trend all over the world and is also an inevitable result of the process of globalisation and internationalisation under the influence of American and British culture. In the above examples, the meanings of many English mixing codes are so diverse and new that it makes it difficult for ordinary readers to understand words for music and fashion phenomena, like *teaser* (the first promotional clip/video that introduces an entertainment product), *visual* (people with an important role, especially those with an outstanding face loved and admired by many people), *debut* (the appearance of a new artist or a public debut of a new artist or group with a certain product), *girl crush* (the trend that female fans give a lot of love to female idols who have a strong temperament, personality and initiative), *cottagecore* (aesthetic of a poetic rural life trend), *spotlight taken* (taking attention, focus from this people or phenomena, objects to other people, things or other phenomena)... These words appear due to the trend of students.

This use of the phenomenon of "mixing code" in English into Vietnamese speech has many purposes: 1) to highlight the focus of a sentence; 2) is due to language habits; 3) involves a lack of adequate form of expression; 4) to influence communication; 5) to have a "stylish" style; 6) to improve English skills. However, if you "abuse" English words, students' communication activities may be "adulterated" or "polluted", with a reduced Vietnamese vocabulary and language ability. Vietnamese usage ability becomes limited. Therefore, we

need to have a clear and oriented language attitude in using English in Vietnamese text. This orientation of course depends on many factors such as the communication object, communication circumstances and communication purpose, but it should not be used unnecessarily to "spread" foreign words. We must use the power of our voice primarily. "We are not against borrowing a foreign language to make our language more complete. But we must oppose the way of borrowing that [is] resulting [in the] elimination of our own language and mak[ing the] public misunderstand" (Ho Chi Minh, 1995, p299).

Rampant Appearance of Mutation, Change of Writing/Script

Currently, the advent of the internet and its universal development has revolutionised the communication language of students. Specifically, students have established their own language, called 'teen language' or 'sign language'. This type of language carries the characteristics of a social class that is said to be active, has spiritual sensors, is creative, and always oriented to the new and different.

One of the salient linguistic features of students' language is the use of many variables, as well as the "linguistic deviation" in the style of writing changes.

Mutation is the way of changing the reading sound of words without affecting its semantic structure. The mutation has formed a "strange" pronunciation suitable for thinking, acting concurrently as the expression of young people. According to our statistics, students' language mutation is revealed through 22 types. Some common types are given below.

Table 1: Some common types of phonetic mutation in student language

No.	Type	Example (<i>in Vietnamese</i>)
1	ô, uô → u	rồi → rùi (<i>already</i>), muốn → mún (<i>want</i>)
2	ê, iê, yê, ây → i	êu → iu (<i>love</i>), biết → bít (<i>know</i>), nhiều → nhieu (<i>much, more</i>), yêu → iu (<i>love</i>), bây → bi (<i>you guys</i>)
3	i → ê	tình yêu → tênh iu (<i>love</i>)
3	ã → e	lắm → lém (<i>much, more</i>)
4	o, ơ, ôi, a → oa	trời → troài, choài (<i>oh</i>); nó → nóa (<i>he, she, it</i>); thôi → thoai (<i>alright, fine</i>), nhà → nhóa (<i>okay?</i>)
5	â → ư	nhất → nhứt (<i>the most</i>)
6	y → i	này → nài (<i>this</i>)
7	b → p	bà → pà (<i>grandmother</i>); bé → pé (<i>baby</i>), buồn → pùn

		(<i>sad</i>)
8	qu → w	quá → wá (<i>too much</i>)

These types of mutations are clearly shown in the speech of students, such as in these examples:

- **Không biết viết bài này làm chi nữa, hưng lên thì làm thôi** (*Không bit vit bài ni làm chi nữa, hưng lên thì làm thôi*). / (*English: I don't know why I wrote this exercise, I just got excited and did it*).
- **Anh có biết là em buồn lắm không?** (*Anh có bit là em pùn lém không?*) / (*English: Do you know how sad I was?*)
- **Đâu rồi, sao không trả lời gì hết vậy?** (*Đâu rùi, sao hông trả lời gìê hít vậy?*) / (*English: Hey, why don't you answer me?*)

The mutation of students' speech is basically based on the general principle of syllables: sounds with close constituent sounds are easily interchangeable. For example, the variation of vowels “ô, uô” → “u” (all are vowels in the following row); “ê, iê, yê” → “i” (all are vowels of the previous row); “b” → “p” (all both lip consonants); “y” → “i” (are both semi-consonant of the last sound “i”), etcetera.

In addition to mutation in speech, the phenomenon of changing writing/script also appears in various types of interactions such as in electronic diaries (blogs), forums, social networks, online chat tools (Zalo, Messenger, etc.) and especially in mobile phone messages (SMS). The change of writing/script has created a kind of “code” of students. We have listed sixteen types of such writing changes. Some common handwriting/script changes are given below.

Table 2: Some common types of writing/script changes in student language

No.	Type	Example (<i>in Vietnamese</i>)
1	i → j	Rồi → rôi (<i>already</i>)
2	gi → dz, j	Giữ gìn → ju jin (<i>maintain</i>)
3	ph → f	Phải → fải (<i>must/have to</i>)
4	d, v → z	Vào → zào (<i>in/enter</i>)
5	v → dz	Vậy → dzậy (<i>so</i>)
6	ng, nh, c, ch → k	Chông → chòk (<i>against</i>); được → đk (<i>okay</i>); sách → sák (<i>book</i>); linh tinh → lik tik (<i>miscellaneous</i>).
7	ch, c → x	Nhóc → nhox (<i>kid</i>); thích → thix (<i>like</i>)

It can be said that the change of writing in national language to form students' own words is formed for reasons of time-saving as well as the personality and psychological characteristics of the age group. In terms of these variations in letters, there are instances where it can be interpreted under laws of language, while others are difficult to explain except by the general agreement among people in social groups. For example, "ph" → "f", "s" → "sh", "gi" → "dz", "c" → "k", etc., are derived from the similarity in the reading sound of different words in a language or many languages; v → dz is derived from the variation in the dialect, and so on. In our opinion, the cases "ch, c" → "x"; "i" → "j"; "nh, ch" → "k", etc., are not from any linguistic basis, and may just stem from the convenience of texting or chatting online.

Not only changing the letters in words, students also use ways to add or remove letters to create different effects. For example:

- Add "h" after some exclamations like "uh" ("ừ"/yeah), "oh" ("ò"/oh), "ah" ("a, à, ả"/ah);
- Remove letters to shorten words: "ko, k, kh, kg, 0" ("không"/no), "a" (anh/you [male]), "e" (em/you [female]), "ng" (người/people), "đc" (được/okay), "tgian"/"tg" (thời gian/time), "msg" (message), "hgirl" (hot girl), etc;

This phenomenon, when it grows to its maximum extent, will create complex writing styles, both changing the letters, while changing the caret and accent marks. For example, "tuj wen^ rQi di3n cho4 yOu mề yOu zận d3n 1 tu4n l3. N3u h3m thyk chOj zOj tuj nữ4 thuj! (Vietnamese: Tôi quên gọi điện cho bạn mà bạn giận đến một tuần lễ. Nếu không thích chơi với tôi thì thôi/English: I forgot to call you and you were angry for a week. If you don't like being my friend, that's fine); "mài bj'k kai' chje^ n kon Bjk' bj mẹ nóa ka^ m hem choa la^ y xe dj hem? ku~g bun` choa nóa thjk!" (Vietnamese: Mà biết cái chuyện con Bích bị mẹ nó cấm không cho lấy xe đi không? Cũng buồn cho nó thật)/English: You know that Bích was prohibited by her mother to take the bike? It's really sad for her). Certainly, if we are not in the same class using this creative language, we may have to "give up" or "break our minds" to transcode. We consider these cases to have negative effects on the Vietnamese language, making the language obscure and distorted.

Thus, it can be seen that mutation and a change of writing/script in students' language is a linguistic phenomenon that follows the constant development of modern Vietnamese. We cannot force students to eliminate this phenomenon because it is produced in a modern social language environment that goes hand-in-hand with the internet, and is a part of the personality and psychology of the young generation. Notwithstanding the aforesaid, the use of these phenomena should not be indiscriminate and arbitrary. The abuse of mutation and writing changes can lead to unconscious habits, which in turn affects the purity of Vietnamese, especially when speaking and writing in formal contexts. When we use this

language phenomenon in a selective and moderate manner, it becomes more creative, lively and relevant to our culture - a language that is both pure and rich.

Phenomenon of Using Slang Words

Slang is a specific variation of social linguistics, created by a particular social group to communicate internally and to protect its interests. Students, of all social groups, are the ones who use slang in a unique and powerful way. It has made a revolution in language creation, a new generation in languages.

With a tendency to create and use their own language as a testament to the spiritual differences among generations, student slang often appears in young people's media, text messages, and language communication in schools and universities. In fact, students' use of slang has increased the youthful, witty, attractive and rich nuances of words. When these slang words are widely used, even though they reflect an active life, or passion, or non-stop creation, there are nevertheless adverse effects as well. In general, slang words are performed "orally", and should be avoided in formal communication styles, so slang has a certain effect on cultural language. Apart from positive slang, there are many bad words which may cause offence to listeners. The list below covers some common slang words, including 35 offensive words in communication:

Table 3: Some common student slang terms

No.	Term	Definition	Example (in Vietnamese)
1	Vãi / <i>Very, so much, more,</i>	Used in combination with other words to emphasise irregularity (often has vulgar meanings, not polite)	E.g.: "vãi nôi, chuối vãi vãi hàng" (<i>Holy shit!</i>), "ngu vãi" (<i>So stupid</i>), etc.
2	Bựa / <i>Wacky</i>	Dirty tricks, not respect the fair-play	E.g.: "hài bựa" (<i>a wacky/ funny comedy</i>), "chơi bựa" (<i>dirty tricks</i>).
3	Xoắn / <i>Worry</i>	A state of anxiety, fear of things, action or something	E.g.: "Sao mà cứ phải xoắn lên thế" (<i>Relax, stop worrying too much</i>)
4	Nhọ/ <i>Unlucky</i>	Bad luck	
5	Sủi / <i>Sparkling</i>	Youth self-expression, self-liberation	E.g.: "Sủi – trào lưu sống mới nhất hiện nay, bạn có tò mò?" (kênh14.vn 4/5/2016). (<i>Sparkling – New daily living, Are you curious?</i>)

6	Quầy / <i>Wildin'</i>	Entertainment activities, to have fun, act crazy, being yourself regardless of situation	E.g.: “Quầy lên nào anh em ơi” (<i>Let's go wildin'!</i>)
7	Ngáo / <i>Dull, stupid</i>	Be struck dumb, be taken aback, be stupefied, clumsy	E.g.: “Shark Nguyễn Hòa Bình: Startup thất bại bởi đã “ngáo giá” còn “ngáo nghệ” (baodautu.vn 27/09/2019) <i>Shark Nguyen Hoa Binh: Startup failed as “dumbfounded” in its price and talent.</i>
8	Thánh / <i>Greatest</i>	People who are suddenly super good at something or do something that others don't dare to do.	E.g.: Thánh quây (<i>a greatest playboy</i>)
9	Đú / <i>Snob</i>	Snob; follow other people's actions, movements or actions (This action is often not successful, so it has a bad meaning)	E.g.: Nhận dạng teen “đú” (<i>Identify the “teen snob”</i>)
10	Quất / <i>Start right away</i>	Take action quickly and decisively	E.g.: “Quất” con xe đẩy đi, đừng chần chờ nữa. (<i>Buy that car right away, don't hesitate anymore!</i>)
11	Chiến / <i>Get it, fight it</i>	Participate in an activity	E.g.: Chiến thôi! (<i>Let's get it!</i>)
12	Truất / <i>Fantastic</i>	Beyond the usual	E.g.: Style cực truất (<i>a fantastic style</i>)
13	Hàng / <i>Cleavage</i>	Sensitive body parts (usually in women)	E.g.: lộ hàng, khoe hàng (<i>in revealing clothes/have one's wardrobe malfunction, scantily-clad</i>)

These slang words are created by creating new language units (new sounds, new meanings) or by transforming existing units in Vietnamese based on semantic elements (existing sounds, new meaning). In our opinion, if negative or offensive slang is used in the right context it may bring positive meanings such as a cheerful, funny or sarcastic atmosphere in a witty, intelligent or “sensitive” euphemism.

Preserving the Purity of Vietnamese Student Language

In our opinion, the phenomenon of the speaking and writing of young people as aforesaid is an inevitable phenomenon under the impact of a variety of social factors on the linguistic context. According to Nguyen Van Khang, "...as long as there are social groups of young people, there will be such slang language. Society is always moving under law of development, and language too. Some will be accepted but some will be eliminated", (Nguyen Van Khang, 2012, pg.75). That means we should be calm and more tolerant towards this language among young people rather than hastily strangling it because it is playful and entertaining for young people. On the other hand, using slang language is also a form of self-affirmation for student psychology and personality, and is also a way to relieve the stresses in life. Of course, in students' use of language, we also need to pay attention to cases of lack of standards, potentially damaging young people's language, which affects the purity of Vietnamese. The work of preserving the school language's purity will be evident through these phenomena of standard deviation and cultural deflection.

To preserve the purity of school language in students' use of language, we have made some suggestions, as follows:

- Student's language exists only in such particular social group. Therefore, if such language is used for internal communication, we do not need to set strict standards for language.
- Although using this language affords creativity, convenience and freshness in young people's communication, it should be avoided in order not to lose purity of Vietnamese. In the school environment, teachers play an important role in guiding students to respect and love Vietnamese. In addition, authorities, speech agencies, family education organisations and the whole of society need to join hands in language awareness education for children.
- Language policy in schools should soon be promulgated, as language is not only a means of communication but also a communication culture, the face of each student and moreover, it is the face of the family and the entire school. This will facilitate the conservation and development of national language in a period of integration and globalisation, while creating a legal basis and a corridor to regulate language in general, and students' language in particular.

CONCLUSION

Students' language in the school environment is a variation of the Vietnamese language. Its appearance and fluctuation are considered indispensable in the inner language on its stability and development towards perfection and modernity. All phenomena mentioned in this report, such as mixing codes, changing sounds, changing writing, using slang, etcetera, will be screened and regulated over time under its own language mechanism. With a sense of



preserving the purity of school language, we believe that the expression of the “deviated” language will be eliminated and forgotten. Student language will still preserve its purity while continuously developing to meet the communication needs of the times, especially in the context of innovation and integration. Hundreds of rivers will flow to the sea. The old Vietnamese language is not only still beautiful, but also enriched. Such credit that doesn’t come from the youth, can’t be from anyone.

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