

Article

The role of student interest, perception, and prior knowledge on English and Vietnamese phonology and syntax learning in Vietnam

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Abstract: Phonology and syntax constitute core components of language learning, and their acquisition requires sustained cognitive engagement within supportive social contexts. Accordingly, this study examines the effects of student interest, perception, and prior knowledge on English and Vietnamese phonology and syntax learning in language learning institutions in Vietnam. Adopting a socio-psychological perspective, the study further investigates the moderating roles of parental support and institutional support as contextual factors shaping learners' motivation and engagement. Data were collected from students and teachers in Vietnamese language institutions and analyzed using SPSS-AMOS to assess reliability and structural relationships among variables. The results indicate that student interest, perception, and prior knowledge are positively associated with phonology and syntax learning. In addition, parental support and institutional support significantly moderate these relationships, highlighting the interactive influence of individual and social factors in language learning. The findings provide policy-relevant implications for enhancing English and Vietnamese phonology and syntax learning by fostering learners' motivation, perceptions, and prior linguistic knowledge within supportive educational environments.

Keywords: student interest; student perception; student prior knowledge; phonology and syntax learning; English and Vietnamese language

1. Introduction

In language use, speech sounds and utterances enable listeners to construct meaning through cognitive and perceptual processes. Phonology and syntax are therefore central domains of linguistics that underlie how learners mentally process and use language. Phonology examines the organization of sound patterns within and across languages, while phonological and syntactic learning equips students with the cognitive capacity to communicate effectively in a second language (L2) (Acquah & Katz, 2020). From a psycholinguistic perspective, phonology concerns how speech sounds are mentally represented and accessed, whereas syntax governs how words are cognitively organized into meaningful sentence structures. Meaning arises not from isolated words but from their structured relationships; when syntactic organization is disrupted, comprehension is hindered despite the presence of meaningful lexical items (Saito et al., 2020).

L2 phonology and syntax learning enable the learners themselves to understand and learn the sound patterns and sentence structures in a language. Thereby, students may learn how to speak and write in an L2 accurately and convey the exact meanings through conversation (Curtin, Goad, Pater, & Yavas, 2023). L2 phonology and syntax learning are influenced by students' attributes like student interest, student perception, and student prior knowledge. Student interest refers to language learners' inclination and devotion to learning a foreign language. An increase in students' interest improves

students' engagement, concentration, and hard work in linguistic classes. As a result, L2 phonology and syntax learning improves (Archibald, 2021). Student perception is what learners think about language learning and its consequences. If students have positive perceptions, they are confident, work wholeheartedly, and achieve success in L2 phonology and syntax learning. Students' prior knowledge is the early knowledge of learners about L2. Students with prior linguistic knowledge perform better in learning L2 phonology and syntax (Farid, 2021).

The smallest unit for comparing English and Vietnamese is the phoneme, a basic perceptual unit in language processing. Vietnamese includes tones, consonants, and vowels, requiring learners to process tonal contrasts, whereas English relies only on consonants and vowels; changes in tone in Vietnamese convey meaning (Ngo et al., 2022). Syntactically, English encodes grammatical meaning through inflectional morphemes, while Vietnamese is an isolating language that depends primarily on word order and functional words, shaping learners' cognitive processing of syntax in distinct ways (Pham, 2021).

These languages only share the word arrangement of subject-verb-object (SVO) and primary use of active voice. The majority of the grammatical features are not common in these languages. In English, adjectives are placed before nouns; in Vietnamese adjectives are placed next to the nouns they describe. Questions in English content, are formed as the sentence begins with a question word and the replacement of the auxiliary verb. Such transposition is not found in Vietnamese, in which interrogative sentences are made applying the same SVO structure of a declarative sentence along with a question word in slots containing the answer (Ngoc & Samad, 2020). As far as the negation is regarded, Vietnamese takes two usual forms, whereas in English, there are three forms of negative sentences. In Vietnamese, is denoted with the use of không "no". In English, negation is shown by "not" in between the verb phrase and the auxiliary verb (Chau & Truong, 2019).

English and Vietnamese are the two popular languages and often are used for international conversation. There are some differences in the accent and grammatical procedures of these languages (Tipayavaravan, Sirichokcharoenkun, & Cao, 2023). The present study gives a comparative analysis of English and Vietnamese phonology and syntax learning. The study objective is to examine the influences of students' interest, perception, and prior knowledge on L2 phonology and syntax learning along with analyzing the factors of institutional support and parental support.

The present study makes three principal contributions to the literature. First, it develops an integrated framework by simultaneously examining the effects of student interest, student perception, and prior knowledge on English and Vietnamese phonology and syntax learning, whereas previous studies have typically investigated these factors separately. Second, the study extends existing research by examining the moderating roles of institutional support and parental support, thereby explaining how contextual factors strengthen or weaken the relationships between learner-related characteristics and language learning outcomes. Third, by integrating socio-psychological theory with a complex systems perspective, the study provides a more comprehensive theoretical explanation of phonology and syntax learning and offers evidence from the Vietnamese educational context with implications for both second language acquisition and human resource development.

Beyond an educational perspective, the present study is also grounded in a socio-psychological and complex systems view of second language learning. Rather than treating student interest, perception, and prior knowledge as isolated cognitive

variables, this study conceptualizes L2 phonology and syntax learning as an emergent outcome of dynamic interactions among cognition, motivation, learner identity, and social context.

From this perspective, learner interest reflects not only attentional engagement but also motivational investment; perception represents learners' affective-cognitive appraisal of language learning; and prior knowledge is embedded within learners' evolving linguistic identity. Institutional and parental support are thus interpreted not merely as external environmental factors, but as social-psychological mediators that shape learners' motivation, confidence, and participation within language learning communities.

By adopting this integrated framework, the study moves beyond a purely instructional application and contributes to an interdisciplinary understanding of the sociopsychological mechanisms underlying phonology and syntax acquisition in English and Vietnamese as second languages.

2. Literature review

In recent years, second language (L2) phonology and syntax learning has increasingly been interpreted from socio-psychological and complex systems perspectives, which emphasize that language acquisition emerges through the interaction of learners' cognitive resources, motivational characteristics, and social learning environments rather than through isolated linguistic abilities alone (Dörnyei, 2009; Larsen-Freeman & Cameron, 2008; Ushioda, 2020). Within this perspective, student interest, student perception, and prior knowledge represent key learner-related factors, whereas institutional support and parental support provide important contextual resources that facilitate learners' engagement and language development. Building upon these complementary theoretical perspectives, previous studies have examined the relationships among student interest, student perception, student prior knowledge, institutional support, parental support, and L2 phonology and syntax learning from different viewpoints. However, these factors have rarely been examined simultaneously within an integrated theoretical framework, particularly in the context of English and Vietnamese language learning in Vietnam. Therefore, the present study develops its hypotheses by integrating socio-psychological and complex systems perspectives with empirical evidence reported in previous studies. Some students learn a second language because of parental expectations or future career needs, whereas others pursue language learning because of genuine personal interest. Learners with stronger interest tend to participate more actively in language classes, devote greater effort to understanding phonological patterns and syntactic structures, and ultimately achieve better language learning outcomes (Bardovi-Harlig & Stringer, 2019). Savitri (2021) examined the influence of students' interest and attitudes toward English phonetics and syntax and reported that learners with higher interest demonstrated stronger phonological competence. Similarly, Shuhama (2022) found that students with greater intrinsic interest invested more effort in mastering phonological and syntactic principles, leading to improved second language learning outcomes. Therefore, the following hypothesis is proposed.

H1: Student interest is positively linked to L2 phonology and syntax learning.

From a socio-psychological standpoint, student interest is closely linked to motivational intensity and sustained engagement, which are central components of complex systems approaches to language learning. Interest operates as a dynamic force that interacts with learners' identity and classroom participation, thereby

influencing phonological awareness and syntactic processing. The students' perceptions regarding the usefulness and ease of learning L2 influence their decisions, attitudes, and performance in different parts of a language like L2 phonology and language. If the learners have positive linguistic perceptions, they are confident and motivated during language learning classes, and show good outcomes of L2 phonology and syntax learning (Archibald & Croteau, 2021). Trinanda and Nafinoor (2021), was to investigate the role of students perceptions in L2 phonology, semantics, morphology, and syntax learning. A qualitative research approach was selected. The tools used for the research were questionnaires and interviews. A purposive sampling technique was used to select the participants out of the population for conducting interviews. The research was conducted on Universitas Bandar Lampung English Department students in the fifth and seventh semesters of the academic year 2020 to 2021. The results indicate that the positive students' perceptions regarding a language to learn and use, make it easy for the students to acquire L2 phonology, semantics, morphology, and syntax learning. The study of Goad and White (2019), reveals that phonology and syntax learning are the two major parts of linguistics. Students thinking about their ability to understand the sound patterns, practice word pronunciation, the meaning of sounds, the arrangement of words in the form of sentences, and the meanings of the lines, determines their actual performance in linguistic class. If the students' linguistics perceptions are positive, they are energetic, active, and confident in perceiving the linguistic topics. Thus, they can effectively learn L2 phonology and syntax. From a socio-psychological perspective, student interest is closely associated with motivational investment, which sustains learners' cognitive effort and engagement in language learning tasks. According to Dörnyei (2009), interest functions as a core motivational component that drives learners to allocate attention and persist in processing complex linguistic input. In the context of phonology and syntax learning, sustained interest enhances sensitivity to phonological contrasts and syntactic patterns through repeated practice and active classroom participation. When learners are intrinsically interested in a target language, they are more likely to engage in meaningful interaction, which facilitates deeper phonological awareness and syntactic development (Ushioda, 2020). Therefore, student interest is expected to positively influence L2 phonology and syntax learning. Therefore,

H2: Student perception is positively linked to L2 phonology and syntax learning.

Learner perception can be understood as an affective-cognitive construct that shapes confidence, anxiety, and self-efficacy in language learning. Within a complex systems framework, perception interacts with motivation and social feedback, influencing how learners process and internalize phonological and syntactic input. Some students have prior knowledge about a second language because of their personal research about the language, living in a society or family where L2 is being practiced, or gaining linguistic knowledge from parents. When students have prior knowledge about the language they are going to learn, they can better understand what the linguistic tutors explain during classes. Familiarity with language helps to digest different rules or principles of recognizing sound patterns, uttering words with accurate pronunciation, and forming sentences with proper meanings. They show their best when giving some presentation of conversation in L2 because they have learned about L2 phonology and syntax (Archibald, 2021). Jensen, Slabakova, Westergaard, and Lundquist (2020), checks the relationship of student prior knowledge with L2 phonology & syntax learning. The participants of the research were from the 7th grade of a Norwegian primary school, first and second

year of upper secondary school. These students had prior knowledge of English from 1st year of primary school. A proficiency test, an acceptability judgment task, and a background questionnaire were applied to collect data for the research. The study revealed that students' prior knowledge about a second language, prepares them for language learning even at primary stages. As a result, students show good outcomes in L2 phonology & syntax learning. Forker (2019), also states that the students having prior linguistic knowledge, have better ability to learn L2 phonology & syntax. Learner perception represents an affective–cognitive evaluation of the language learning process, encompassing beliefs about difficulty, usefulness, and self-competence. Psychological research in second language acquisition suggests that positive perceptions are strongly related to higher self-efficacy and lower language anxiety, both of which facilitate effective linguistic processing (MacIntyre, 2017). Within a complex systems framework, learners' perceptions interact dynamically with motivation and social feedback, shaping how phonological input is perceived and how syntactic rules are internalized. Learners who perceive language learning as manageable and valuable are more likely to engage confidently in pronunciation practice and syntactic production, thereby improving phonology and syntax learning outcomes (Dörnyei, 2009). Thus, student perception is expected to play a significant role in L2 phonology and syntax acquisition. That's why,

H3: Student prior knowledge is positively linked to L2 phonology & syntax learning.

Prior knowledge is not merely a cognitive resource but also part of learners' linguistic identity, which conditions how new phonological and syntactic patterns are interpreted and integrated into existing mental representations. The educational institutions that offer L2 learning and are supportive of language tutors and students for language education, design the programs with separate sessions or during linguistic classes to arouse students' language learning interest. If students gain interest in learning the proposed language, they follow punctuality, take active participation, and try to explore the topics. Hence, they are able to learn L2 phonology and syntax with good results (Gouskova, 2019). Hidayatullah and Haerazi (2021), institutional support, student language learning interest using word games, speaking skills, and L2 phonology learning. The context of analysis for the research was the Indonesian education system. The authors applied classroom action research for the research aims. The research data includes both qualitative and quantitative data. The qualitative data were obtained with the help of interviews and observation sheets, whereas for attaining the quantitative data speaking tests were used. The study posits that institutional support develops students' foreign language learning interests and improves their performance in L2 phonology learning. A research was conducted by Dzakiah and Asmawati (2023), to check the relationship between institutional support, student interest, and L2 syntax learning using Syntactic Tree Diagram application. All participants were sixth-semester students of the English Tadris Program of State Islamic University DatokaramaPalu, Indonesia. The quasi-experimental study design was used with questionnaires and syntax tests for data collection. Analysis was performed through SPSS Program Version 23.0 using descriptive and inferential statistics. The study claims that in case, the institution is supportive, students are likely to have language learning interests and do good in L2 syntax learning. Prior knowledge constitutes not only a cognitive foundation but also a key element of learners' linguistic identity, influencing how new language input is interpreted and integrated. Norton (2013) argues that learners' previous linguistic experiences

shape their identity and positioning within language learning contexts, thereby affecting engagement and learning trajectories. In phonology and syntax learning, prior exposure to linguistic structures enables learners to draw cross-linguistic comparisons, facilitating more efficient processing of new phonological contrasts and syntactic patterns. From a socio-psychological standpoint, prior knowledge reduces cognitive load and enhances learners' confidence, allowing them to participate more actively in communicative interactions (Ushioda, 2020). Consequently, learners with greater prior knowledge are expected to achieve better outcomes in L2 phonology and syntax learning. Hence,

H4: Institutional support is a significant moderator between student interest and L2 phonology & syntax learning.

When the institutions that carry language education programs, are supportive of their students, they not only start the linguistic syllabus but also try to polish the thoughts of the students and prepare their minds according to language learning requirements. If the students develop positive perceptions about learning a language that is entirely new to them or that they know a little about, they find themselves ready to attend the linguistic classes and learn. As a result, students' focus and intention to learn and practice different parts of language increases. Hence, they may learn L2 phonemes and syntactic procedures fruitfully (Collins & Kayne, 2020). Alkhalaf (2021), examines the relationship between institutional support, student perception, and L2 phonology & syntax learning. The era of the analysis of the concerned nexus was that of the Covid-19 prevalence. The data for institutional support, student perception, and L2 phonology & syntax learning were taken from the analysis of English foreign education in Saudi Arabia. The results showed that support from educational institutions while taking linguistic education, improves students' perception about a foreign language. The improvement in students linguistic perceptions, leads to improvement in L2 phonology & syntax learning. Martín Gómez (2023), also states that institutional support improves the student perception and L2 phonology & syntax learning as well as the role of the student perception in L2 phonology & syntax learning. So,

H5: Institutional support is a significant moderator between student perception and L2 phonology & syntax learning.

When parents are supportive and concerned about their children's survival among foreigners and their future careers, they think that foreign language learning is necessary for them, and guide them in this regard. The resultant prior knowledge of a foreign language leads the students to perceive L2 for sounds and word arrangement in the sentences. Hence, with the parents' support, students' prior knowledge improves and they show good performance in L2 phonology & syntax learning (Sanchez, 2020). Muin and Amalia (2020), identifies the nexus between parents' support, students' prior knowledge, student perception, and L2 phonology & syntax learning. The research uses a quantitative approach and there was a selection of survey design for the research. Questionnaires and interviews were two tools to acquire data for institutional support, student perception, and L2 phonology & syntax learning. A total of fifty-nine participants in the research came from the phonology class. The results revealed that parents' support strengthens the relationship between students' prior knowledge and L2 phonology & syntax learning. Chen, Zhao, de Ruiter, Zhou, and Huang (2020), integrates the relationship between parental support, English prior knowledge from childhood, later foreign language achievements, student interest, students' attitude, and L2 phonology in China. Two groups are formed out

of 892 children on the basis of differences in prior English language. For this study, propensity score matching (PSM) and coarsened exact matching (CEM) for analysis were used. While the parents are supportive, children have prior linguistic knowledge and have good results in L2 phonology & syntax learning. So,

H6: Parents' support is a significant moderator between students' prior knowledge and L2 phonology & syntax learning.

As job stress and burnout rise, cyberloafing (using the internet at work for non-work-related reasons) increases as well. This is more prevalent in the digital age nowadays, particularly among youth. For instance, according to data, 56% of employees are distracted by social media at work (Statista, 2019), while 36% of Millennials and Gen Z workers report spending 2 hours or more in a day on their phones for personal use (Udemy, 2018). It takes employees about 56 minutes per day to spend on non-work-related activities on their phones (Atto, 2023). Also, a survey has identified that employees spend over 2 hours a day on their personal phones, which negatively impacts on productivity (Treece, 2024).

Cyberloafing is generally considered counterproductive work behavior, but it also can be a psychological coping mechanism. High levels of work stress can trigger employees to engage in personal electronic use to escape from the job or as a way of managing their stress. But this can have a negative effect. Ironically, excessive cyberloafing may exacerbate employee disengagement from their work, ultimately leading to increased job burnout as incomplete tasks accumulate. Cyberloafing is not only a symptom of stress but also a contributor to stress overload in the workplace and should be studied more in-depth.

While these issues have attracted increasing attention in organizational behavior research, important gaps remain. Previous studies have consistently demonstrated the direct relationship between job stress and job burnout, while cyberloafing has largely been examined either as a counterproductive work behavior or as a temporary coping strategy. However, relatively little attention has been given to explaining the behavioral mechanism through which job stress develops into burnout. In particular, limited research has examined whether cyberloafing functions as an intermediary process that translates psychological strain into emotional exhaustion.

Furthermore, studies grounded in Conservation of Resources (COR) Theory have primarily conceptualized cyberloafing as either a consequence of resource depletion or a short-term coping response. Fewer studies have examined how cyberloafing might influence resource dynamics over time, particularly by shifting an initially helpful coping strategy into a harmful one that accelerates burnout. This is especially significant in environments where digital technology is pervasive, and people are exposed to computers and information at all times that could be used to commit cyberloafing.

To overcome these limitations, this study explores the mediating role of cyberloafing between job stress and job burnout in workers in Jakarta, Indonesia. The present study builds on the Conservation of Resources (COR) theory by proposing a sequence of resource depletion. This study also makes a significant contribution to the field of organizational behavior by offering a more detailed theoretical understanding of burnout in digital workplaces and empirical evidence in an emerging-economy context.

3. Research methods

The article investigates the impact of student interest, perception, and prior

knowledge on the phonology and syntax learning and also checks the moderating impact of parents' support and institutional support among student interest, perception, prior knowledge, and phonology and syntax learning of English and Vietnamese languages. The article collected data from students and teachers of language learning institutions in Vietnam. Participants were recruited through language learning institutions that agreed to participate in the study. Participation was voluntary, and respondents were informed that the survey was conducted solely for academic research purposes. Only completed questionnaires from students and teachers with experience in English or Vietnamese language learning and teaching were retained for analysis. The participating institutions included public and private language education centers and university language programs located in northern, central, and southern Vietnam. Participants were recruited through institutional coordinators who invited eligible students and teachers to participate voluntarily in the survey. To ensure that respondents possessed sufficient learning or teaching experience, only students who had completed at least one semester of English or Vietnamese language study and teachers who had experience teaching either language were invited to participate. The questions were used to measure the constructs. For example, student interest has seven questions (Mazer, 2012), students perception has six items (Lasagabaster & Doiz, 2016), student prior knowledge has five questions (De Angelis, 2011), institutional support has six questions (Al-Omar et al., 2019), parents support has three items (Chentsova Dutton, Choi, & Choi, 2020) and phonology and syntax learning has six items (Dewaele & Dewaele, 2020). The measurement items were adapted from previously validated scales reported in the literature to fit the context of English and Vietnamese phonology and syntax learning in Vietnam.

The measurement items were adapted from previously validated scales reported in the literature and contextualized for English and Vietnamese phonology and syntax learning in Vietnam. The adaptation primarily involved minor wording revisions to reflect the local educational context without altering the conceptual meaning of the original constructs. In particular, the Student Interest items were designed to capture learners' intrinsic engagement, attention, and cognitive involvement in learning English and Vietnamese, consistent with the conceptualization proposed by Mazer (2012). Likewise, the Student Prior Knowledge items were adapted to reflect learners' existing linguistic knowledge and awareness of multilingual learning experiences in accordance with De Angelis (2011). Prior to data collection, the questionnaire was reviewed by three experts in applied linguistics and educational psychology to ensure content validity, clarity, and consistency with the underlying theoretical constructs. A pilot test involving 30 participants further confirmed that all items were understandable and appropriate for the Vietnamese language-learning context before the main survey was administered. The measurements are mentioned in **Table 1**.

Table 1. Measurements

Construct	Item	Measurement item	Source
Students' Interest	SI1	I understand the English and Vietnamese material.	Mazer (2012)
	SI2	I can remember the English and Vietnamese material.	
	SI3	I can understand the flow of ideas regarding English and Vietnamese.	
	SI4	The information on English and Vietnamese is useful.	

Continuation Table:

Construct	Item	Measurement item	Source
	SI5	I realize what is expected of me.	
	SI6	I feel that I am learning the topics covered in English and Vietnamese.	
	SI7	The information covered in English and Vietnamese makes me more knowledgeable.	
Students' Perception	SP1	I have improved my reading of English and Vietnamese.	Lasagabaster & Doiz (2016)
	SP2	I have improved my speaking of English and Vietnamese.	
	SP3	I have improved my writing of English and Vietnamese.	
	SP4	I have improved my listening of English and Vietnamese.	
	SP5	I have improved my vocabulary of English and Vietnamese.	
	SP6	I have improved my grammar of English and Vietnamese.	
Students' Prior Knowledge	SPK1	It is the teachers' responsibility to help students maintain their language learning.	De Angelis (2011)
	SPK2	Knowing one language helps students learn another language.	
	SPK3	I would like to be more informed about students' language and culture.	
	SPK4	In my teaching, I do not usually refer to the language or culture of the students in my class.	
	SPK5	Students who are familiar with several languages will have more opportunities to succeed in their professional life.	
Institutional Support	IS1	My institution takes pride in my accomplishments.	Al-Omar et al. (2019)
	IS2	My institution really cares about my well-being.	
	IS3	My institution values my contributions.	
	IS4	My institution strongly considers my goals and values.	
	IS5	My institution shows concern for me.	
	IS6	My institution is willing to help me when I need a special favor.	
Parents' Support	PS1	My parents have knowledge about the issues I face.	Chentsova Dutton et al. (2020)
	PS2	My parents listen to my problems and make efforts to resolve them.	
	PS3	My parents help me understand the language.	
Phonology and Syntax Learning	PSL1	I am well prepared for language class.	Dewaele & Dewaele (2020)
	PSL2	I always feel that I speak different languages better.	
	PSL3	I can feel my heart pounding when I am going to be called on in language class.	
	PSL4	I am confident when speaking different languages.	
	PSL5	I do not panic when I have to speak in language class after preparation.	
	PSL6	I am not embarrassed to volunteer answers in language class.	

The article used the teachers and students of language learning institutions are the respondents. These student and teachers are selected using simple random sampling. The researchers distributed the 540 surveys but only 310 valid surveys were received. The respondents consisted of students and teachers from language learning institutions in Vietnam. The respondents represented diverse educational contexts, including public and private language learning institutions located in northern, central, and southern Vietnam. To ensure adequate language learning experience, only students who had completed at least one semester of English or Vietnamese language study and teachers with experience in teaching either language were invited to participate. The sample therefore represented participants with different educational backgrounds and language learning experiences. Because the primary objective of this study was to examine the structural relationships among the proposed constructs, demographic characteristics were not included in the structural model. Although the survey focused primarily on the study constructs, future research should include more detailed demographic characteristics to improve sample description and generalizability. These valid surveys have 57.41 percent response rate. In addition, the article also used the SPSS-AMOS to check the data reliability and association among variables. This tool analyze the primary data and provides best outcomes using large data sets (Hair Jr, Howard, & Nitzl, 2020). Moreover, the article used three predictors like student interest (SI), student perception (SP), and student prior knowledge (SPK), while the article used two moderators such as parents' support (P) and institutional support (IS) and also used one predictive construct named phonology and syntax learning (PSL). The variables are presenting in the **Figure 1**.

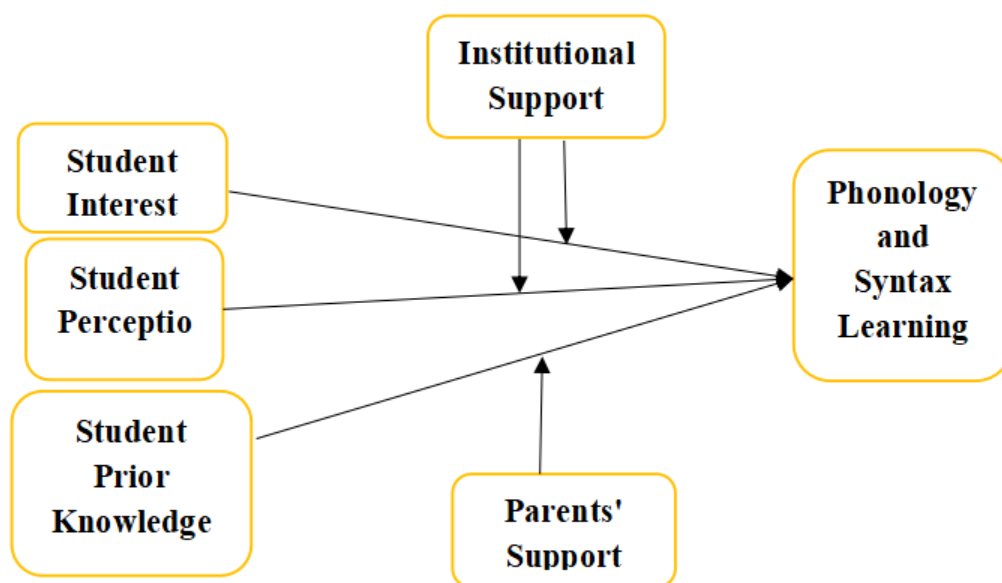


Figure 1. Conceptual framework of the study

4. Ethical considerations

Participation in this study was entirely voluntary. Before completing the questionnaire, all participants were informed about the purpose of the study and were assured that their responses would be used solely for academic research. No personally identifiable information was collected, and all responses were treated confidentially and analyzed anonymously. Participants provided informed consent prior to completing the survey and were free to withdraw from the study at any stage without any consequences. The study was conducted in accordance with

the ethical principles for research involving human participants. To minimize the potential influence of common method bias, several procedural remedies were implemented during questionnaire design and data collection. Participants were assured of anonymity and confidentiality, and all questionnaire items were adapted from previously validated measurement scales. Respondents were also encouraged to answer honestly based on their own learning experiences. To further assess the potential influence of common method bias (CMB), Harman's single-factor test was conducted using exploratory factor analysis. The unrotated solution indicated that the first factor accounted for 34.8% of the total variance, which is below the commonly accepted threshold of 50% (Podsakoff et al., 2003). Therefore, common method bias was unlikely to pose a serious threat to the validity of the findings.

5. Research findings

The outcomes show items correlation and checked using loadings and average variance extracted (AVE) and values are not less than 0.50. In addition, it is also checked using composite reliability (CR) and values are not less than 0.70. Finally, it is also checked using ASV and MSV and both the figures are not larger than AVE. The results indicate satisfactory factor loadings, composite reliability, and convergent validity for all measurement items, confirming that the constructs were measured reliably. The outcomes are given in **Table 2**. Construct validity was evaluated through confirmatory factor analysis by examining standardized factor loadings, composite reliability (CR), average variance extracted (AVE), and discriminant validity using the Fornell–Larcker criterion. In addition, the measurement model was examined for internal consistency and potential multicollinearity to ensure that the latent constructs were empirically distinguishable and suitable for structural model estimation. The results demonstrated satisfactory convergent and discriminant validity, indicating that the measurement model adequately represented the theoretical constructs examined in this study.

Table 2. Convergent validity

Constructs		Items		Loadings	CR	AVE	MSV	ASV
Students' Interest	SI1	<---	SI	0.997	0.947	0.723	0.511	0.147
	SI2	<---	SI	0.724				
	SI3	<---	SI	0.742				
	SI4	<---	SI	0.987				
	SI5	<---	SI	0.711				
	SI6	<---	SI	0.754				
	SI7	<---	SI	0.973				
Students' Perception	SP1	<---	SP	0.838	0.901	0.606	0.594	0.269
	SP2	<---	SP	0.853				
	SP3	<---	SP	0.802				
	SP4	<---	SP	0.822				
	SP5	<---	SP	0.622				

Continuation Table:

Constructs		Items		Loadings	CR	AVE	MSV	ASV
	SP6	<---	SP	0.707				
Students' Prior Knowledge	SPK1	<---	SPK	0.999	0.935	0.751	0.694	0.218
	SPK2	<---	SPK	0.629				
	SPK3	<---	SPK	0.994				
	SPK4	<---	SPK	0.989				
	SPK5	<---	SPK	0.629				
Institutional Support	IS1	<---	IS	0.823	0.927	0.681	0.511	0.211
	IS2	<---	IS	0.847				
	IS3	<---	IS	0.839				
	IS4	<---	IS	0.863				
	IS5	<---	IS	0.816				
	IS6	<---	IS	0.758				
Parents' Support	PS1	<---	PS	0.907	0.924	0.802	0.091	0.048
	PS2	<---	PS	0.874				
	PS3	<---	PS	0.906				
Phonology and Syntax Learning	PSL1	<---	PSL	0.559	0.885	0.564	0.338	0.163
	PSL2	<---	PSL	0.842				
	PSL3	<---	PSL	0.809				
	PSL4	<---	PSL	0.744				
	PSL5	<---	PSL	0.770				
	PSL6	<---	PSL	0.751				

The outcomes show variables correlation and checked using Fornell Larcker and first figure is not less than rest of the figures in same column. The results demonstrate satisfactory discriminant validity, indicating that each construct is empirically distinct from the others. Overall, the measurement assessment indicates satisfactory construct validity and internal consistency, supporting the adequacy of the measurement model for subsequent structural analysis. The outcomes are given in **Table 3**.

Table 3. Discriminant validity

	PS	SI	SP	SPK	IS	PSL
PS	0.896					
SI	0.301	0.851				
SP	0.184	0.261	0.778			
SPK	0.180	0.162	0.533	0.867		

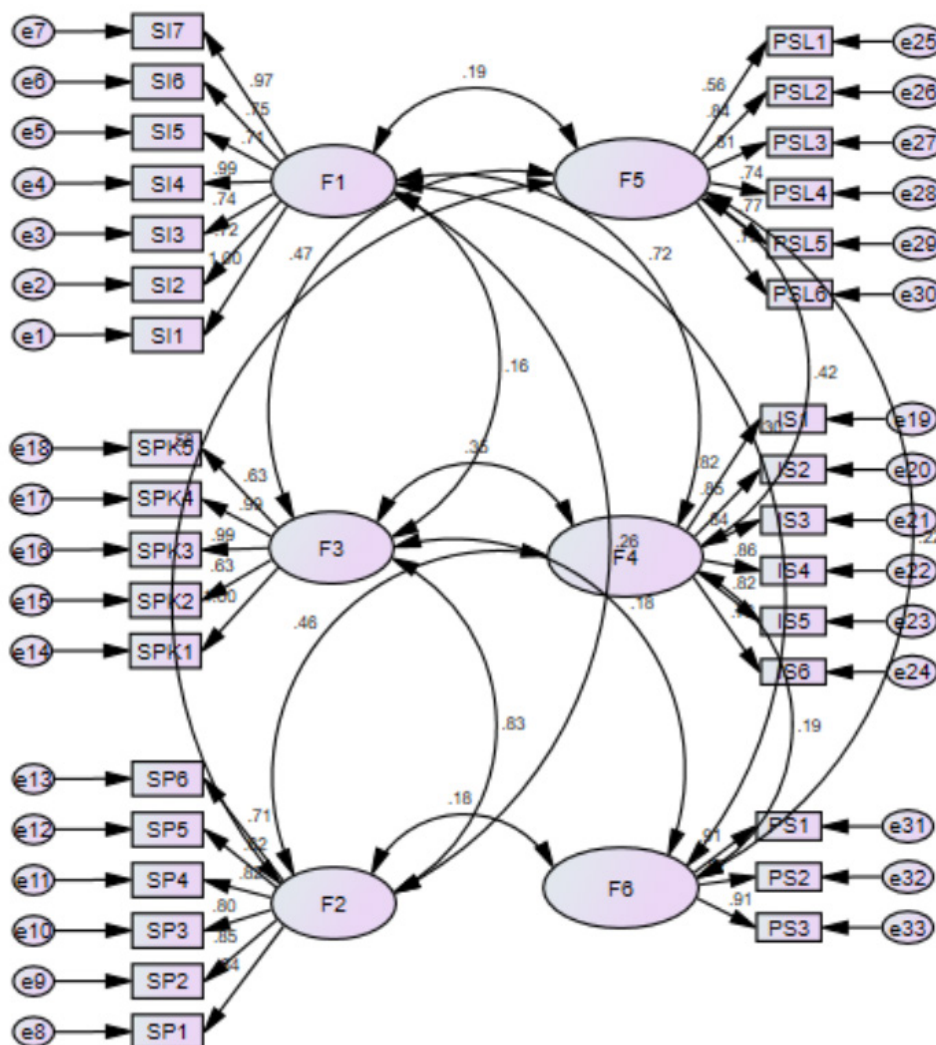
Continuation Table:

	PS	SI	SP	SPK	IS	PSL
IS	0.191	0.715	0.459	0.346	0.825	
PSL	0.216	0.193	0.581	0.468	0.420	0.751

The outcomes also show model good fit and checked using RMSEA and the figures are not higher than 0.05 and it is also checked using TLI and CFI and values are not less than 0.90. The output show model is good fit. The outcomes are given in **Table 4**. **Figure 2** illustrates the measurement model assessment, confirming the adequacy of the measurement model for subsequent structural analysis.

Table 4. Model good fitness

Selected Indices	Result	Acceptable level of fit
TLI	0.944	TLI > 0.90
CFI	0.947	CFI > 0.90
RMSEA	0.003	RMSEA < 0.05 good; 0.05 to 0.10 acceptable

**Figure 2.** Measurement model assessment

The outcomes revealed that the student's interest, perception, and prior knowledge have positive linkages with phonology and syntax learning and accept H1, H2 and H3. In addition, the outcomes also revealed that the parents' support and institutional support significantly moderate among student interest, perception, and prior knowledge, and phonology and syntax learning and accept H4, H5 and H6. The outcomes are given in **Table 5**.

Table 5. Path analysis

Relationships			Beta	S.E.	C.R.	P
Phonology and Syntax Learning	<---	Institutional Support	0.288	0.038	7.531	0.000
Phonology and Syntax Learning	<---	Students Perception	0.034	0.011	3.090	0.000
Phonology and Syntax Learning	<---	Students Prior Knowledge	0.281	0.035	8.026	0.000
Phonology and Syntax Learning	<---	Parents Support	0.238	0.047	5.027	0.000
Phonology and Syntax Learning	<---	Students Interest	0.439	0.038	11.600	0.000
Phonology and Syntax Learning	<---	SPK x PS	0.052	0.008	6.371	0.000
Phonology and Syntax Learning	<---	SI x IS	0.104	0.007	15.809	0.000
Phonology and Syntax Learning	<---	SP x IS	0.069	0.007	9.615	0.000

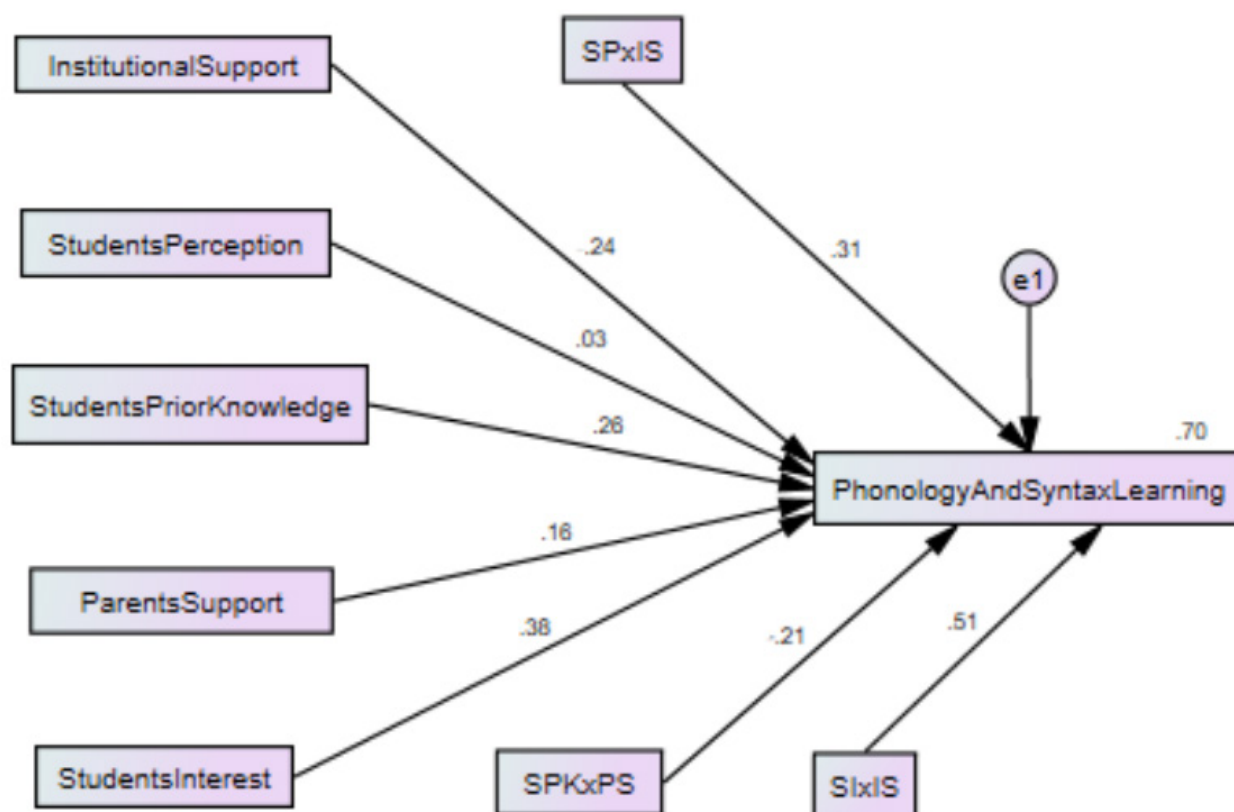


Figure 3. Structural model assessment

6. Discussions

The results showed that student interest is positively linked to L2 phonology and syntax learning. These results are supported by Mitkovska, Bužarovska, and

Stojanovska-Ilievska (2023), which claims that the students who have their own interest in some particular language and are urged to speak it fluently, take keen participation in L2 phonology and syntax learning. As a result, they show better learning outcomes. These results are also in line with Sequeros-Valle, Hoot, and Cabrelli (2020), which posits that in the linguistic class where students show interest in a language, they explore the sounds, meanings, grammar, and accent of a language accurately. The positive effect of student interest on L2 phonology and syntax learning can be interpreted through a socio-psychological lens, where interest functions as a motivational driver that sustains cognitive effort and active participation. In complex learning systems, such motivation enhances learners' sensitivity to phonological contrasts and syntactic patterns through repeated engagement and social interaction. The results showed that student perception is positively linked to L2 phonology and syntax learning. This finding can be explained by the fact that positive learning perceptions enhance learners' confidence and reduce anxiety during language acquisition. Students who perceive language learning as useful and achievable are more willing to participate in classroom interaction and language practice, thereby improving both phonological awareness and syntactic competence. From a socio-psychological perspective, positive learner perceptions strengthen self-efficacy and reduce language anxiety, thereby encouraging greater participation in communicative activities. Within a complex systems framework, these positive perceptions continuously interact with classroom experiences and social feedback, facilitating more effective phonological and syntactic development. These results are supported by Zhai (2022), which proclaims that if students have good perceptions about learning a foreign language and its benefits, they attend linguistic classes wholeheartedly, and show good consequences of L2 phonology and syntax learning. These results are also in line with Schmidt, Pérez, Cilibrasi, and Tsimpli (2020), which implies that if learners have positive linguistics perceptions, they are good in L2 phonology and syntax learning.

The results showed that student prior knowledge is positively linked to L2 phonology and syntax learning. These results are supported by Aguilar (2022), which states that if students have prior knowledge about a language, they have the ability to learn the phonology and syntax of that language easily. These results are also in line with Kopečková, Gut, Wrembel, and Balas (2023), which reveals that students with prior knowledge about how to learn a language, are more efficient in L2 phonology and syntax learning. This relationship suggests that prior knowledge provides learners with an existing cognitive framework for interpreting new linguistic information. Such prior experience facilitates the processing of unfamiliar phonological patterns and syntactic structures, thereby improving learning efficiency. Prior knowledge also enables learners to connect newly acquired linguistic information with existing cognitive schemas, thereby reducing cognitive load during language processing. This dynamic integration facilitates more efficient acquisition of phonological contrasts and syntactic structures. The results showed that institutional support is a significant moderator between student interest and L2 phonology & syntax learning. These results are supported by Yadav and Yadav (2021), which states that if institutional support is available to students, they may have linguistic interest, and be better able to learn L2 phonology and syntax. These results are also in line with Nisbet, Bertram, Erlinghagen, Pieczykolan, and Kuperman (2022). The previous study indicates that if the educational institution is supportive, the linguistic students have an interest in their work, and are better in L2 phonology and syntax learning. This moderating

effect indicates that institutional support strengthens students' intrinsic motivation by providing appropriate learning resources, academic guidance, and an encouraging learning environment. Consequently, students with stronger learning interest are more likely to transform their motivation into effective language learning behaviors when adequate institutional support is available. The significant interaction further suggests that institutional support amplifies the positive influence of student interest by providing learning resources, academic guidance, and opportunities for meaningful language practice. Consequently, highly interested learners benefit more substantially when supportive institutional environments are available.

The results showed that institutional support is a significant moderator between student perception and L2 phonology & syntax learning. These results are also in line with Salman and Haskel-Shaham (2023), if students have institutional support, they may have good linguistic perceptions, and can better learn L2 phonology and syntax. These results are supported by Gross (2022), which explains that if the educational institution is supportive, the linguistic students have positive perceptions regarding learning a language. It improves the L2 phonology and syntax learning. This finding suggests that institutional support creates an environment in which positive learner perceptions can be translated into sustained learning engagement. Access to instructional resources, constructive feedback, and supportive learning conditions strengthens learners' confidence and facilitates the acquisition of phonological and syntactic knowledge. Supportive educational environments reinforce learners' positive perceptions by creating conditions that encourage confidence, participation, and sustained engagement. As a result, positive perceptions are translated more effectively into successful phonology and syntax learning outcomes. The results showed that parents' support is a significant moderator between students' prior knowledge and L2 phonology & syntax learning. These results also agree Zhou (2022) which states that students' prior knowledge in the presence of supportive parents can be effective in L2 phonology and syntax learning. These results also match with Stoffelsma, Spooren, Mwinlaaru, and Antwi (2020), which posits that students with parental support, can acquire prior linguistic knowledge, and get able for L2 phonology and syntax learning. This result indicates that parental support provides both emotional encouragement and learning opportunities that allow students to make better use of their prior linguistic knowledge. Such support creates a favorable learning environment in which existing knowledge can be more effectively transformed into language competence. Parental support complements learners' existing linguistic knowledge by providing emotional encouragement and continuous learning opportunities outside the classroom. Consequently, students with stronger prior knowledge achieve better language learning outcomes when parental support is consistently available.

From a human resource development perspective, these findings extend beyond language education by demonstrating that language competency can be viewed as a strategic form of human capital. From a theoretical perspective, this study extends previous research by integrating socio-psychological theory with a complex systems perspective to explain L2 phonology and syntax learning. Rather than viewing learner interest, perception, and prior knowledge as isolated predictors, the present study demonstrates that their effects are strengthened or weakened by social contexts such as institutional and parental support. This integrated perspective provides a more comprehensive explanation of language learning processes and contributes to the literature on second language acquisition by emphasizing the dynamic interaction between individual and contextual factors. Students who develop stronger linguistic

competence through supportive institutional environments are better prepared for future professional communication, international collaboration, and lifelong learning. Therefore, educational institutions play a dual role not only in language instruction but also in cultivating workforce competencies that contribute to organizational learning and sustainable talent development.

7. Implications

The study also has great empirical significance to institutions introducing L2 learning programs. It guides the entities interested in promoting L2 phonology & syntax learning on how to proceed. The policymakers get guidelines from the current article about to improve the phonology and syntax learning of English and Vietnamese using student interest, perception, and prior knowledge. The study makes a guideline that an interest in learning the L2 language must be aroused among students so that they may better learn L2 phonology & syntax. There is also a guideline that the students' perceptions towards learning an L2 must be positive so that they may better understand and learn L2 phonology & syntax. The study also suggests that prior knowledge about a particular language should be provided to students. It would enable the students to learn L2 phonology & syntax quickly. The study also posits that educational institutions should be supportive of their clients. It would be encouraging for students' interest and thereby, increase the students' possibility of learning L2 phonology & syntax. The current article also conveys that institutions should be supportive of teaching L2 to improve students' perceptions of L2 learning and thus, improve L2 phonology & syntax learning. Moreover, the study implies that to inculcate prior linguistic knowledge in students parents should be supportive. Hence, they prepare students for L2 phonology & syntax learning perfectly. The policymakers and educational managers may also use these findings to design language training strategies that strengthen communication competence, workforce readiness, and lifelong learning. In this way, the study contributes not only to language education but also to human resource development and organizational learning in increasingly international working environments. From a human resource management perspective, organizations may apply these findings when designing employee language development and professional training programs. Creating supportive learning environments and encouraging employees' learning interest, positive perceptions, and prior knowledge may enhance communication competence, intercultural collaboration, and continuous professional development. These findings also suggest that organizational support plays an important role in strengthening employees' motivation to acquire new language skills, thereby contributing to workforce capability, organizational learning, and long-term organizational competitiveness.

8. Conclusion

The aim of the study was to check which role student interest, student perception, and student prior knowledge play in L2 phonology & syntax learning. It was also to examine the role of institutional support and parents in this regard. The study is based on the primary data acquired from English and Vietnamese tutors and students. The research findings showed that student interest, perception, and prior knowledge have a positive relation to L2 phonology & syntax learning. The results indicated that when the students have a deep interest in learning and talking in a specific language other than a mother language, they can better comprehend and learn L2 phonology &

syntax. Likewise, if the students have good perceptions regarding the L2 learning process, they pay more heed and show active engagement. Hence, they succeed in L2 phonology & syntax learning. The results also revealed that the students who have some prior knowledge about a language may have a better understanding during a linguistic class, and can learn L2 phonology & syntax efficiently. The research findings also indicated that institutional support plays a moderating role between student interest, student perception, and L2 phonology & syntax learning. If the institutions have supportive roles, they can develop student interest in L2 learning and improve their perceptions of this. Thus, students may have a more effective role in L2 phonology & syntax learning. Similarly, parents' support is also a moderator between students' prior knowledge and L2 phonology & syntax learning. If parents are supportive of children, they may provide prior linguistic knowledge to children and they may better learn L2 phonology & syntax. Overall, the findings extend the literature on second language acquisition by demonstrating that English and Vietnamese phonology and syntax learning is shaped by the dynamic interaction of cognitive, motivational, and social-contextual factors rather than by isolated learner characteristics. By integrating socio-psychological theory with a complex systems perspective, this study provides a more comprehensive explanation of how student interest, perception, prior knowledge, institutional support, and parental support jointly influence language learning outcomes. This integrated framework contributes to both second language acquisition research and human resource development by offering a broader theoretical understanding of language competency development in educational and professional contexts.

9. Limitations

Still, some limitations are associated with the current study. Future researchers must be active and remove these limitations. In addition, the study did not collect detailed demographic information such as participants' age, gender, educational background, or language proficiency. Because the study relied on self-reported questionnaire data collected at a single point in time, the possibility of common method bias cannot be entirely excluded. Future studies are encouraged to employ multiple data sources or longitudinal designs to further reduce potential common method variance. Future studies should incorporate these characteristics to provide a more comprehensive understanding of learner diversity and to improve the generalizability of the findings. In this study, there is only the consideration of students' attributes like student interest, student perception, and student prior knowledge for analyzing their role in L2 phonology & syntax learning. Factors like timetables, tutors' capabilities, linguistic syllabus, and linguistic practice sessions, etc. all are ignored even though they have a strong influence on L2 phonology & syntax learning. So, future researchers must also cover these factors in the research framework. Moreover, this study focuses only on English and Vietnamese as second languages. Future research may extend the proposed framework to other second-language contexts in order to examine whether the observed relationships remain consistent across different linguistic and cultural settings. In addition, longitudinal or mixed-method research designs could provide a deeper understanding of how learner interest, perception, and prior knowledge evolve over time and influence phonology and syntax learning. Future studies are encouraged to incorporate demographic variables such as age, gender, educational background, language proficiency, and learning experience to further examine their potential influence on

language learning outcomes.

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