



An Exploration of the Impact of Learning Environment and Technology on the Development of English Listening and Speaking Skills among Business Administration Students

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ABSTRACT

This study explores the influence of learning environment and technology on the development of English listening and speaking skills among second-year Business Administration students at a University in Hanoi. With globalization and increasing demand for English proficiency in the business world, mastering communication skills in English has become essential for students pursuing business-related careers. Despite early exposure to the language, many students face challenges in effectively utilizing English, especially in real-world communication contexts. This research investigates key factors impacting the development of these skills, focusing on personal attributes, academic factors, technological tools, and the overall learning environment. Data were collected through surveys, semi-structured interviews, and academic performance records. The findings reveal that both classroom interactions and extracurricular opportunities significantly affect students' confidence and language use, while the integration of technology, such as language learning apps and online platforms, has a notable positive impact on skill improvement. The study proposes solutions to enhance students' English proficiency by optimizing teaching methods, increasing technology use, and creating more interactive learning environments. This research contributes to a deeper understanding of how educational environments and technology can be leveraged to foster effective English language communication in higher education.

I. Introduction

In today's globalized world, English proficiency is more than just a language skill; it is a crucial tool for communication and success in the international business environment. For students majoring in Business Administration, mastering English, particularly listening and speaking skills, is vital not only for academic achievement but also for future career prospects. However, despite years of English language education, many students still struggle with using English effectively in real-world contexts, particularly when it comes to communication in business settings.

At a university in Hanoi, students enrolled in the Business Administration program are expected to develop solid English communication skills, yet the reality shows a disparity between theoretical knowledge and practical language use. While various factors contribute to this issue, two key elements have been identified as influential in language skill development: the learning environment and the integration of technology.

The learning environment, including both physical classroom settings and extracurricular activities, plays a critical role in shaping students' ability to practice and use English. Traditional teaching methods, however, may not always provide sufficient opportunities for students to engage in real-life communication, which is essential for enhancing listening and speaking skills. Furthermore, the increasing availability and use of technology in education presents an opportunity to bridge this gap, offering students innovative ways to practice English through language learning apps, online platforms, and interactive tools.

This study aims to explore how both the learning environment and technology influence the development of English listening and speaking skills among second-year Business Administration students at a university in Hanoi. By investigating these factors, this research seeks to identify the challenges students face in improving their language skills and propose practical solutions to foster an environment that supports language development. The results of this study are expected to contribute to enhancing the quality of English language education for business students, ultimately preparing them for the demands of the global job market.

In the following sections, we will outline the theoretical framework of language skill development, discuss the methodology used to gather data, and present the findings along with recommendations for improving English listening and speaking proficiency among students.

II. Literature Review

The development of English listening and speaking skills has been a focal point of research in language education, especially in the context of higher education. These skills are crucial for effective communication in both academic and professional settings, particularly for students in fields like Business Administration, where international communication plays a significant role. Previous studies have emphasized the impact of various factors such as the learning environment, teaching methods, personal motivation, and technology on the acquisition of language skills.

1. The Role of the Learning Environment

The learning environment, both inside and outside the classroom, significantly influences language acquisition. Vygotsky's (1978) sociocultural theory posits that language development occurs through social interactions within a supportive environment. This idea is central to understanding the role of the classroom and extracurricular activities in language learning. In a study by Lê Thị Thu Hằng (2014), it was found that students' engagement in group discussions, role-playing, and academic seminars in English significantly enhanced their speaking skills. These interactive activities provide opportunities for students to practice language use in real-world contexts, which is essential for developing fluency and confidence in speaking.

Moreover, the physical learning environment, including access to language resources, classroom dynamics, and peer interactions, has been shown to affect students' language proficiency. However, many traditional classroom settings fail to offer enough opportunities for practical language use, leading to a gap between theoretical knowledge and real-life communication abilities (Hồ Thị Thanh Ly, 2018). This gap highlights the need for an educational environment that supports active language use and fosters practical learning experiences.

2. Impact of Technology on Language Learning

In recent years, technology has become an integral part of language education. The use of digital tools such as language learning apps, online platforms, and multimedia resources has been found to enhance language skills, particularly in listening and speaking. Krashen's Input Hypothesis (1985) emphasizes the importance of comprehensible input in language learning, which can be facilitated by digital platforms that offer exposure to authentic language materials such as podcasts, videos, and interactive exercises. These resources allow students to hear native speakers in context, thereby improving their listening comprehension skills.

Technology also plays a significant role in speaking practice. Tools like speech recognition software, language learning apps (e.g., ELSA Speak, Duolingo), and virtual conversation partners provide students with opportunities to practice speaking in a controlled environment without the fear of judgment. Research by Lu and Luo (2021) found that speech recognition technology, when integrated into language learning, significantly improved students' pronunciation and fluency. This aligns with Swain's Output Hypothesis (1985), which stresses that producing language—speaking in this case—helps reinforce language structures and boosts students' confidence.

Additionally, online platforms like Zoom or Google Meet, which facilitate virtual discussions and group interactions, offer students an opportunity to engage in real-time conversations with peers and instructors, further enhancing their speaking abilities. A study by Lê Minh Hằng (2019) highlighted that students who participated in online language exchange programs showed notable improvement in their speaking fluency, as the virtual environment provided them with more frequent and varied speaking opportunities than traditional classroom settings.

3. The Integration of Technology and the Learning Environment

Recent studies have shown that combining a rich learning environment with technology can maximize language skill development. For instance, an investigation by Võ Thị Kim Thảo (2020) demonstrated that the integration of interactive technologies like online discussion forums and multimedia resources in the classroom significantly enhanced students' listening and speaking skills. The study concluded that a blended learning approach, which combines face-to-face teaching with digital tools, provides students with both structured learning and the flexibility to practice language skills independently.

4. Barriers to Effective Language Learning

Despite the potential benefits, several barriers hinder the effective development of listening and speaking skills in English. One of the primary obstacles is students' lack of confidence when speaking in a foreign language. Studies by Nguyễn Thị Thanh (2020) and Phạm Thị Hương (2018) showed that anxiety, self-doubt, and fear of making mistakes were significant factors that contributed to students' reluctance to speak English. This psychological barrier often leads to avoidance of speaking opportunities, which can further impede language acquisition. Creating a supportive learning environment that encourages risk-taking and self-expression is essential for overcoming these barriers.

Additionally, the insufficient use of technology in many educational institutions limits students' exposure to interactive and authentic language materials. As highlighted by Nguyễn Thị Mai Sương (2019), while technology offers vast resources for language learning, its underutilization in the classroom can result in missed opportunities for students to engage with English in meaningful ways.

5. The Need for Practical Solutions

To address these challenges, a growing body of research calls for the development of innovative and practical solutions to enhance language learning. For instance, Nguyễn Thị Hồng (2021) advocates for the incorporation of project-based learning and task-based learning approaches, which align with

the principles of Communicative Language Teaching (CLT). These methods encourage students to use English in realistic scenarios, improving their listening and speaking skills through collaborative tasks, presentations, and problem-solving activities.

Moreover, integrating technology into language instruction should be seen as a necessity rather than a luxury. By utilizing apps, online language exchange programs, and virtual classrooms, educators can offer students continuous practice opportunities and personalized feedback. As suggested by Dörnyei (2005), fostering intrinsic motivation through engaging and interactive content is crucial for sustaining students' interest and enhancing their language learning outcomes.

The literature review reveals that both the learning environment and the use of technology are critical factors in the development of English listening and speaking skills. While traditional classroom settings provide foundational knowledge, they often lack opportunities for practical language use. Technology, when integrated effectively, can complement the learning environment by offering authentic language exposure and interactive speaking practice. However, overcoming psychological barriers such as anxiety and ensuring that technology is used effectively are key challenges that need to be addressed. This study aims to investigate these factors in the context of Business Administration students at A University in Hanoi and propose practical solutions to enhance their English communication skills.

III. Methodology

This section outlines the research design, approach, and methods used to explore the influence of learning environment and technology on the English listening and speaking skills of second-year Business Administration students at a university in Hanoi. The study employs a mixed-methods approach, combining both quantitative and qualitative data collection techniques to provide a comprehensive understanding of the factors influencing the development of these language skills.

1. Research Design

The study follows a descriptive, cross-sectional research design aimed at analyzing the current state of English listening and speaking skills among Business Administration students and identifying the key factors that impact their development. By integrating both qualitative and quantitative data, the research seeks to provide a holistic view of how the learning environment and technological tools affect students' language proficiency.

2. Participants

The study focuses on second-year Business Administration students from the Faculty of Economics at a university in Hanoi. A total of 207 students participated in the survey, representing a diverse sample from various classes within the same academic year. These students were selected based on their completion of the English language course requirements, which included listening and speaking components.

Additionally, 10 English instructors were selected for semi-structured interviews to gain insights into their perspectives on the factors influencing students' English skills and the role of technology in the classroom. This approach helps capture both student and instructor viewpoints on the learning process.

3. Sampling Techniques

A random sampling method was used to select the students who participated in the survey, ensuring a representative sample from the total population of second-year Business Administration students. This method allows for generalizable findings across the entire student cohort.

For the semi-structured interviews, purposeful sampling was used to select instructors who had experience teaching English to Business Administration students and were familiar with the challenges these students face in developing listening and speaking skills.

4. Data Collection Instruments

To gather both quantitative and qualitative data, the study employed the following instruments:

- Survey Questionnaire: A structured questionnaire was designed to collect data on students' perceptions of their English listening and speaking skills, as well as the factors that influence their learning, such as personal motivation, learning environment, teaching methods, and the use of technology. The survey included a mix of Likert-scale questions (to measure attitudes and opinions) and open-ended questions (to allow for more detailed responses). The questionnaire was distributed electronically via Google Forms to ensure accessibility and ease of completion.
- Semi-Structured Interviews: In-depth interviews were conducted with 10 English instructors. The interviews aimed to explore teachers' perspectives on the effectiveness of current teaching methods, the integration of technology in the classroom, and their observations on how these factors influence students' English listening and speaking abilities. The semi-structured format allowed for flexibility in questioning and facilitated a deeper understanding of the issues at hand.
- Academic Performance Records: To supplement the self-reported data from the surveys and interviews, students' performance in English listening and speaking courses was analyzed. This data provided objective measures of students' abilities in these areas and served as a benchmark for evaluating the impact of various factors on their language proficiency.

5. Data Analysis Techniques

The data collected from the surveys and interviews were analyzed using both quantitative and qualitative methods:

- Quantitative Analysis: The survey data was analyzed using descriptive statistics to summarize students' responses and identify patterns in their attitudes toward learning English and using technology. Factor analysis was conducted to identify the underlying variables that influence English listening and speaking skills, such as the quality of the learning environment, technological support, and personal motivation. Regression analysis was used to explore the relationship between these factors and students' academic performance in listening and speaking.

- Qualitative Analysis: The interview data was transcribed and analyzed using thematic analysis. This method involved coding the interview transcripts to identify recurring themes and patterns related to teaching methods, student motivation, technology use, and environmental factors. The results from the interviews were used to complement the quantitative findings and provide a deeper understanding of the factors influencing language skill development.

6. Validity and Reliability

To ensure the validity and reliability of the study, several steps were taken:

- Pilot Testing: The survey questionnaire was piloted with a small group of students before the main data collection to ensure that the questions were clear and effectively captured the relevant information.

- Triangulation: Data triangulation was used by comparing the results from the student surveys, instructor interviews, and academic performance records. This method helped validate the findings by cross-checking the information from multiple sources.

- Reliability Analysis: Cronbach's alpha was used to test the internal consistency of the survey scales. A score of above 0.7 was considered acceptable for the scales used in the survey, ensuring that the items consistently measured the intended constructs.

7. Ethical Considerations

The study adhered to ethical guidelines throughout the research process. Participation was voluntary, and all participants were informed of the study's objectives and the confidentiality of their responses. Informed consent was obtained from both the students and instructors before data collection. All personal information was anonymized to ensure privacy, and the data were stored securely.

This mixed-methods approach is designed to provide a comprehensive understanding of how the learning environment and technology impact the development of English listening and speaking skills among Business Administration students. By combining quantitative and qualitative data, the study aims to offer actionable insights into how these factors can be leveraged to improve English language education and better prepare students for global business communication.

IV. Results and Discussion

1. Results

1.1. Demographic Information of Participants

The study was conducted with 207 second-year Business Administration students at a university in Hanoi, with a mix of 56% male and 44% female participants. The average age of the students was 21 years. The vast majority (around 70%) had been exposed to English for 7 years or more before attending university. This suggests that the participants were relatively experienced in English language learning prior to their academic careers at a university in Hanoi.

1.2. Survey Findings: Learning Environment Factors

The survey findings reveal that the learning environment plays a substantial role in the enhancement of English listening and speaking skills. Of the students surveyed, 68% reported that group discussions and peer interactions were essential in improving their speaking abilities. Vygotsky's sociocultural theory (1978), which underscores the importance of social interaction in cognitive development, supports this finding. This finding is consistent with other studies that emphasize the role of peer interaction in fostering language proficiency. Students engaging in peer discussions reported higher levels of speaking confidence, which highlights the importance of an environment that promotes active participation.

Additionally, 61% of students indicated that teacher-student interaction significantly contributed to their speaking skills. A conducive classroom environment with minimal distractions and structured engagement was perceived as a key element in language development. Furthermore, 57% of students pointed out that factors such as seating arrangements and a quiet atmosphere were important for focusing on listening exercises. These results suggest that an organized and engaging classroom environment is vital for maximizing language acquisition.

The role of extracurricular activities such as English clubs and language exchange programs also surfaced as crucial factors. 65% of students actively participated in these activities, with many reporting noticeable improvements in their speaking and listening abilities. These findings reinforce the importance of outside-the-classroom learning, which complements formal education and provides students with authentic language practice.

1.3. Survey Results: Technological Influence

Regarding the influence of technology, the findings were overwhelmingly positive. A substantial 72% of students reported using language learning apps like Duolingo, ELSA Speak, and Babbel to practice speaking outside of class. The accessibility and convenience of these tools allow students to practice

English anytime, which can help reinforce classroom lessons and foster language retention. This result aligns with Krashen's Input Hypothesis (1985), which posits that comprehensible input—exposure to language through various media—is vital for language learning.

65% of respondents indicated that online listening exercises, such as listening to podcasts and TED Talks, were instrumental in improving their listening comprehension. The use of real-world media helps expose students to different accents and contexts, further contributing to their overall language proficiency.

Additionally, 58% of students utilized video conferencing platforms like Zoom to participate in virtual speaking activities. The ability to engage in real-time conversations with peers or instructors in a digital environment has been shown to increase confidence in speaking and provides a more flexible approach to practicing English outside the classroom. These virtual tools allow for continuous interaction, which may not always be feasible in traditional classroom settings.

1.4. Instructor Interviews: Perspectives on Learning Environment and Technology

Interviews with 10 English instructors provided further insights into how the learning environment and technology influence students' English language development. Instructors emphasized that blended learning—combining traditional face-to-face teaching with technological tools—was the most effective approach for improving both listening and speaking skills. They noted that speech recognition software and video conferencing tools were especially helpful for providing immediate feedback, which is crucial for students to adjust their pronunciation and speech patterns.

However, instructors also highlighted student anxiety as a significant challenge, with 54% of teachers mentioning that students were reluctant to speak in English due to fear of making mistakes. Instructors observed that even with the integration of technology, students often hesitated to participate in discussions, particularly when they felt their English was not at a high level. This highlights the importance of addressing psychological barriers in language learning, as anxiety and lack of confidence often outweigh the benefits of technological tools in the classroom.

2. Discussion

2.1. The Role of the Learning Environment in Language Acquisition

The findings of this study emphasize the crucial role of a supportive learning environment in fostering language skills. The positive feedback from students regarding group discussions and peer interactions supports the notion that learning is most effective in an environment where students can engage in collaborative learning. Vygotsky's (1978) sociocultural theory emphasizes that social interaction is key to cognitive development, which is particularly relevant in language learning. The classroom environment must be designed to encourage students to actively participate, speak, and interact with their peers in order to develop their communication skills.

Additionally, the study shows that extracurricular activities like language clubs or language exchange programs offer students invaluable opportunities to practice English in informal settings, enhancing their language fluency. This finding is supported by previous studies (Nguyễn, 2020), which emphasize the value of real-world language practice outside of the classroom to build confidence and competence. These programs provide a low-pressure environment, which allows students to practice without fear of judgment, leading to greater language acquisition.

Furthermore, the survey results show that teacher-student interactions remain vital in helping students overcome challenges in speaking. Instructors who provide positive feedback and actively engage students in interactive teaching methods can significantly enhance the students' confidence and willingness to speak. This finding aligns with research by Lê Thị Thu Hằng (2014), which found that teacher support is essential for improving students' speaking abilities.

2.2. Technological Tools in Language Learning

The study clearly highlights the positive impact of technology on English learning, especially in improving listening and speaking skills. The widespread use of language learning apps and online platforms demonstrates the significant role that digital tools can play in reinforcing classroom learning. As Krashen (1985) suggested, the exposure to authentic language materials such as podcasts, TED Talks, and interactive apps provides comprehensible input, which is necessary for language development.

The fact that 58% of students reported using video conferencing tools for practice indicates the growing reliance on virtual speaking opportunities. These tools enable students to engage in real-time conversations, which are critical for enhancing fluency and pronunciation. These findings suggest that the integration of technology in language education should not be seen as a supplementary tool, but rather as an essential component of modern language learning. The flexibility offered by technology ensures that students have ample opportunities to practice English, regardless of time or location.

However, the study also reveals a key limitation: passive use of technology. While listening to podcasts or watching videos is beneficial for comprehension, these activities do not provide the active speaking practice necessary for language fluency. This aligns with findings from Lê Thị Thu Huyền (2020), who pointed out that active engagement with language learning technology—such as practicing pronunciation or participating in interactive dialogues—is far more effective than passive consumption of content.

2.3. Psychological Barriers: Anxiety and Lack of Confidence

Despite the positive impact of both the learning environment and technology, the study identifies student anxiety as a significant barrier to language learning. Fear of making mistakes and a lack of confidence in speaking were common among students, particularly in formal classroom settings. This

finding is consistent with Horwitz, Horwitz, and Cope (1986), who identified language anxiety as one of the most significant factors affecting students' willingness to speak.

While technological tools can provide students with a more private space to practice speaking, such as speech recognition software and virtual discussions, they cannot fully eliminate the psychological barriers that prevent students from speaking confidently. Therefore, it is essential for educators to foster a safe, supportive environment in which students feel comfortable making mistakes and learning from them. Positive reinforcement from teachers, along with opportunities for low-stakes practice, can help reduce anxiety and encourage greater participation.

2.4. Practical Implications for Language Teaching

Based on the findings, several practical implications emerge for improving English language teaching and learning:

- **Enhance Interactive Learning:** The study suggests that increasing the frequency of group activities, peer discussions, and collaborative projects can create an engaging environment that encourages students to use English in authentic contexts. These activities should be designed to foster real-world communication and allow students to practice both listening and speaking in a dynamic and interactive manner.
- **Incorporate Technology in Blended Learning:** The study highlights the importance of integrating digital tools into language instruction. Language learning apps, speech recognition software, and online platforms should be used not only for self-study but also as part of the classroom curriculum to provide students with more opportunities for practice. A blended learning approach, which combines face-to-face instruction with digital tools, can offer the best of both worlds, providing structured learning and independent practice.
- **Support Students' Psychological Well-being:** Educators should be aware of the psychological barriers that students face, particularly language anxiety. Teachers can implement confidence-building exercises and create a low-risk environment where students feel free to express themselves without fear of judgment. Encouraging peer feedback and celebrating small successes can also help reduce anxiety and promote a positive learning experience.
- **Increase Real-World Language Exposure:** To further enhance students' speaking abilities, institutions should provide more extracurricular opportunities for students to engage with English outside the classroom. This could include activities such as language exchange programs, English clubs, and internships in international settings, where students can interact with native speakers and practice their language skills in a natural, real-world context.

This study demonstrates the significant impact of both the learning environment and technology on the development of English listening and speaking skills among Business Administration students. While the learning environment, characterized by peer interactions and teacher-student engagement, plays a crucial role, technology offers students invaluable opportunities for flexible, self-paced practice. However, psychological barriers such as language anxiety must be addressed to maximize the effectiveness of both traditional and digital learning methods. By implementing a blended learning approach, encouraging active language practice, and fostering a supportive classroom environment, educational institutions can better prepare students to meet the challenges of global communication in the business world.

V. Recommendations

Based on the findings from this study, several recommendations are provided to enhance the English listening and speaking skills of Business Administration students at A University in Hanoi. These recommendations aim to address the identified challenges and improve the effectiveness of both the learning environment and the use of technology in language learning.

1. Enhance Interactive Learning Opportunities

To foster better English language development, it is crucial to provide more interactive learning opportunities within the classroom. Group discussions, debates, role-playing, and peer interaction should be regularly incorporated into the curriculum. By allowing students to practice speaking in a collaborative environment, they are more likely to build confidence and improve their language proficiency. As students overwhelmingly indicated the importance of group discussions, faculty members should prioritize activities that promote active student participation and encourage peer-to-peer learning. Furthermore, project-based learning, which encourages students to work in teams to solve real-world business problems, can help integrate language use into practical contexts and improve communication skills.

2. Expand Extracurricular Activities and Language Immersion Programs

Extracurricular activities such as English clubs, language exchange programs, and study groups provide valuable opportunities for students to practice English outside of formal academic settings. The study found that 65% of students participating in these activities reported significant improvements in their speaking and listening skills. To leverage these findings, universities should actively encourage students to engage in extracurricular English activities. Partnerships with international organizations or universities could be developed to offer language immersion programs, internships, or virtual exchange programs with students from English-speaking countries. These programs would provide students with real-world exposure to English in various business contexts, helping them bridge the gap between theoretical knowledge and practical language use.

3. Incorporate Technology into Blended Learning Models

Given the positive impact of technology on language learning, it is recommended that universities adopt a blended learning approach. Blended learning combines traditional in-person classes with online platforms and digital tools, allowing students to practice English both in and outside the classroom. Language learning apps such as Duolingo, TED Talks, and other interactive resources should be integrated into the curriculum. Instructors should

encourage students to use these resources for self-directed learning, providing students with personalized feedback and allowing them to practice at their own pace. Furthermore, the use of speech recognition tools and virtual speaking platforms like Zoom can offer students real-time speaking practice in a low-pressure environment, helping them improve both pronunciation and fluency. It is essential for instructors to integrate technology in a way that supplements face-to-face interaction and provides continuous language exposure.

4. Provide Professional Development for Instructors

The effectiveness of the learning environment heavily depends on the teaching methods employed by instructors. Professional development programs should be implemented to train instructors on interactive teaching methods, the use of technology in language teaching, and strategies for creating a supportive and inclusive classroom environment. Instructors should be equipped with the skills to integrate technology seamlessly into their teaching, encouraging students to use digital tools for language practice. Moreover, teachers should be trained in psychological strategies to help students overcome language anxiety. Providing instructors with workshops on confidence-building techniques and methods for offering positive reinforcement will help reduce students' fear of speaking and foster a more encouraging classroom atmosphere.

5. Address Psychological Barriers through Supportive Practices

The study revealed that language anxiety was a significant barrier to students' speaking performance. To address this challenge, universities should provide psychological support and strategies for overcoming anxiety in the language classroom. Instructors should create a safe, non-judgmental environment where students feel comfortable making mistakes and learning from them. Encouraging peer feedback and group work can create a more relaxed setting in which students are less afraid to take risks. Additionally, mindfulness exercises or relaxation techniques could be incorporated into the curriculum to help students manage stress and anxiety. Establishing language mentors or peer tutoring programs could also provide students with additional support from their more confident peers.

6. Promote Active Technology Engagement

While technology plays a key role in enhancing language skills, the study suggests that passive consumption of content, such as listening to podcasts or watching videos, is insufficient for building speaking fluency. It is recommended that universities promote active engagement with technology. For instance, students should be encouraged to use speech recognition software to practice pronunciation, participate in virtual conversations through video calls with native speakers, and engage in interactive listening exercises that challenge their comprehension and speaking skills. Instructors should monitor students' use of these tools and provide regular feedback to ensure that the technology is being used effectively to improve language proficiency.

7. Foster Collaboration Between Faculties and Language Departments

To enhance the learning experience, it is recommended that cross-departmental collaboration between the Business Administration faculty and language departments be strengthened. Business students often require English for specific professional purposes, such as communicating in international business settings or conducting research in English. Integrating business-related language activities—such as case studies, business presentations, and simulations—into English language courses would allow students to develop contextual language skills. These activities could be designed in collaboration between the faculty and language instructors to ensure that students receive relevant, practical language training tailored to their field of study.

8. Encourage Self-Reflection and Goal Setting

Lastly, students should be encouraged to take ownership of their learning by setting personal goals for improving their English skills. The study revealed that students who engaged in self-reflection and goal-setting were more likely to feel motivated to practice outside the classroom. Universities should provide tools and resources to help students monitor their progress, such as language learning journals or self-assessment surveys. Encouraging students to reflect on their strengths and weaknesses will allow them to identify areas for improvement and stay focused on their language development. This can be complemented by regular feedback from instructors, which will help guide students in their learning journey.

This study highlights the importance of a multifaceted approach to improving English listening and speaking skills among Business Administration students. The integration of interactive learning activities, extracurricular programs, technology, and psychological support can significantly enhance students' language proficiency. Additionally, providing instructors with the necessary training and creating a supportive, anxiety-reducing environment will help students overcome common barriers to language learning. By implementing these recommendations, universities can foster a more dynamic, effective language learning experience that better prepares students for the challenges of the global business world.

VI. Conclusion

This study has explored the significant influence of both the learning environment and technology on the development of English listening and speaking skills among Business Administration students at a university in Hanoi. Through a comprehensive analysis of student surveys, instructor interviews, and academic performance data, the research has identified key factors that contribute to the enhancement of these crucial language skills.

The findings suggest that interactive learning environments, where students are encouraged to engage in group discussions, peer interactions, and extracurricular activities, are essential for fostering English language proficiency. These activities not only improve students' speaking abilities but also boost their confidence in using English in real-world contexts. Additionally, the integration of technology—especially language learning apps, online

listening resources, and virtual speaking platforms—has been shown to offer students flexible, accessible opportunities to practice their skills outside the classroom.

However, the study also highlighted psychological barriers, particularly language anxiety, as a significant challenge that inhibits students' willingness to speak and engage with the language. Despite the availability of technological tools, the fear of making mistakes often prevents students from fully utilizing these resources. Addressing this issue requires creating a supportive, low-risk environment that encourages experimentation with language, promotes self-confidence, and reduces anxiety.

Based on these findings, this research proposes several recommendations to improve English language education at a university in Hanoi. These include enhancing interactive learning opportunities, integrating technology effectively, providing professional development for instructors, and offering psychological support to students. Furthermore, universities should expand extracurricular activities that promote real-world language practice and integrate technology into a blended learning model to support both structured and independent language practice.

In conclusion, by implementing these strategies, universities can create an environment that not only enhances students' English listening and speaking skills but also better prepares them for success in the global business world. Effective language learning goes beyond classroom instruction, requiring a combination of engaging environments, technology, and psychological support to truly empower students in their language acquisition journey.

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