Current status of awareness and use the phenomenon of students' language code-mixing and the issue of preserving the purity of the Vietnamese language

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ABSTRACT

In this article, we set out to survey the current state of awareness and use of the phenomenon of language code-mixing among young people, thereby assessing the causes and effects and providing directions in language use by contemporary Vietnamese youth. Currently, code-mixing is a very common phenomenon in young people's communication, especially pupils and students in high schools and universities. Code-mixing is not only a purely linguistic phenomenon but also a phenomenon recognized in language-cultural contact. This phenomenon has created a lot of mixed public opinion. This phenomenon significantly contributes to maintaining the purity of the Vietnamese language in contemporary times. By using statistical methods based on questionnaires administered to over 1,000 students at Vietnamese universities, we have obtained results regarding the current status of awareness and use of code-mixing phenomenon in the language. The results obtained show that young people in Vietnam have relatively correct awareness about the use of language code mixing phenomenon, but there is still a need for measures to orient a part of young people to improve their language skills. I highly recommend the use of code-mixing phenomenon in particular and modern languages in general. The three measures proposed in the article, namely raising awareness among young people, promoting language education, and coordinating between relevant parties, will certainly contribute to the work of preserving the purity of the Vietnamese language.

Contribution/ Originality: This is the first study in Vietnam to investigate the current state of awareness and use of the phenomenon of language code-mixing among young people. This research will help us take the right direction in using standard language among young people, thereby preserving the purity of Vietnamese.

1. INTRODUCTION

Code-mixing is one of the most common phenomena of language use among young people today. This phenomenon is a consequence of language contact in Vietnamese society in the era of integration, globalization, and internationalization. This phenomenon has contributed to a disturbance in contemporary Vietnamese life and created controversial public opinions. As a result, code-mixing is not only a purely linguistic phenomenon, but also a perceived phenomenon in linguistic-cultural contact.

Currently, young people in general and Vietnamese students in particular are the age group that prefers to use the phenomenon of mixing language codes in everyday speech. For them, mixing codes is considered one of the ways to use the language as fresh, intellectual, and special. It can "reveal" its values.

Therefore, in this article, we wish to provide the most objective assessments of the causes, effects, and orientations in language used by contemporary Vietnamese youth to contribute to preserving the purity of the Vietnamese language today. To draw these conclusions, we surveyed the current level of awareness and use of the phenomenon of language code-mixing among young people (specifically, more than 1,000 students at universities in Vietnam).

In the light of this, we concentrate on elucidating the research problem that the article raises by responding to the following two questions:

(1) What is the current status of awareness and use of the language code mixing phenomenon among Vietnamese youth?

(2) What steps are necessary to enhance the application of the phenomenon of the language code mixing in order to maintain the integrity of the Vietnamese language?

2. LITERATURE REVIEW

2.1. Code Mixing

According to Ronald Wardhaugh, "code is a term taken from information theory" [1]. Codes can be considered a system of words, letters, and symbols… that represent other things used for security information or to briefly present or record information. Along with the development of life, the phenomenon of using different language codes is becoming more and more common. Ferguson [2] defines this phenomenon of language intermingling as language mixing (diglossia). Later, this concept was classified by linguists into code switching and code mixing. Research by Bokamba [3]; David [4]; Auer [5]; Kim [6]; Harya [7] and Berruto [8] has shown the basic differences between code switching and code mixing.

Code mixing is a matter of much research interest in the world because it is a common phenomenon in social communication in the era of internationalization. We can mention the typical research of Bokamba [9]; Muysken [10]; Suwito [11]; Siregar [12]; Sutrismi [13]; Nguyen [14] and Nguyen [15]. According to Myers-Scotton [16] code mixing is the alternation of two or more languages within a sentence (intra-sentential) (1993). Code mixing demonstrates the bilingual person's ability to use words, phrases, and sentences of two or more languages alternately and mixed into sentences while communicating based on the appropriate socio-psychological linguistic context, according to Moradi [17]. According to Wardhaugh [1] code-mixing occurs when a conversant uses both languages together to the extent that they change from one language to the other in the course of a single utterance. This means that a speaker using code mixing will produce a spoken text with both languages, in which the main language (main code) is usually the native language and a secondary language (subcode) is a foreign language. The main code influences the subcode.

According to Suwito [11] code mixing is classified into two types: inner code-mixing and outer code-mixing. Inner code-mixing is a phenomenon of code-mixing that occurs when speakers interlace the official language of the country with the languages of the regions (dialects). Outer code-mixing is a phenomenon in which speakers interlace their mother tongue and foreign languages. In addition, Suwito divided code mixing into 5 forms based on the characteristics and properties of the mixed codes: 1/ Word insertion: a form of code mixing in which words from another language are inserted into a dominant language that is used in a conversation; 2/ Phrase insertion: a form of code mixing in which the mixed codes are groups of words; 3/ Hybrid insertion: a form of code mixing in which the mixed codes are inserted, hybridized, and paired between two languages. This is the case when the mixed codes are transformed according to the Vietnamese phonogram; 4/ Reduplication insertion: a form of code mixing in which the mixed codes are inserted into repetitive utterances; and 5/ Idiom or expression insertion: a form of code mixing in which the mixed codes are idioms in another language.

In his book "Bilingual Speech: A Typology of Code-Mixing" [18] he carried out comprehensive studies on code-mixing. The book, which has 9 chapters, provides an overview of the study of code mixing and defines three

forms of code mixing: (1) insertion, (2) alternation, and (3) congruent lexicalization. Insertion is a form of code-mixing that involves the interlacing of lexical elements from one language with those from another. Here, a lexical element can be a word, phrase, or equivalent. This is the most basic and common form of code-mixing. Alternation occurs when the structures of two languages are interlaced, irrespective of grammatical and lexical levels. The third form of code-mixing, congruent lexicalization, is one in which the user can fill in the vocabulary with elements from either language. This form only applies where the two languages have the same grammatical structure and word formation. Thus, in Muysken's division, insertion is associated with the mixed codes at the word level, and alternation and congruent lexicalization refer to the phenomenon of code mixing at the grammar level. Insertion is also divided into some subtypes, as classified by Suwito. It should also be noted that, if loanwords are a specific and stable phenomenon in the borrowed language, coding mixing is a form of language manipulation transiently interwoven between language codes. in a particular communication context.

Based on the theory of code-mixing, in this article, we focus on clarifying the current state of perception and use of code-mixing among young people, thereby giving orientation to the use of this phenomenon in communication.

2.2. Code Mixing in Students

Students are the target group of young people in society. This is an audience with a lot of potential for development, from physical to intellectual, from ethical values to cultural behavior. This is also an object that always reaches out to new things, is easy to adapt to, accepts new things, and is also sensitive to all changes that occur in life, where there is interaction with the realities of modern life, especially how their language is used. These ways of using language (words, phrases, and sentences) both reflect the personality -the ego, and also reflect the rich realities of life as well as the interaction between personality and life. Social and cultural life.

Mixing language codes is a fairly common way for students to use languages. It shows youth, wisdom, "impression," and fashion. In particular, it becomes a means of bringing "self-revealing values" to their world-a dynamic, creative, and good foreign language class. Similar to other social classes, code-mixing among students is most commonly observed in the form of insertion. During communication and language use, insertion involves the incorporation of words from one language into the structure of another. This form of insertion occurs in various basic cases, such as word insertion, phrase insertion, clause insertion, expression/idiom insertion, and more.

Word insertion involves using familiar English words or identifying a type of object that Vietnamese does not have. For instance, common English words related to music (concert, show, cover, follow, showbiz, clip, view, solo, debut, fan, comeback, anti-hit, remix, viral, beat, edit, idol, mixtape, teaser clip, encore, trend...); film and television (series, ekip, scandal, netizen, preview, drama, happy ending...); fashion (outfit, sexy, style, body, mix, stylist, model, concept, cool, trendy, item, cushion, make-up, combo, skincare, scrub...); lifestyle (nickname, healthy, rich kid, hot girl, take away, fail, brand...); and words identifying a new type or style of object like blazer, layer, vintage, cardigan...

Inserting phrases occurs less frequently and is not as common as inserting words. For example, phrases like *level max, hot hit, sale up to, tips mix, mash-up, minigame* are often priortize. As can be seen, fixed phrases like *takeaway, makeup, and mash-up...* are often prioritized. These fixed phrases are more commonly used with code-mixed forms than with the free phrases.

3. MATERIALS AND METHODS

3.1. Research Design

To assess the current state of perception and use of code mixing among young people, we used a survey research design in the form of questionnaires. The questionnaires include groups of information about respondents, a group of questions about the current state of perception of code-mixing, and a group of questions about the

current state of use of code-mixing. The questionnaires were distributed to more than 1000 students of Hanoi University of Education and Hanoi Pedagogical University 2 using Google Form and received responses from 1017 students.

3.2. Study Participants

Students at universities, mainly the Hanoi National University of Education, participated in our survey. The surveyed students belong to different blocks of Social Sciences (750 students) and Natural sciences (267 students) and are of different ages (from first year to fourth year).

3.3. Data Analysis

A statistical method was used to analyze the data. On the basis of expression forms and students' assessments of the current state of perception and use of code mixing, we determined the number and percentage for each specific form, thereby making comparisons to assess the current state in each case and provide a basis for proposing appropriate solutions.

In addition, we also apply other methods, as follows:

3.3.1. Analysis And Synthesis Method

This method is used to analyze statistical results, thereby concluding the current state of awareness and language use in the form of code-mixing among Vietnamese youth.

3.3.2. Classification Method

This method is used to classify the current state of awareness and use of the phenomenon of language code-mixing, in addition to classifying typical code-mixing phenomena, thereby analyzing and clarifying the advantages and disadvantages of the phenomenon.

3.3.3. Description Method

We combine this method with the analysis-synthesis method to describe the survey results.

4. RESULTS

After conducting survey of the current state of perception and use of code-mixing among Vietnamese youth, particularly students, who obtained the following results:

4.1. Students' Perception of Code Mixing used Among Vietnamese Youth

To carry out a survey of the current state of use of code mixing among Vietnamese youth, we conducted detailed surveys of the current state of perception of code-mixing, especially English-Vietnamese code-mixing. 1017 answers from students, including 750 students from the Faculty of Social Sciences and Humanities and 267 students with a natural science major, were collected. Surveying students' feelings when reading a passage with English words interlaced with Vietnamese is the first step in the process of understanding their perception of code-mixing. We have included an excerpt from the article title "Taeyeon's fan call "caused a storm" all over the internet: It's all because of this "surprise guest"!) posted on hoahoctro.tienphong.vn. The results are as follows:

Table 1. Students' feelings when reading a passage using code-mixing.

Participants	Question	Answer			
Students	How do you feel when reading English words interlaced in the passage?	Unfriendly	A little bit friendly	Friendly	Very friendly
		11.3%	16.6%	48.77%	23.3%
		Hard to understand	A bit hard to understand	Easy to understand	Very easy to understand
		8.9%	22.1%	49.1%	19.76%
		Uninteresting	A little bit interesting	Interesting	Very interesting
		16.3%	31.07%	40 %	12.58%
		Unfond	Rather fond	Fond	Very fond
		20.5%	28%	34.2%	17.2%

Table 1 presents the survey results on students' feelings when reading texts using the phenomenon of language code-mixing. In a passage from the website hoahoctro.tienphong.vn, the survey results show that 48.7% of students feel that the use of the interlaced words *idol*, *fan*, *netizen*, *fan call*, and *live stream* is friendly, 23.3% find it very friendly, 16.6% feel it's a little bit friendly, and 11.3% consider it unfriendly. The criterion "friendly" provides a basis for the criteria "easy to understand," "interesting," and "fond." 49.1% of students feel that the use of the interlaced words is easy to understand, 40% find it interesting, and 34.2% are fond of it. Looking at the percentages in the survey results, we find that students agree on the interlacing of English words because the use of these words, which are basic ones, is easy to understand and friendly. Therefore, the majority of the students chose the criteria of "interesting" and "fond."

Based on students' feelings about the phenomenon of code mixing in communication in specific cases, we continued to survey students' perceptions of the nature of this phenomenon.

Table 2. Students' perception of code-mixing.

Participants	Question	Answer (%)			
		1	2	3	4
Students	In your opinion, what is the phenomenon of code mixing?	8%	12%	64%	16%

Table 2 shows the survey results on students' awareness of the phenomenon of language code-mixing. The results are as follows: 64% of students confirm that code-mixing "is a phenomenon that occurs when language code A is mixed into language code B, in which language code B plays a dominant role, and language code A plays a secondary role." This provides a comprehensive view of the phenomenon of code-mixing, helping users to distinguish between code mixing and code-switching. 16% of students think that code-mixing is a phenomenon of interlacing two or more language codes in the communication process. Only 12% of students believe that code-mixing "is a phenomenon of language contact"; 8% of students think that coding-mixing "is a phenomenon of switching from one language code to another." From the percentages obtained, it can be affirmed that the students are aware of the nature of the phenomenon of code-mixing, including code-switching, lexical borrowing, and language contact. This aligns well with students' perception of code mixing as "easy to understand" when they mixed English code (subcode) with Vietnamese code (main code) in the initial survey.

According to Nguyen Van Khang, "Code-mixing is not only a purely linguistic phenomenon but also a phenomenon of social life-a phenomenon of cultural fusion" [19]. Therefore, the use of this phenomenon has also created mixed opinions. For this reason, our survey also aims to understand young people's perceptions of this phenomenon in Vietnamese communication.

Table 3. The impact of code-mixing on Vietnamese.

Participants	Question	Answer (%)		
		1	**2**	**3**
Students	In your opinion, how does the insertion of English words into Vietnamese (Code - mixing) have an impact on Vietnamese?	41.6%	35.7%	22.7%

Looking at Table 3, we can see the influence of language code mixing on Vietnamese. As follows: 41.6% of students think that the phenomenon of code mixing hurts the purity of the Vietnamese language; 35.7% believe that this is a normal phenomenon; only 22.7% confirm that code-mixing makes the Vietnamese language fresh and modern. This shows that students are very aware of the negative side of code mixing - a very common phenomenon in the communication of Vietnamese youth. This is a good sign, providing a basis for communication orientation for young people in modern society.

4.2. Use of Code Mixing among Vietnamese Youth

After surveying the frequency of using the phenomenon of mixing English codes into Vietnamese, we obtained the results shown in Table 4 as follows: 45.6% of students occasionally use it, and 39.4% rarely do. The percentage of students who have never used or often use it is not significant. This is also consistent with the percentage of students who are aware of using code mixing in Vietnamese communication. Students are aware of the impact of code-mixing on the purity of the Vietnamese language; therefore, the frequency of using code-mixing is not high. Students occasionally or rarely use it. Of course, code-mixing also has its benefits; therefore, young people still have a preference for code-mixing, and the percentage of students who have never used it is not high (8.4%). Particularly, the number of students in the foreign language group (English, Chinese) who choose to regularly use the phenomenon of code-mixing accounts for 75.6%. This also stems from students' majors, as well as their habit of using English.

Table 4. Frequency of using code-mixing among Vietnamese youth.

Participants	Question	Answer (%)			
		1	**2**	**3**	**4**
Students	Have you ever inserted English words into Vietnamese?	8.4%	39.4%	45.6%	6.6%

Based on the frequency of code mixing, we learned about the purpose of using this phenomenon among young people. This is a survey that helps us understand the impact of code-mixing on the lives of Vietnamese youth. Most students use code mixing out of habit, for no purpose (55%). Other students use code-mixing to improve their English (28.3%) and refresh their words (24.5%). The percentage of students who use code-mixing to express their style is only 6.7%. Additionally, the students stated that they employ code mixing due to the lack of equivalent descriptive words in Vietnamese, the shorter nature of English words, and the desire to foster friendliness through code mixing, among other reasons. We found that most of the students use code mixing because of their habits. This shows that Vietnamese youth's English skills have improved. The use of code-mixing is an essential way to practice English skills. The percentage of students who use code-mixing to refresh their words, express their style, or follow the "trend" is not high. This is very consistent with students' perceptions of preserving the purity of the Vietnamese language. This is also confirmed by Nguyen [20]; Trang [21]; Ho Thi [22] and Tran and Phuong [23] in their research work.

After surveying the scope of communication and the communication subjects that students often use code-mixing to communicate with, we obtained the following results:

Table 5. Scope of communication that young people often use code mixing.

Participants	Question	Answer (%)					
		1	**2**	**3**	**4**	**5**	**6**
Students	In which scope of communication do you usually interlace English words?	4.5%	5%	59.3%	11.8%	11.6%	7.8%

Table 5 shows the survey results on the range of communication in which young people often use the code-mixing phenomenon. A social network is an environment where most students choose to use code-mixing (accounting for 59.3%), and a family is an environment where few students choose to use code-mixing (accounting for 4.5%). This is also very reasonable because nowadays social networks are attracting more and more people to choose them as a means of searching for and exchanging information, especially young people. In a social network, young people can freely, proactively, and openly exchange information and connect. It is a place where they can express themselves without worrying about being judged, where they can express their concerns and problems that they want to share with the world and their friends. The family environment with specific characteristics such as tradition, lifestyle, family members, etc. is often difficult to create an open environment for young people. As a result, the language of young people often lacks as many mixed codes as shown in the survey results. The scope of communication at school also accounts for a small percentage (5%) because a school is an educational environment. In other environments, the prevalence of code-mixing is higher due to the informal or intimate nature of the context, which does not influence the participants.

Table 6. The object of communication that young people often use the phenomenon of code mixing.

Participants	Question	Answer (%)				
		1	**2**	**3**	**4**	**5**
Students	Who do you usually use code mixing to communicate with?	11.5%	0.7%	78.7%	1.5%	7.7%

After surveying the communication subjects on which young people often use the phenomenon of code-mixing, we obtained the survey results shown in Table 6. Specifically, the vast majority of young people often choose friends of the same age (accounting for 78.7%). Friends are easy to talk to, can listen to the shared things, and always create an open atmosphere in communication. Elderly people account for the smallest percentage (0.7%) because they (including middle-aged and elderly) usually have maturity and caution in communication. The communication relationship is formal, but a little bit "open."

5. DISCUSSION

Research on the current state of awareness and use of the phenomenon of language code-mixing among young people is the first study to help us have clear orientations on language standards, thereby aiming to preserve the purity of the Vietnamese language.

The main idea behind preserving the purity of the Vietnamese language, as explained by Prime Minister Pham Van Dong, is as follows: "To refer to the purity of the Vietnamese is to refer to its 'essence, value, identity, and quintessence, recognizing its two characteristics of richness and beauty, and perceiving its development potential'" [24]. Therefore, the task of preserving the purity of the Vietnamese language is not only to protect its essence and quintessence but also to leverage these qualities within the linguistic landscape of Vietnam specifically and the world in general.

Based on the survey of the perception and usage of code-mixing phenomena among the youth in Vietnam in general and Vietnamese students in particular, as researchers of the Vietnamese language, we believe there is a need for specific guidelines in utilizing this phenomenon to contribute to maintaining the purity of the Vietnamese language.

- Scope of communication: it is necessary to base "on the context and communication relationships to properly use code-mixing" [25].

- Use of code-mixing: it is advisable to use a form of code-mixing in which the Vietnamese language does not have equivalent words to accurately express their meanings; use mixed codes that have become very familiar in Vietnamese usage; not accept the abuse of code-mixing (using too many foreign words and phrases while the Vietnamese language still has equivalent words).

- In the relationship between the official language and foreign languages, it is important to always prioritize the use of the official language to preserve the national identity. Only in this manner can we enhance the youth's proficiency in the official language.

  In particular, we need to combine solutions to improve the use of code-mixing phenomenon among young people in particular and modern languages in general, aiming to preserve the purity of Vietnamese.

- Raise awareness among young people about the use of language code mixing.

Youth awareness is considered the most important solution for guiding language use. If they are conscious of using language in communication as well as conscious of national pride in preserving traditional cultural identity, they will use word appropriately.

Raising awareness among young people is reflected in their awareness of the scope of use and users of the code-mixing phenomenon:

a) Regarding the scope of use

The phenomenon of code-mixing is often used in formal or informal environments, so young people need to be aware of how to use it appropriately.

b) Regarding users

In dealing with people older than you (such as grandparents, parents, teachers…), politeness is a principle that needs to be paid attention to. Therefore, it's important to avoid and limit the use of code-mixing. With people of equal or younger age, young people can be "freer" in their usage, as long as it is appropriate to the communication situation.

- *Using Vietnamese teaching activities to promote language education in schools.*

In high schools, Vietnamese is a subject in the literature subject, so teaching Vietnamese is also integrated into the goals and tasks of the literature subject. The Vietnamese language course aims to achieve the following basic goals: 1. Forming and developing knowledge about language in general and Vietnamese in particular. 2. Train and develop skills in using Vietnamese 3. Foster and enhance feelings of love, respect, and awareness of preserving and developing the cultural voice of the nation.

According to the established objectives, during Vietnamese teaching activities, teachers must not only provide students with a thorough understanding of their mother tongue but also encourage them to practice speaking and writing in Vietnamese. Teach learners the self-awareness to preserve, protect, develop, and modernize Vietnamese to meet the communication needs of the entire society and promote Vietnamese in the region, continent, and world.

In the middle and high school literature program, in the Vietnamese subject, there are several contents that teachers need to pay attention to and emphasize the awareness of preserving and protecting the voice of the nation. Table 7 specifically presents the content of the program at the middle and high school levels, demonstrating the issue of preserving and protecting the Vietnamese language.

Table 7. Content on the issue of preserving and protecting the nation's voice in the Middle and High School Literature curriculum.

Class	Content
6	• The meaning of some common Sino-Vietnamese elements and the meaning of words with those Sino-Vietnamese elements.
	• Choose words and sentence structures appropriate to expressing the meaning of the text.
	• Language development is the phenomenon of borrowing words, borrowing words, and using borrowed words.
7	• Terms: Characteristics and functions
	• The meaning of some common Sino-Vietnamese elements and the meaning of words with those Sino-Vietnamese elements.
	• Languages of the regions, understanding and appreciating the language differences between regions.
8	• The nuances of the meaning of words and the choice of words.
	• The meaning of some common Sino-Vietnamese elements and the meaning of words with those Sino-Vietnamese elements.
	• Popular words and local words: Function and value.
	• Social jargon: Functions and values.
9	• The difference in meaning of some Sino-Vietnamese elements easily causes confusion.
	• The meaning and use of abbreviations of important international organizations.
	• The development of language: New words and new meanings.
11	• Study topics.
	• Learn languages in modern social life.
12	• Preserve and develop the Vietnamese language.

During the teaching process, teachers need to try to "install" activities related to language use so that they are standard and effective. In particular, it is necessary to go deeper into the work of guiding students' use of school language. In addition, it is also necessary to carry out after-school language education activities on issues of Vietnamese communication, Vietnamese in the period of globalization, internationalization, the development of Vietnamese... to help learners understand It is clear that Vietnam is developing day by day, but to develop, it is necessary to standardize to create unity.

Language education in schools needs to be implemented in a methodical and planned manner in educational subjects such as the school board (who proposes to develop the plan), and teachers (who directly implement it). The plan should also be implemented by employees who provide support for its implementation.

• *Coordination of organizations in language education*

For school language education students to be effective, we need the cooperation of relevant organizations: authorities, media, educational organizations., family, and society as a whole.

The state needs to plan language in general and school language in particular. We understand language planning as an intervention in language management. Haughen once asserted that whenever there is a language problem, there is a need for language planning. Regardless of the cause, if people feel dissatisfied with the situation of a certain language, they will set up a language planning platform. Going further is the development of a Language Law to have the necessary sanctions, to set out appropriate principles for language in general and school language in particular. When issues are "legalized," it will create unity in communication, especially in the current era of information technology and digitalization, and, on the other hand, help protect, develop, and modernize the Vietnamese language in the era of globalization and international integration.

Media agencies need to clearly demonstrate their supporting role in disseminating information about preserving the purity of Vietnamese in schools. For example, in addition to editorial articles, newspapers can develop sections for young people about language use and orientation. In particular, the press also needs to have

certain language standards to help readers in general and young people in particular have a reliable "reference channel" in language use.

Educational units, such as schools and educational organizations... play a key role in language education for learners. These units need to have a plan with specific content, time, and specific stages to orient learners to use language that is both standard and demonstrates the natural logic of the language itself.

Family is an important foundation that determines a child's personality. Therefore, to educate students on language, they cannot do it without support from their families. Parents need to be role models in the use of language in particular and behavior in general for their children to follow. Parents also need to have a certain understanding and knowledge to guide their children's comprehensive development. Prompt reminders and corrections, when children use incorrect language, will help them increasingly understand communication techniques.

Thus, it is the coordination of the community that can create a synergistic impact to help students' school languages be standardized in the best and most effective direction.

6. CONCLUSION

Surveying the current state of awareness and use of the code-mixing phenomenon among Vietnamese youth is necessary to work to help language researchers have orientations in language use among young people. Through this survey process, it can be seen that the majority of young people have a correct awareness of the code-mixing phenomenon as well as a clear sense of using this phenomenon in communication. However, besides that, there is also a part that is not aware of the use, causing the use of language to still deviate from the standard.

Language researchers have come up with specific perspectives and solutions to resolve the relationship between the national language (Vietnamese) and international languages in the global context from these specific surveys globalization and international economic integration today. That means raising awareness among young people, promoting language education, and coordinating between relevant parties. These solutions need to be implemented synchronously and proactively. This will help to effectively carry out the work of preserving the purity of the Vietnamese language.

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