

BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

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# **KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH : NGÔN NGỮ ANH – TRUNG**

**Sinh viên : Nguyễn Thị Thùy Linh**  
**Giảng viên hướng dẫn : Th.S Phạm Thị Thúy**

**HẢI PHÒNG – 2025**

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**THE IMPACT OF EMOJIS AND SLANG ON DAILY  
COMMUNICATION: A CASE STUDY OF THIRD-  
YEAR ENGLISH MAJORS AT HPU**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY**  
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**NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP**

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Tên đề tài: **The Impact of Emojis and Slang on Daily Communication:**

**A Case Study of Third-Year English Majors at HPU**

# NHIỆM VỤ ĐỀ TÀI

## 1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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## 2. Các tài liệu, số liệu cần thiết

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## Địa điểm thực tập tốt nghiệp

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## CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

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**Học hàm, học vị** : Thạc sĩ

**Cơ quan công tác** : Trường Đại học Quản lý và Công nghệ Hải Phòng

**Nội dung hướng dẫn:** The Impact of Emojis and Slang on Daily Communication: A Case Study of Third-Year English Majors at HPU

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Đã nhận nhiệm vụ ĐTTN

*Sinh viên*

Đã giao nhiệm vụ ĐTTN

*Giảng viên hướng dẫn*

*Hải Phòng, ngày tháng năm 2025*

**XÁC NHẬN CỦA KHOA**

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  
**Độc lập - Tự do - Hạnh phúc**

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Họ và tên giảng viên: Phạm Thị Thúy

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Nội dung hướng dẫn: The Impact of Emojis and Slang on Daily Communication: A Case Study of Third-Year English Majors at HPU

**Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp**

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**1. Đánh giá chất lượng của đề án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)**

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**3. Ý kiến của giảng viên hướng dẫn tốt nghiệp**

Được bảo vệ  Không được bảo vệ  Điểm hướng dẫn

*Hải Phòng, ngày ... tháng ... năm .....*  
Giảng viên hướng dẫn  
(Ký và ghi rõ họ tên)

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  
**Độc lập - Tự do - Hạnh phúc**

**PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHẤM PHẢN BIỆN**

Họ và tên giảng viên: .....

Đơn vị công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng

Họ và tên sinh viên: Nguyễn Thị Thùy Linh Chuyên ngành: Anh – Trung

Đề tài tốt nghiệp: The Impact of Emojis and Slang on Daily Communication: A Case Study of Third-Year English Majors at HPU

**1. Phần nhận xét của giáo viên chấm phản biện**

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**2. Những mặt còn hạn chế**

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**3. Ý kiến của giảng viên chấm phản biện**

Được bảo vệ  Không được bảo vệ  Điểm hướng dẫn

*Hải Phòng, ngày ... tháng ... năm .....*  
**Giảng viên chấm phản biện**  
*(Ký và ghi rõ tên)*

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## ABSTRACT

This study investigates the impact of emojis and slang on daily communication among third-year English major students at Hai Phong Management and Technology University (HPU). In the context of rapid digitalization, emojis and slang have become an integral part of online interaction, particularly among university students who frequently communicate through social media platforms, messaging applications, and online learning environments. While these elements can enhance expressiveness, emotional clarity, and interpersonal connection, their inappropriate or excessive use may lead to misunderstanding, reduced clarity, or pragmatic inappropriateness, especially in semi-formal and academic contexts.

The primary aim of this study is to examine how third-year English majors at HPU use emojis and slang in their daily communication, to identify common patterns and challenges in their usage, and to evaluate students' awareness of contextual appropriateness. A quantitative research approach was employed, using a questionnaire administered to a group of third-year English major students. The collected data were analyzed to reveal students' frequency of emoji and slang usage, their attitudes toward these digital elements, and the perceived effects on communication effectiveness.

The findings indicate that emojis and slang play a significant role in students' daily communication, particularly in informal and peer-to-peer interactions. However, many students demonstrate limited awareness of contextual boundaries, which may result in inappropriate usage in academic or semi-formal situations. Based on these findings, the study proposes several pedagogical solutions aimed at improving students' pragmatic awareness and promoting more context-sensitive use of emojis and slang. This research contributes to a deeper understanding of digital communication practices among English majors and offers practical implications for language teaching and learning in the Vietnamese university context.

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Hai Phong, December , 2025.

**Student**

**Nguyễn Thị Thùy Linh**

## **PART I: INTRODUCTION**

### **1. Rationale**

In recent years, digital communication has become an indispensable part of daily life, particularly among university students. With the rapid development of social networking platforms, instant messaging applications, and online learning environments, new forms of language use have emerged, including the widespread use of emojis and slang. These elements are no longer limited to casual online chats but increasingly appear in students' everyday communication in English.

Emojis served as visual symbols that convey emotions, attitudes, and interpersonal meanings, while slang reflects contemporary language trends and group identity. When used appropriately, emojis and slang can enhance expressiveness, reduce ambiguity, and strengthen social bonds in communication. However, inappropriate or excessive use of these elements may lead to misunderstanding, misinterpretation, or a lack of professionalism, especially in academic or semi-formal contexts.

For third-year English major students at Hai Phong University of Management and Technology (HPU), effective communication in English is a crucial requirement. At this stage of their academic journey, students are expected to engage in various forms of communication, such as group discussions, online academic exchanges, presentations, and interactions with lecturers or international partners. Therefore, beyond grammatical accuracy and vocabulary knowledge, pragmatic competence—including the ability to use language appropriately according to context—plays a vital role in successful communication.

Despite frequent exposure to English through digital platforms, many students tend to use emojis and slang intuitively, without sufficient awareness of contextual appropriateness. This lack of awareness may result in communicative inefficiency or unintended impressions, particularly when students transfer informal digital habits into academic settings. However, limited attention has been paid to this issue in the context of Vietnamese university students, especially English majors at HPU.

For these reasons, the study entitled “**The Impact of Emojis and Slang on Daily Communication: A Case Study of Third-Year English Majors at HPU**” is conducted to explore how emojis and slang are used in students’ daily communication, to identify existing challenges, and to propose practical solutions that help students improve their pragmatic awareness and communication effectiveness.

## **2. Aims of the Study**

The main aim of this study is to determine the impact of emojis and slang on the daily communication of third-year English major students at Hai Phong University of Management and Technology (HPU), and to identify the specific challenges they face in employing these elements appropriately.

## **3. Research Question**

The increasing integration of non-verbal cues (emojis) and informal vocabulary (slang) into digital discourse necessitates a focused inquiry into their implications for language learners. Consequently, this study is driven by a single, comprehensive research question designed to explore both the functions and the limitations of these elements within a specific academic context:

"How do emojis and slang impact daily communication among third-year English major students at HPU, and what challenges do students face in using them appropriately?"

## **4. Scope of the Study**

Due to limitations in time and resources, this study focuses exclusively on third-year English major students at Hai Phong University of Management and Technology (HPU). The research examines students’ use of emojis and slang in daily English communication, particularly in digital contexts such as social media, online chats, and academic communication platforms.

The findings of the study are based on data collected from a questionnaire and therefore reflect the perceptions and experiences of the selected participants. As a result, the

conclusions may not be generalized to all English learners or students from other universities. However, the study provides valuable insights into the digital communication practices of English majors at HPU and may serve as a reference for future research in similar contexts.

## **5. Method of the Study**

To accomplish the objectives of this study, a quantitative research method was employed. A questionnaire was designed and distributed to third-year English major students at Hai Phong University of Management and Technology to collect data related to their use of emojis and slang in daily communication.

The questionnaire focused on students' frequency of usage, communicative contexts, attitudes, and perceived effects of emojis and slang. The collected data were analyzed using descriptive statistical methods to identify patterns and trends relevant to the research question.

All analyses, findings, and conclusions presented in this study are based on the data collected from the questionnaire and reflect the perspectives of the participants involved in the research.

## **6. Design of the Study**

The study is systematically organized into three major Parts:

### **PART I: INTRODUCTION**

This foundational section establishes the necessity and direction of the entire study. Part I introduces the **Rationale**, clearly states the **Aims of the Study**, and presents the central **Research Question**. Furthermore, it defines the **Scope of the Study**, outlines the **Method of the Study**, and details the **Design of the Study**.

## PART II: DEVELOPMENT

This is the main body of the research, comprising three dedicated chapters where the theoretical framework is established, data is collected and analyzed, and applications are discussed.

**Chapter 1: Literature Review** This chapter constructs the theoretical foundation. It systematically reviews key concepts related to Daily Communication in the Digital Age, the specific roles of Emojis and Slang, and the notion of Pragmatic Competence. By analyzing Previous Studies, this chapter identifies and defines the Research Gap that this current study seeks to address.

**Chapter 2: Methodology** This is the core empirical chapter. It provides a detailed account of the research process, describing the Research Design, identifying the Participants, detailing the Instruments (questionnaire), outlining the Data Collection Procedures, and specifying the Data Analysis techniques. The chapter concludes with the presentation of the Findings, which provide the empirical evidence necessary to answer the research question.

**Chapter 3: Some Suggested Solutions for Improving Daily Communication through the Use of Emojis and Slang** Based on the challenges and findings presented in Chapter 2, this chapter moves toward practical application. It proposes targeted pedagogical solutions and practical strategies aimed at enhancing students' contextual awareness and improving their ability to use emojis and slang both effectively and appropriately in various communication contexts.

## PART III: CONCLUSION

This final part summarizes the research's contributions and implications. It consists of Conclusion and Recommendations, which provides a synopsis of the Main Findings, discusses the Limitations encountered during the study, and offers specific Recommendations for students, lecturers, and directions for future research.

## **PART II: DEVELOPMENT**

### **CHAPTER 1: LITERATURE REVIEW**

#### **1.1. Overview of Daily Communication in the Digital Age**

In the digital era, communication patterns have changed significantly due to the rapid development of digital technologies and social networking platforms (Godwin-Jones, 2018). University students, especially English majors, engage in daily communication not only through face-to-face interactions but also through digital channels such as Facebook, Instagram, Messenger, and WhatsApp. These platforms encourage informal and rapid exchanges, which have led to the increasing use of emojis and slang in everyday communication.

Daily communication is no longer limited to the transmission of information; it also involves expressing emotions, attitudes, and personal identity. As a result, emojis and slang have become essential tools that help users convey meaning more effectively in online interactions.

#### **1.2. Emojis as a Tool in Modern Communication**

Emojis are visual symbols widely used in digital communication to convey emotions, attitudes, and interpersonal meanings. In online text-based interaction, where non-verbal cues such as facial expressions and body language are absent, emojis function as supportive elements that enhance emotional expression and clarity (Crystal, 2011; Danesi, 2016). As a result, they help reduce misunderstanding and contribute to smoother online interaction.

From the perspective of computer-mediated communication, emotional expression plays a crucial role in maintaining social relationships. Derks, Fischer, and Bos (2007) emphasize that emotions expressed through digital cues strengthen social presence and relational closeness in online environments. Emojis, therefore, operate not merely as decorative symbols but as meaningful resources within digital discourse (Herring, 2013).

However, the interpretation of emojis is not always fixed. Miller et al. (2016) point out that emojis are inherently ambiguous, and their meanings depend largely on context, platform, and shared understanding among users. Despite this ambiguity, emojis are

commonly employed by university students to soften messages, express friendliness, or signal humor in informal communication.

For English majors, emojis may have a positive impact on everyday digital interaction, particularly when communicating in a second language. Emotional cues provided by emojis can reduce anxiety and increase engagement in online communication (Prada, Rodrigues, & Garrido, 2018). Nevertheless, overuse of emojis may distract learners from linguistic accuracy, especially in semi-formal or academic contexts where precise language use is expected.

### **1.3. Slang in English Daily Communication**

Slang refers to informal expressions that are commonly used within specific social groups. Eble (2012) defines slang as a dynamic and creative form of language that reflects social identity and group belonging. Among university students, slang is often used to express solidarity, humor, and informality.

English majors are frequently exposed to English slang through movies, music, social media, and online communities. This exposure can help students better understand authentic language use and improve comprehension in informal conversations. However, scholars such as Ur (2012) point out that inappropriate use of slang may negatively affect learners' awareness of standard language norms.

Therefore, although slang can enrich daily communication, it also presents challenges for English learners, particularly in terms of contextual appropriateness.

### **1.4. The Use of Emojis and Slang among University Students**

Previous studies have shown that emojis and slang are widely used by university students in daily communication. Research by Godwin-Jones (2018) highlights the role of emojis in enhancing engagement and emotional expression in online interactions. Similarly, studies on slang emphasize its function in identity construction and peer communication (Eble, 2012).

However, most existing research has been conducted in Western contexts or focused on general language users. There is limited research examining how emojis and slang

influence daily communication among English majors in Vietnamese universities, where English is learned as a foreign language.

### **1.5. Benefits and Challenges of Using Emojis and Slang**

The use of emojis and slang offers several benefits in daily communication. Emojis help convey emotions clearly and make messages more engaging, while slang allows speakers to sound more natural and relatable. These features can enhance communication effectiveness among peers.

Despite these advantages, challenges also exist. Overuse of emojis may reduce message clarity in serious discussions, and misuse of slang may lead to misunderstanding or inappropriate communication in academic settings. For English majors, balancing informal and formal language use remains a key challenge.

### **1.6. Previous studies and Research Gap**

Previous studies have examined various aspects of digital communication, particularly the use of emojis and slang. For example, Miller et al. (2016) investigated emoji interpretation and ambiguity in online communication, highlighting how emojis influence emotional understanding. Prada et al. (2018) explored the role of emojis in emotional expression in digital contexts, emphasizing their communicative value.

In addition, Tagg (2015) and Tagliamonte (2016) analyzed informal language and slang usage among young people, focusing on how digital environments shape language change and informal communication practices. These studies provide valuable insights into emojis and slang as separate linguistic features.

However, there is still a lack of empirical research examining the combined impact of emojis and slang on daily communication, particularly among third-year English majors at Hai Phong Management and Technology University (HPU). Moreover, few studies have focused on students' perceptions of both the benefits and challenges of using emojis and slang across different communication contexts, including academic settings.

This research gap provides the basis for the present study, which aims to investigate how emojis and slang influence daily communication among third-year English majors at HPU.

## CHAPTER 2: METHODOLOGY

### 2.1. Participants

The participants in this study were third-year English majors at Hai Phong Management and Technology University (HPU). These students were selected because they have had considerable exposure to English through both academic learning and daily communication, particularly in digital environments such as social media and online messaging platforms.

A total of 100 third-year English majors participated in the study. All participants were studying in the English Language Department at HPU during the academic year 2024–2025. The participants included both male and female students, ranging in age from approximately 20 to 22 years old. At this stage of their study, the students had completed most foundational language courses and were regularly using English in academic tasks as well as informal communication.

The participants were chosen using convenience sampling, as they were readily accessible to the researcher. This sampling method is commonly used in educational research and is considered appropriate for small-scale case studies within a specific institutional context.

Regarding English proficiency, the participants were generally at an intermediate to upper-intermediate level. Although some students reported higher confidence in English communication, the overall proficiency level varied among individuals. This variation allowed the study to reflect a realistic picture of English use among third-year students at HPU.

The participants frequently engaged in daily communication through social networking sites and messaging applications, where emojis and slang were commonly used. Therefore, they were considered suitable subjects for investigating the impact of emojis and slang on daily communication.

## **2.2. Instrument**

To collect data for this study, a questionnaire was used as the main research instrument. The questionnaire was selected because it is an effective and practical tool for gathering data from a relatively large number of participants within a limited period of time. In addition, questionnaires allow respondents to express their opinions anonymously, which helps enhance the reliability of the collected data.

The questionnaire was designed by the researcher based on the research question and objectives of the study. It was also informed by previous studies on digital communication, emojis, and slang usage among university students, ensuring that the questions were clear, relevant, and appropriate for the participants.

The questionnaire consisted of nine main questions, each designed to investigate a specific aspect of students' use of emojis and slang in daily communication. Importantly, each question corresponds directly to one table presented in the Findings chapter (Tables 1–9), ensuring consistency between the research instrument and data analysis.

Specifically, Questions 1 and 2 focus on the frequency of using emojis and slang in daily English communication. These questions aim to identify how often students use emojis and slang in their everyday interactions.

Questions 3 to 6 examine students' perceptions of the impact of emojis and slang on communication, including emotional expression, engagement, naturalness, and understanding of informal English. These questions help evaluate both the positive effects and communicative value of emojis and slang.

Questions 7 to 9 explore the challenges associated with using emojis and slang, particularly issues related to appropriateness, academic formality, and difficulty in keeping up with new slang expressions. These questions aim to identify potential limitations and concerns in students' language use.

All questions were designed in a close-ended format using a Likert-scale response system, allowing for quantitative analysis through frequency counts and percentages.

Overall, the questionnaire was considered an appropriate instrument for investigating the impact of emojis and slang on daily communication among third-year English majors at HPU.

### **2.3. Data Collection Procedures**

The data collection process for this study was carried out in a systematic and organized manner to ensure the accuracy and reliability of the collected data. The procedure consisted of several stages, including preparation, distribution of the questionnaire, and collection of responses.

#### **Preparation Stage**

Before conducting the actual data collection, the researcher carefully prepared the questionnaire based on the research question and objectives of the study. The questions were reviewed to ensure clarity, relevance, and suitability for third-year English majors at HPU. Minor revisions were made to eliminate ambiguous wording and to improve the overall coherence of the questionnaire.

In addition, the researcher sought permission from lecturers and class monitors to distribute the questionnaire to third-year English majors. This step helped ensure that the data collection process was conducted smoothly and in accordance with academic regulations.

#### **Distribution of the Questionnaire**

The questionnaire was distributed to participants during the second semester of the academic year 2024- 2025. To maximize the response rate, the questionnaire was administered using both online and paper-based formats.

For the online version, a digital questionnaire was created using a common survey platform. The link was shared with students through class communication channels such

as social media groups and messaging applications. For the paper-based version, printed questionnaires were distributed directly to students during class breaks or after lectures.

Before completing the questionnaire, participants were informed about the purpose of the study and given clear instructions on how to answer the questions. They were also assured that their participation was voluntary and that all responses would remain confidential.

### **Data Collection Process**

Participants were given sufficient time to complete the questionnaire, which typically took about 10–15 minutes .

A total of 100 completed questionnaires were collected. All responses were carefully checked to ensure completeness and consistency. Questionnaires with missing or unclear responses were excluded to maintain data quality.

### **Ethical Considerations**

Ethical considerations were taken into account throughout the data collection process. Participants were informed that their identities would not be disclosed and that the data collected would be used solely for academic research purposes. No personal identifying information was required, ensuring anonymity and encouraging honest responses.

Overall, the data collection procedures were conducted in a controlled and systematic manner. By combining online and paper-based methods and ensuring ethical standards, the researcher was able to collect sufficient and reliable data to address the research question of the study.

## **2.4. Data Analysis**

After the data collection process was completed, the collected data were analyzed in a systematic manner in order to answer the research question of the study. The data collected from the questionnaire were analyzed using quantitative methods. Descriptive

statistics, including frequency counts and percentages, were used to summarize students' responses.

### **Interpretation of the Results**

After organizing and summarizing the data, the researcher interpreted the findings in relation to the research question. The analysis focused on identifying how emojis and slang influenced students' daily communication, as well as the advantages and challenges associated with their use.

The findings were discussed with reference to previous studies mentioned in Chapter 1. Similarities and differences between the current findings and existing research were highlighted to provide a clearer picture of the research context.

### **Summary of the Data Analysis Process**

Overall, the data analysis process was conducted in a clear and systematic manner. The collected data from the questionnaire were analyzed using quantitative methods only. Descriptive statistics, including frequency counts and percentages, were employed to summarize students' responses and identify patterns related to the use of emojis and slang in daily communication among third-year English majors at HPU.

## **2.5. Findings**

### **2.5.1. Frequency of Using Emojis in Daily Communication**

| <b>Frequency level</b> | <b>Number of students</b> | <b>Percentage (%)</b> |
|------------------------|---------------------------|-----------------------|
| Very frequently        | 38                        | 38%                   |
| Frequently             | 34                        | 34%                   |
| Sometimes              | 20                        | 20%                   |
| Rarely                 | 6                         | 6%                    |
| Never                  | 2                         | 2%                    |

**Table 1. Frequency of Using Emojis in Daily Communication**

As shown in Table 1, 72% of the students reported using emojis either very frequently (38%) or frequently (34%), indicating a high level of emoji usage in daily English communication. In contrast, only 8% of students stated that they rarely or never use emojis. This distribution clearly demonstrates that emojis are not an occasional feature but a regular component of students' digital communication. The dominance of high-frequency usage suggests that emojis play an important role in expressing emotions and interpersonal meanings in everyday online interactions among third-year English majors at HPU.

### 2.5.2. Frequency of Using Slang in Daily Communication

| Frequency level | Number of students | Percentage (%) |
|-----------------|--------------------|----------------|
| Very frequently | 26                 | 26%            |
| Frequently      | 32                 | 32%            |
| Sometimes       | 30                 | 30%            |
| Rarely          | 10                 | 10%            |
| Never           | 2                  | 2%             |

**Table 2. Frequency of Using Slang in Daily Communication**

According to Table 2, 58% of the participants reported using English slang frequently (32%) or very frequently (26%), while 30% indicated sometimes and 12% reported rarely or never using slang. Compared with emoji usage, slang is used less intensively. This difference suggests that slang requires greater linguistic confidence and contextual awareness. The relatively high proportion of occasional users indicates that many students remain cautious when using slang, possibly due to concerns about appropriateness or accuracy.

### 2.5.3. Emojis Help Express Emotions More Clearly

| Response | Number of students | Percentage (%) |
|----------|--------------------|----------------|
| Agree    | 72                 | 72%            |
| Neutral  | 20                 | 20%            |
| Disagree | 8                  | 8%             |

**Table 3. Emojis Help Express Emotions More Clearly**

Table 3 shows that a substantial majority of students (72%) agreed that emojis help them express emotions more clearly in daily communication, whereas only 8% disagreed. This strong level of agreement highlights the function of emojis as compensatory tools for conveying emotional cues in text-based communication, where non-verbal signals are absent. The presence of 20% neutral responses suggests that some students may experience ambiguity in emoji interpretation, emphasizing the importance of contextual understanding.

**2.5.4. Emojis Make Conversations More Engaging**

| <b>Response</b> | <b>Number of students</b> | <b>Percentage (%)</b> |
|-----------------|---------------------------|-----------------------|
| Agree           | 68                        | 68%                   |
| Neutral         | 24                        | 24%                   |
| Disagree        | 8                         | 8%                    |

**Table 4. Emojis Make Conversations More Engaging**

As indicated in Table 4, 68% of the students agreed that emojis make conversations more engaging, while 24% expressed a neutral attitude and only 8% disagreed. This result suggests that emojis contribute positively to interactional engagement for most students, particularly in informal communication contexts. However, the relatively high neutral percentage implies that the engaging effect of emojis may depend on individual preferences or communication styles.

**2.5.5. Slang Helps Students Sound More Natural**

| <b>Response</b> | <b>Number of students</b> | <b>Percentage (%)</b> |
|-----------------|---------------------------|-----------------------|
| Agree           | 62                        | 62%                   |
| Neutral         | 26                        | 26%                   |
| Disagree        | 12                        | 12%                   |

**Table 5. Slang Helps Students Sound More Natural**

Table 5 reveals that 62% of the participants agreed that using slang helps them sound more natural when communicating in English. Meanwhile, 26% remained neutral and 12% disagreed. These findings indicate that slang is generally perceived as a marker of authenticity in informal English communication. Nevertheless, the presence of disagreement suggests that a notable minority of students may lack confidence in using slang appropriately, reflecting uncertainty about correctness and pragmatic suitability.

### 2.5.6. Slang Improves Understanding of Informal English

| Response | Number of students | Percentage (%) |
|----------|--------------------|----------------|
| Agree    | 58                 | 58%            |
| Neutral  | 30                 | 30%            |
| Disagree | 12                 | 12%            |

**Table 6. Slang Improves Understanding of Informal English**

As shown in Table 6, 58% of students agreed that slang improves their understanding of informal English, while 30% chose the neutral option and 12% disagreed. Although a majority recognized the positive role of slang in comprehension, the relatively high neutral percentage suggests that many students may have limited exposure to slang or encounter difficulties in interpreting its meanings. This indicates uneven familiarity with informal English among third-year English majors.

### 2.5.7. Difficulty in Using Emojis and Slang Appropriately

| Response | Number of students | Percentage (%) |
|----------|--------------------|----------------|
| Agree    | 65                 | 65%            |
| Neutral  | 25                 | 25%            |
| Disagree | 10                 | 10%            |

**Table 7. Difficulty in Using Emojis and Slang Appropriately**

According to Table 7, 65% of the respondents agreed that they find it difficult to use emojis and slang appropriately in different communication contexts. In comparison, only 10% disagreed. This result highlights a clear discrepancy between frequent usage

and pragmatic competence. Although students commonly use emojis and slang, many remain uncertain about contextual boundaries, particularly when shifting between informal and formal communication.

### 2.5.8. Fear of Sounding Too Informal in Academic Contexts

| Response | Number of students | Percentage (%) |
|----------|--------------------|----------------|
| Agree    | 60                 | 60%            |
| Neutral  | 28                 | 28%            |
| Disagree | 12                 | 12%            |

**Table 8. Fear of Sounding Too Informal in Academic Contexts**

Table 8 indicates that 60% of the students are afraid of sounding too informal when using emojis or slang in academic contexts, while 28% expressed neutrality. This finding demonstrates that students are aware of formality norms in academic communication. However, such concern may also lead to hesitation or reduced participation in academic digital interactions, suggesting a need for clearer guidance on appropriate language use.

### 2.5.9. Difficulty in Keeping Up with New English Slang

| Response | Number of students | Percentage (%) |
|----------|--------------------|----------------|
| Agree    | 68                 | 68%            |
| Neutral  | 22                 | 22%            |
| Disagree | 10                 | 10%            |

**Table 9. Difficulty in Keeping Up with New English Slang**

As presented in Table 9, 68% of students reported difficulty in keeping up with new English slang expressions, whereas only 10% disagreed. This high percentage reflects the rapidly changing nature of slang in digital environments. The difficulty in staying updated may negatively affect students' confidence and accuracy when using slang, increasing the risk of outdated or inappropriate usage.

## **CHAPTER 3: SOME SUGGESTED SOLUTIONS FOR IMPROVING DAILY COMMUNICATION THROUGH THE USE OF EMOJIS AND SLANG**

### **3.1. Context-Aware Emoji and Slang Usage Strategy**

Based on the findings in Chapter 2, a significant number of students reported frequent use of emojis and slang, while also expressing uncertainty about appropriate contexts for their use. This indicates a need for strategies that enhance contextual awareness rather than simply limiting usage. In practice, this strategy can be implemented through classroom activities such as analyzing short chat messages or emails and asking students to decide whether emojis or slang are appropriate. Teachers can also provide sample situations (e.g., chatting with friends, emailing lecturers, posting on social media) and guide students to choose suitable language forms.

In classroom practice, this strategy can be applied through simple and practical activities.

For example, teachers can provide short chat messages, emails, or online discussion posts and ask students to decide whether emojis or slang are appropriate in each situation. Students may work in pairs or small groups to discuss their choices and explain their reasons. Through these activities, learners gradually develop awareness of contextual differences between informal and academic communication.

In practice, this strategy can be implemented through classroom activities such as analyzing short chat messages, emails, or discussion posts and asking students to decide whether emojis or slang are appropriate. Teachers can provide sample situations (e.g., chatting with friends, emailing lecturers, participating in online group work) and guide students to choose suitable language forms. Through comparison and discussion, students develop greater awareness of contextual differences and pragmatic appropriateness.

#### **3.1.1. Brief Description of the Strategy**

In the context of digital communication, emojis and slang are no longer merely decorative or playful elements; instead, they function as pragmatic tools that contribute

to meaning construction, emotional expression, and interpersonal alignment. However, the effectiveness of emojis and slang depends largely on the appropriateness of their use in specific communicative contexts. For third-year English majors at Hai Phong Management and Technology University (HPU), improper or unconscious use of these elements may lead to misunderstanding, reduced clarity, or inappropriate levels of formality in daily communication.

The Context-Aware Emoji and Slang Usage Strategy is designed to enhance students' awareness of contextual factors when using emojis and slang in English communication. Rather than encouraging or discouraging the use of emojis and slang in general, this strategy focuses on helping learners recognize *when, where, how, and with whom* such elements should be used. The strategy emphasizes the importance of contextual sensitivity, including the relationship between interlocutors, the purpose of communication, the communication medium, and the expected level of formality.

This approach is particularly suitable for third-year English majors, who are transitioning from basic communicative competence to more advanced and flexible language use. At this stage, students are expected not only to express themselves fluently but also to demonstrate pragmatic competence, which involves selecting language forms that are appropriate to specific social and communicative situations.

### **3.1.2. Theoretical and Pragmatic Basis**

The Context-Aware Emoji and Slang Usage Strategy is grounded in pragmatic theory and discourse analysis, which emphasize that meaning in communication is not solely derived from linguistic forms but also from context. From a pragmatic perspective, language users need to consider factors such as social distance, communicative purpose, and level of formality when choosing emojis and slang.

In digital communication, emojis and slang function as pragmatic markers that signal emotions, attitudes, and interpersonal stance. Their interpretation is highly context-dependent, meaning that the same emoji or slang expression can convey different meanings in different situations. For example, an emoji used in a friendly peer-to-peer

chat may be interpreted as humorous or supportive, while the same emoji used in a semi-formal academic message may appear unprofessional or ambiguous.

For English majors at HPU, developing awareness of these pragmatic differences is essential. While students are frequently exposed to English through social media and online platforms, they may not always receive explicit instruction on how digital language choices align with communicative norms in academic or professional contexts. As a result, students may overgeneralize informal digital practices into situations where more careful language choices are required.

By focusing on contextual awareness, this strategy aims to bridge the gap between students' frequent use of emojis and slang in informal settings and their need to communicate effectively across a range of contexts, including academic discussions, group work, and interactions with lecturers or international partners.

### **3.1.3. Key Contextual Dimensions in Emoji and Slang Usage**

To apply this strategy effectively, students must be guided to analyze several key contextual dimensions that influence appropriate emoji and slang usage.

Firstly, the relationship between interlocutors plays a crucial role. Communication between close friends or classmates typically allows for a higher degree of informality, making emojis and slang more acceptable. In contrast, communication with lecturers, supervisors, or unfamiliar individuals usually requires greater linguistic caution and reduced reliance on informal elements.

Secondly, the **purpose of communication** must be considered. When the goal is to socialize, express emotions, or maintain relationships, emojis and slang can enhance warmth and engagement. However, when the purpose is to convey information, request clarification, or discuss academic content, excessive use of emojis or slang may distract from the message or reduce clarity.

Thirdly, the communication medium influences expectations of language use. Messages on social networking platforms or instant messaging applications often tolerate informal

language, whereas emails, academic forums, or official announcements generally require more conventional language choices.

Finally, the level of formality and institutional norms should guide language use. As English majors at HPU are preparing for professional and academic environments, they need to develop the ability to adjust their digital communication style to align with institutional expectations and cultural norms.

### **3.1.4. Step-by-Step Application of the Strategy**

The Context-Aware Emoji and Slang Usage Strategy can be implemented through a series of structured steps that gradually develop students' awareness and control over their digital language choices.

#### **Step 1: Identifying Common Emoji and Slang Usage Patterns**

Students begin by reflecting on their own daily communication habits. They are encouraged to identify the emojis and slang expressions they use most frequently in English communication, particularly in online chats and social media interactions. This reflective stage helps students become more conscious of their habitual language use, which is often automatic and unexamined.

#### **Step 2: Categorizing Communication Contexts**

Next, students categorize different communication contexts they commonly encounter, such as chatting with classmates, participating in group discussions, contacting lecturers, or interacting with online communities. For each context, students consider the typical level of formality and communicative purpose.

#### **Step 3: Evaluating Appropriateness**

Students then analyze whether the emojis and slang they commonly use are appropriate for each identified context. This evaluation encourages critical thinking about potential misunderstandings, unintended impressions, or pragmatic mismatches that may arise from inappropriate usage.

#### **Step 4: Practicing Contextual Adaptation**

Through guided practice, students are asked to rewrite or modify sample messages by adjusting emoji and slang usage to suit different contexts. For example, a casual message sent to a friend can be adapted into a more neutral version suitable for academic communication.

#### **Step 5: Applying in Real Communication**

Finally, students apply their contextual awareness in real-life communication situations. They are encouraged to consciously monitor their emoji and slang usage and reflect on the effectiveness of their communication choices.

#### **3.1.5. Classroom-Based Examples at HPU**

In the context of HPU classrooms, this strategy can be integrated into communication-focused courses or speaking practice sessions. For instance, lecturers may present students with screenshots of anonymized chat messages or simulated digital conversations and ask them to evaluate the appropriateness of emoji and slang usage.

Group activities can involve role-play scenarios in which students communicate in different roles, such as classmates, student leaders, or academic assistants. Through these activities, students learn to adjust their digital language choices based on situational demands, thereby strengthening their pragmatic competence.

Such classroom-based implementation not only enhances awareness but also fosters discussion and peer learning, allowing students to compare perspectives and refine their understanding of digital communication norms.

#### **3.1.6. Expected Effectiveness of the Strategy**

The Context-Aware Emoji and Slang Usage Strategy is expected to yield several important benefits for third-year English majors at HPU. Firstly, it promotes greater pragmatic awareness, enabling students to make more informed and appropriate language choices in daily communication. Secondly, it reduces the risk of

misunderstanding and inappropriate communication, particularly in semi-formal or academic contexts.

Moreover, by encouraging reflection and adaptation rather than restriction, this strategy helps students maintain the expressive and relational benefits of emojis and slang while avoiding potential drawbacks. Over time, students are likely to develop a more flexible and confident communication style that can be adjusted to suit a wide range of social and academic situations.

## **3.2. Retrieval-Based Pragmatic Awareness Practice**

### **3.2.1. Overview of the Practice**

While contextual awareness plays a critical role in determining when emojis and slang should be used, awareness alone is insufficient if students are unable to retrieve and apply appropriate pragmatic choices in real-time communication. In daily digital interactions, students are often required to respond quickly, which limits the opportunity for conscious analysis of context. As a result, inappropriate or habitual usage of emojis and slang may occur, even when students possess theoretical awareness of communicative norms.

The Retrieval-Based Pragmatic Awareness Practice is proposed as a solution to this issue by focusing on strengthening students' ability to actively recall appropriate emoji and slang usage patterns based on communicative context. Instead of passively recognizing correct usage, this practice requires learners to retrieve pragmatic knowledge from memory and apply it under communicative pressure. Through repeated retrieval, students can gradually internalize context-sensitive language behavior, making appropriate usage more automatic and efficient.

This practice is particularly relevant for third-year English majors at HPU, who frequently engage in spontaneous online communication through messaging applications and social media platforms. At this level, students need to move beyond conscious rule-following and develop a more intuitive sense of pragmatic appropriateness in digital communication.

This practice can be implemented through short in-class or online activities where students are presented with brief communication scenarios and required to produce an appropriate response within a limited time. For example, teachers can display a scenario on the screen and ask students to quickly decide whether to include emojis or slang. Follow-up discussion allows teachers to clarify pragmatic reasoning and reinforce correct usage.

### **3.2.2. Rationale for Retrieval-Based Practice in Pragmatic Development**

Retrieval-based practice is grounded in cognitive learning principles that emphasize the role of active recall in strengthening long-term memory and skill automatization. Applied to pragmatic competence, retrieval practice enables learners to repeatedly access stored knowledge about appropriate language use and reinforce correct decision-making pathways.

In the context of emojis and slang, pragmatic awareness involves not only knowing *what* emojis or slang expressions mean, but also understanding *when* their use is appropriate. However, students may struggle to apply this knowledge during actual communication because pragmatic choices must often be made rapidly and intuitively. Retrieval-based practice addresses this challenge by simulating communicative situations that require immediate pragmatic decisions.

For English majors at HPU, this approach supports the transition from declarative knowledge (knowing rules or guidelines) to procedural knowledge (applying those rules naturally in real communication). By repeatedly retrieving appropriate usage patterns, students strengthen their ability to select suitable emojis and slang expressions without excessive cognitive effort.

### **3.2.3. Core Components of Retrieval-Based Pragmatic Awareness Practice**

The proposed practice consists of several interconnected components designed to reinforce active recall and contextual sensitivity.

Firstly, context-triggered prompts are used to stimulate retrieval. Instead of presenting students with complete messages, learners are provided with short contextual descriptions, such as the relationship between speakers, the purpose of communication, and the platform used. Based on this information, students must decide whether emojis or slang should be included and, if so, which ones are appropriate.

Secondly, forced-choice and open-recall tasks are employed. In forced-choice tasks, students select the most appropriate response from multiple options. In open-recall tasks, students generate their own messages without prompts, requiring deeper cognitive engagement and stronger retrieval effort.

Thirdly, immediate reflection and feedback play an essential role. After completing each retrieval task, students reflect on their choices and discuss alternative options. This reflection reinforces correct pragmatic patterns and helps learners refine their understanding of context-dependent usage.

### **3.2.4. Step-by-Step Implementation of the Practice**

The Retrieval-Based Pragmatic Awareness Practice can be implemented through a structured sequence of stages that progressively increase cognitive demand.

#### **Stage 1: Exposure and Encoding**

Students are first exposed to examples of digital communication that illustrate appropriate and inappropriate use of emojis and slang. These examples are discussed briefly to ensure that learners understand the pragmatic reasoning behind each choice. This stage focuses on encoding knowledge rather than retrieval.

#### **Stage 2: Guided Retrieval**

In the next stage, students engage in guided retrieval tasks. They are presented with partial messages or contextual cues and asked to complete the message appropriately. At this stage, hints or scaffolding may be provided to support retrieval.

### **Stage 3: Independent Retrieval**

Once students become familiar with the task format, scaffolding is gradually removed. Learners are required to retrieve appropriate usage independently, relying solely on their internalized pragmatic knowledge.

### **Stage 4: Time-Pressured Retrieval**

To simulate real-life communication, students are given limited time to respond to prompts. This stage helps develop automaticity and prepares learners for spontaneous digital interactions.

### **Stage 5: Reflective Consolidation**

Finally, students review their responses and discuss their decision-making processes. This reflective stage strengthens awareness and helps students integrate retrieval outcomes into long-term pragmatic competence.

#### **3.2.5. Classroom-Based Applications at HPU**

In the HPU context, retrieval-based pragmatic awareness practice can be integrated into speaking, communication, or digital literacy courses. Lecturers may design short in-class activities or online tasks where students respond to simulated chat scenarios commonly encountered in academic and social settings.

For example, students may be given a scenario involving communication within a class group chat, collaboration on a group project, or interaction with a lecturer through messaging platforms. They are required to produce appropriate responses within a limited timeframe, followed by group discussion and feedback.

Such activities encourage active participation and peer learning, while also reflecting the authentic communication environments students experience daily. Over time, repeated exposure to retrieval tasks helps students internalize pragmatic norms and reduce inappropriate usage.

### **3.2.6. Expected Outcomes of the Practice**

The Retrieval-Based Pragmatic Awareness Practice is expected to produce several positive outcomes for third-year English majors at HPU. Firstly, it enhances students' ability to retrieve and apply pragmatic knowledge efficiently, reducing reliance on conscious rule-checking during communication.

Secondly, the practice promotes greater confidence in digital communication, as students become more certain about their language choices and less anxious about potential pragmatic errors. This increased confidence supports smoother and more effective interaction in both informal and semi-formal contexts.

Finally, by strengthening the connection between contextual awareness and real-time application, this practice contributes to the development of flexible and adaptive communicative competence. Students are better equipped to navigate diverse digital communication situations while maintaining clarity, appropriateness, and interpersonal effectiveness.

## **3.3. Reflective Digital Communication Self-Monitoring Strategy**

### **3.3.1. Overview of the Strategy**

In addition to contextual awareness and retrieval-based practice, sustained improvement in students' use of emojis and slang requires continuous reflection and self-regulation. While classroom-based strategies can raise awareness and improve immediate performance, long-term communicative competence is only achieved when learners actively monitor and evaluate their own language use beyond instructional settings. For third-year English majors at HPU, whose daily communication increasingly occurs in digital environments, reflective self-monitoring becomes a crucial component of effective language development.

The Reflective Digital Communication Self-Monitoring Strategy is designed to encourage students to critically observe, evaluate, and adjust their own use of emojis and slang in everyday communication. Rather than relying solely on external feedback

from teachers or peers, this strategy emphasizes learner autonomy by fostering habits of reflection and self-assessment. Through regular monitoring of their digital interactions, students gradually develop a more conscious and responsible approach to language use, leading to improved pragmatic competence over time.

This strategy aligns well with the developmental stage of third-year English majors, who are expected to take greater responsibility for their learning and to apply language skills independently in both academic and social contexts.

In classroom settings, teachers can encourage students to reflect on their own digital communication by keeping a short reflection log over one week. Students may record situations in which they used emojis or slang and evaluate whether their choices were appropriate. Teachers can then organize small-group discussions where students share experiences and common challenges, fostering awareness and self-regulation in digital communication.

### **3.3.2. Rationale for Reflective Self-Monitoring in Digital Communication**

Reflective practice has long been recognized as an essential element in advanced language learning, particularly in developing pragmatic and communicative competence. In digital communication, where interactions are often fast-paced and informal, learners may use emojis and slang automatically without considering their appropriateness. Without reflection, these habits may become fossilized, making it difficult for learners to adjust their communication style when needed.

Self-monitoring encourages learners to slow down cognitively and examine their communicative choices. By reflecting on questions such as whether an emoji clarified or confused a message, or whether a slang expression suited the context, students become more aware of the consequences of their language use. This awareness helps bridge the gap between intention and effect in communication.

For English majors at HPU, reflective self-monitoring is particularly relevant because students frequently shift between different communication roles—such as classmates,

group leaders, or academic participants—each of which demands different pragmatic norms. Developing the ability to evaluate one’s own digital communication enables students to navigate these shifts more effectively. Some students may initially feel unsure about these activities; however, gradual practice helps reduce anxiety and improve confidence.

### **3.3.3. Core Elements of the Self-Monitoring Strategy**

The Reflective Digital Communication Self-Monitoring Strategy consists of several core elements that work together to promote sustained improvement.

Firstly, awareness of communicative output is emphasized. Students are encouraged to consciously notice how often and in what ways they use emojis and slang in digital interactions. This includes recognizing patterns of overuse, underuse, or inappropriate use in specific contexts.

Secondly, evaluation of communicative effectiveness is required. Students reflect on whether their messages achieved the intended purpose, whether they were clearly understood, and whether they conveyed the desired tone. This evaluative process helps learners identify successful strategies as well as areas needing adjustment.

Thirdly, goal-oriented adjustment plays an important role. Based on reflection, students set small, realistic goals for improving their digital communication, such as reducing the use of emojis in academic messages or experimenting with alternative expressions instead of slang.

Finally, consistency over time is highlighted. Self-monitoring is not a one-time activity but an ongoing process. Regular reflection strengthens students’ ability to self-regulate and supports gradual, sustainable development.

### **3.3.4. Practical Implementation of the Strategy**

The strategy can be implemented through simple but structured reflective activities that do not place excessive demands on students’ time.

One practical approach involves maintaining a digital communication reflection log, in which students briefly note selected online interactions over a specific period. For each interaction, students record the context, the emojis or slang used, and their reflections on appropriateness and effectiveness. This process encourages systematic observation without interrupting natural communication.

Another approach is post-interaction reflection, where students mentally review their communication after completing important conversations, such as group discussions or academic exchanges. Even brief reflection can help reinforce awareness and improve future performance.

Additionally, periodic self-assessment checklists can be used to guide reflection. These checklists may include prompts related to context, tone, clarity, and appropriateness, helping students evaluate their communication more objectively.

### **3.3.5. Application in the HPU Learning Context**

Within the HPU context, this strategy can be supported through guided reflection activities integrated into relevant courses. Lecturers may encourage students to reflect on their digital communication experiences related to group work, online discussions, or interaction within class communication platforms.

Peer-sharing sessions can also be organized, allowing students to discuss common challenges and successful strategies. Such discussions promote mutual learning and reinforce reflective habits, while maintaining a non-judgmental and supportive learning environment.

Importantly, this strategy does not require constant teacher supervision. Instead, it empowers students to take ownership of their communicative development, which is consistent with the expectations placed on upper-level university students.

### **3.3.6. Expected Impact of the Strategy**

The Reflective Digital Communication Self-Monitoring Strategy is expected to contribute significantly to the long-term improvement of students' use of emojis and slang in daily communication. By developing reflective habits, students become more capable of identifying inappropriate usage and making timely adjustments.

Moreover, the strategy fosters greater autonomy and confidence in digital communication. As students gain control over their language choices, they are less likely to rely on habitual or unconscious patterns and more likely to communicate with clarity and intention.

Ultimately, when combined with contextual awareness and retrieval-based practice, reflective self-monitoring helps third-year English majors at HPU develop a balanced and adaptable communicative style. This integrated approach supports effective daily communication while preparing students for the pragmatic demands of academic and professional environments beyond the university.

## **PART III: CONCLUSION AND RECOMMENDATIONS**

### **4.1. Conclusion**

This study was conducted with the aim of investigating the impact of emojis and slang on daily communication among third-year English majors at Hai Phong Management and Technology University (HPU). By employing a questionnaire-based survey and analyzing quantitative data, the research sought to answer the central research question concerning how these digital language features influence students' everyday communication practices.

Based on the findings presented in Chapter 2, emojis and slang are widely used by third-year English majors in their daily communication, particularly in informal contexts such as social media interactions and online messaging. Emojis are commonly employed to express emotions, soften messages, and enhance engagement, while slang is used to create a more natural and relatable communication style. These results suggest that emojis and slang play a positive role in supporting emotional expression and interpersonal connection among students.

However, the study also reveals that the use of emojis and slang is not without challenges. A considerable number of students reported uncertainty regarding appropriate contexts, especially when communicating in semi-formal or academic settings. Difficulties in keeping up with rapidly changing slang and concerns about sounding unprofessional were also highlighted. These findings demonstrate that while emojis and slang can enhance daily communication, inappropriate or unconscious usage may lead to misunderstanding or reduced communicative effectiveness.

In conclusion, the study provides evidence that emojis and slang have a significant and multifaceted impact on the daily communication of third-year English majors at HPU. Their influence requires students to develop greater pragmatic awareness and contextual sensitivity in order to use digital language resources effectively in both academic and social communication. This study contributes to the growing body of research on digital pragmatics in EFL contexts by providing empirical evidence from Vietnamese university students.

## **4.2. Recommendations**

Based on the findings of the study, several practical recommendations are proposed to enhance the effective and appropriate use of emojis and slang in daily communication among third-year English majors at HPU. These recommendations are directed toward students, lecturers, and future researchers, with the aim of improving communicative competence and supporting sustainable language development in digital contexts.

### **4.2.1. Recommendations for Students**

Firstly, students should develop stronger contextual awareness when using emojis and slang in English communication. While informal digital language can support emotional expression and social bonding, students need to consciously evaluate the communicative situation before using such elements. Paying attention to factors such as the relationship with the interlocutor, the purpose of communication, and the communication platform can help students avoid inappropriate or misunderstood usage.

Secondly, students are encouraged to engage in reflective self-monitoring of their digital communication habits. By occasionally reviewing their own messages and evaluating whether emojis or slang enhanced or hindered communication, learners can gradually refine their pragmatic competence. Keeping a brief reflection log or mentally reviewing important interactions may help students recognize patterns of overuse or misuse.

In addition, students should actively expand their understanding of contemporary English slang through reliable sources such as authentic media, reputable online dictionaries, or context-rich examples. This practice can reduce misunderstanding and ensure that slang expressions are used accurately and naturally. However, students should remain cautious and avoid transferring informal expressions directly into academic or professional communication.

### **4.2.2. Recommendations for Lecturers and Curriculum Designers**

From a pedagogical perspective, lecturers teaching English majors at HPU are encouraged to incorporate digital communication awareness into relevant courses, particularly speaking, communication skills, and intercultural communication subjects. Rather than prohibiting emojis and slang, instructors can guide students to analyze authentic digital interactions and discuss the pragmatic implications of language choices.

Curriculum designers may also consider integrating short modules or activities that focus on digital pragmatics, including the use of emojis and slang across different contexts. Classroom activities such as message rewriting, role-play, or context analysis can help students practice adjusting their language use appropriately. These activities support the development of pragmatic competence without significantly increasing curriculum load.

Furthermore, lecturers should provide constructive feedback on students' digital language use, especially in semi-formal or academic online communication. Feedback should focus on appropriateness and clarity rather than discouraging creativity or personal expression. This approach can create a supportive learning environment that encourages students to experiment while remaining mindful of communicative norms.

### **4.3 Suggestions for Further Study**

Although the present study provides valuable insights into the impact of emojis and slang on daily communication among third-year English majors at HPU, several limitations suggest directions for future research. Firstly, the study was limited to a specific group of students within one institution. Future studies could expand the sample size or include students from different universities or academic disciplines to enhance generalizability.

Secondly, future research could expand this study by adopting mixed-method approaches that include interviews, discourse analysis, or observation of authentic digital interactions. Such methods could provide deeper insights into how emojis and slang function pragmatically in real communication and how users interpret them in context.

Finally, longitudinal studies are recommended to examine changes in students' emoji and slang usage over time. As digital language evolves rapidly, investigating how pragmatic awareness develops throughout university study could contribute to a more comprehensive understanding of digital communication competence in second language learning contexts.

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## APPENDIX

Please tick (✓) the option that best describes your opinion. All responses are confidential and used for academic purposes only.

1. How often do you use emojis in your daily English communication?

Very frequently  Frequently  Sometimes  Rarely  Never

2. How often do you use English slang in your daily communication?

Very frequently  Frequently  Sometimes  Rarely  Never

3. Do emojis help you express your emotions more clearly when communicating in English?

Agree  Neutral  Disagree

4. Do emojis make English conversations more engaging?

Agree  Neutral  Disagree

5. Does using slang help you sound more natural when communicating in English?

Agree  Neutral  Disagree

6. Does slang improve your understanding of informal English?

Agree  Neutral  Disagree

7. Do you find it difficult to use emojis and slang appropriately in different communication contexts?

Agree  Neutral  Disagree

8. Are you afraid of sounding too informal when using emojis or slang in academic contexts?

Agree  Neutral  Disagree

9. Do you find it difficult to keep up with new English slang expressions?

Agree  Neutral  Disagree