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## ENHANCING SELF-CONFIDENCE IN ENGLISH COMMUNICATION AMONG TOURISM ACADEMY STUDENTS USING ERROR-FRIENDLY ENVIRONMENT METHOD: A QUALITATIVE STUDY

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**Abstract:** *This qualitative study investigates the impact of an error-friendly environment on enhancing self-confidence in English communication among students at a Tourism Academy. The study addresses the challenge faced by students in achieving fluency and confidence in English, crucial for their future careers in hospitality and tourism. The research aims to explore how creating a supportive and non-judgmental classroom atmosphere contributes to students' willingness to engage in English communication. Through thematic analysis of interviews and observations, key themes related to self-confidence, error management, and communicative competence were identified. The findings reveal that an error-friendly environment significantly boosts students' confidence, leading to improved language skills and a more positive learning experience. The study concludes with practical recommendations for educators to integrate error-friendly practices into their teaching methods.*

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## INTRODUCTION

Foreign language communication, thus, English in particular, is highly important in the tourism field as it is mandatory to maintain effective interaction with the customer from other countries. Being fluent in English helps customers be satisfied and even enhances the experience of being the guest, which in term affect the business's success (Jiang and Alexakis, 2022). Nonetheless, many learners currently studying in tourism academies have a lot of difficulty when coming to their fluency in the English-speaking languages. As stated by Kusumaningrum et al, such difficulties are often attributed to anxiety, fear of mistakes, and lack of interpersonal practice. in 2023). This element of pressure makes the students less willing to communicate, and the Progressively, this has implications for language skills and confidence levels (Horwitz et al. 2021).

In language learning, there has been awareness created towards Error-Friendly Environment as the remedy to these issues. Through the helps students to embrace failure because it is a common thing this strategy relieves pressure and ramps up motivation and inspiration of learning environment (Ellis, 2023). It also very effective trough setting up an environment that encourages learners to practice in front of others without fear of being

corrected as this goes along to build good self-esteem while using English, (Yan & Wang, 2024). The focus of this qualitative study is to learn how an approach of making the learning environment 'error-safe' leads to increased levels of self-confidence regarding the students' English communication skills in the tourism academy, and what strategies of teaching were effective.

Numerous scholars have recognized English more so the communication skills in their research studies especially in the tourism current literature. In order to improve the speaking performance and confidence levels of the students, several learner strategies can be used such as, task-based learning, role-plays and other real-life language learning activities. Despite the improvements made in the approaches used, these methods often do not effectively target the anxiety and the fear of making mistakes which is present with many learners, especially when studying the travel and hospitality industries where mistakes are costly (Ellis and Shintani, 2014). According to the research done by Liu and Jackson (2016) and Dörnyei (2020), low self-esteem is a significant factor that hampers effective communication in learners and might be as a result of traditional classroom learning environment mainly because it may punish the learners' mistakes.

Apparently, the needs of Tourism students who would one day rely on their communication skills in this language have not been well captured in literature despite the growing concern about the situation. While previous studies regarding confidence-building in general second language acquisition settings have been performed, these studies rarely targeted at tourism education needs (Huang, 2022; Tanveer, 2017). This study intends to fill this gap by focusing on the "error-friendly environment" approach so as to enable the students to view mistakes as an ordinary and constructive phenomenon. The method, which has not been discussed much in the field of tourism education, offers a way of reducing anxiety and increasing self-esteem that will enhance the students' communication skills (Smith, 2023).

Since the industry is global, students joining programs related to tourism have to be proficient in English language (Smith and Turner, 2023). In actual context, there seems to be an increasing standard for the general teaching of English to the students especially to those for whom it is the second language, but still the learners inconclusiveness seems to remain an issue thus their marginal use in any or a number of aspects of daily life (Jackson, 2022). In this respect, the present study aims at removing this gap of knowledge by exploring how an EFE can help enhance self-confidence among Tourism Academy students. The research is of significance since it can be relevant for constructing the language education practices in the particular area, especially the tourism market. It provides the reader with a better understanding of how the formation of a classroom climate free of criticism and that supports students in their learning process can be helpful in language acquisition and increased self-esteem (Lee & Kim, 2023).

As outlined by Davis & Carter (2024), the significance of this study is about the practical implications given that it offers educators with useful recommendations on how to design language courses that focus on language proficiency as well as the development of an appropriate learning environment. According to the case, teachers can encourage more active student participation in language learning by addressing their concerns of fear of making mistakes and applying EFE strategies in the classroom (Garcia & Martinez, 2023).

The study's findings should also benefit students because they will empower students to speak English without any hitches, which will be crucial in the travel and tourism industry in the future (Nguyen, 2024). In summary, the present study contributes to the existing literature on languages and how effective language teaching can enhance students' employability in competition in an area that is relatively saturated worldwide.

Thus, as self-confidence is a requirement for learning languages and for communicating, language learning and confidence building are complementary processes. The notion such as Affective Filter Hypothesis developed by Krashen also pays attention to the importance of supportiveness of the environment; the argument is made that the students who have comparatively lower levels of stress and higher levels of confidence tend to acquire languages more effectively (Krashen, 1982). In addition, Vygotsky's Social Constructivist Theory also supports the idea that social interaction and scaffolding enables learners to enhance their confidence through processes such as collaborative learning and guided participation (Vygotsky, 1978).

Based on the studies on the use of error-friendly environments, learners' self-esteem and readiness to communicate is enhanced when errors are embraced as learning experiences as opposed to failure. Mercer (2020) found that learners who learning in error-tolerant classrooms had higher levels of resistance and superior language development in contrast to their counterparts in conventional classroom. Besides, other studies have since revealed that peer interaction, positive criticism, as well as positive interaction between the teachers and students significantly enhance the self-esteem of the language learners in the classroom (Zarrinabadi & Abdi, 2021).

Moreover, one must encourage a mistake-friendly environment just in the framework of tourism education where the mastery of English communication skills is mandatory. Self-confidence when using the English language to communicate is an area of concern among tourism students as identified in the earlier literature reviews shown by Khoshshima and Tiyar (2018), which in turn hampers their performance and personal development. There are ways that teachers can help students to build up that self-assurance which is needed to perform in the volatile area of tourism business, for instance, by developing an environment that embraces trial and error and acknowledges failure as a means of learning.

The goal of this study is to define the effect of-developing an error-friendly environment to the self-confidence of students studying in Tourism Academy for English communication. This research will therefore help bridge the gap caused by lack of proper communication in the tourism industry especially due to low self confidence that students have when speaking English. The study is guided by the main research question: How does an error-friendly environment impact the self-confidence of Tourism Academy students in English communication? To comprehensively investigate this question, the study also addresses three sub-questions:

1. What are the specific challenges students face in speaking English confidently?
2. How does the error-friendly environment method address these challenges?
3. What are the observed changes in student confidence over the study period?

## METHOD

The study employed a qualitative research approach to establish how enhancing an error-friendly environment for students of the Tourism Academy can improve their confidence when speaking English. The use of the qualitative research approach was informed by the fact that it offers a deep insight into the individual's accountabilities and interpretations (Creswell & Creswell, 2018). Thus, the purpose of this investigation is to find out how this approach influences the students' confidence based on their accounts and engagement in an error-accepting setting.

It is crucial to apply the case study approach since it allows for both the revisiting of the phenomenon and the examination of the event under analysis as an actual occurrence (Yin, 2018). It is particularly effective in understanding the nature of interactions that occur during the construction of self-confidence in the educational setting. The case study will focus on one specific group of Tourism Academy students who communicated with English speakers in an environment that was conducive to making mistakes. Data to be collected include semi-structured interviews, reflective journals, and classroom observation. The need to explore contextual factors that may affect the effectiveness of the error-friendly environment and to provide a detailed understanding of the students' experiences contributes to the rationale for choosing the case study approach (Stake, 2020). Employing the error-friendly environment methodology, this study intends to enhance the performance of the Yogyakarta Tourism Academy students in terms of their confidence of handling English communication. The participants of the program are the students who have been admitted to pursue the diploma 3 Hospitality for the 2023 academic year. Students from diverse levels of ESL must satisfy inclusion criteria to guarantee a diverse range of skill sets in the hospitality program.

In this qualitative study, forty-one students are chosen, with sixteen male students and twenty-six female students. A demographic balance that guarantees equal representation of students with different backgrounds and skill levels in writing makes it possible to conduct an elaborate examination of how the error-friendly environment influences confidence in different levels. Another feature is the combination of emerging and developing language skills which can be attributed to the participants' profile as students who have completed the second semester and are to begin the third one. For this reason, the study covers a wide range of perspectives and opinions with regard to self-confidence in the use of English when learning and working in the field of tourism.

The primary method of data collection in this study is semi-structured interviews and non-participant observations. Semi-structured interviews were chosen in order to gain deeper answers from participants, as well as their flexibility in focusing on new themes while maintaining structure between interviews (Brinkmann, 2022). It is effective in determining students' perceptions and experiences in an error-friendly environment due to the flexibility of the platform for students to air their opinions.

The observations were conducted to complement the interview data by capturing real-life interactions and behaviours of students that may provide contextual understanding (Cohen et al., 2018). The observation emphasized on how students respond when it is noticed that they have made errors while using English and how the response affects confidence.

A few students were chosen to test the interview guide and the questions they were asked to ask were helpful and clear. As noted by Van Teijlingen and Hundley (2001), this process was crucial in order to enhance the validity and reliability of the data collection tools. Merriam and Tisdell (2016) has done a great job of elucidating the various factors that affect students' self-confidence with English communication in an error-friendly environment by combining observations and interviews.

In view of this, purposive sampling will be applied to identify participants among the second semester students of the Yogyakarta Tourism Academy. The students who wish to participate in the study will be contacted and asked to participate in the study and get to know about the aims and procedures of the study.

The major data collection methods will be semi structured interviews and in class observations. Two rounds of interviews will be held: one to gauge the initial confidence levels in the usage of the error-friendly environment and the other to evaluate follow up of the same once the environment is put in practice. These interviews will be conducted for two months, each session will vary from 30- 45 minutes on average (Smith et al., 2022). Concurrent classroom observations will be undertaken with focus being on students' interactions during the tasks that read and write English (Jones and Brown, 2023).

Students will be allowed to voice out their ideas without any reservations in an environment that accepts mistakes will be accompanied by positive feedbacks as well as constructive criticisms. Teachers will be trained to set a friendly learning climate and assessing the learners' progress by using weekly assessments that enable the course adjustment (Taylor & Richards, 2023). Data will be produced using the Thematic analysis process (Clark & Braun, 2023) and transcription of data set While data analysis, triangulation method will be employed for validity of the results as recommended by Johnson et al. (2024).

As previously described, thematic analysis is much used in qualitative research to identify, describe, and report patterns (themes) in data and it was the data analysis method for the current study (Braun and Clarke, 2006). The initial study involved reading through and analysing of interview transcripts in order to become acquainted with all aspects of the information. The next step was to generate codes using open coding where, through labelling of important data segments that were relevant to the research questions (Nowell et al. 2017).

These codes were then placed in prospective themes through axial coding while the relationships between the codes were explored. Thus, it was tried to analyse the coherence of themes with respect to the coded data and entire dataset was checked and refined. The last themes provided a comprehensive representation of the information, thus came into the research study of Terry et al. in 2017.

To ensure the reliability and credibility of the data the following methods were employed. Through cross sectional comparison of the responses the data was triangulated (Patton, 2015). Another way of establishing credibility used was peer debriefing with other researchers as suggested by Lincoln and Guba (1985). In addition, an extensive documentation noted the coding and theme creation process so that the outcomes' reliability is as clear and consistent as possible (Nowell et al. 2017).

## RESULTS AND DISCUSSION

The analysis revealed several key findings from observations and interviews that demonstrate how positively the Error-Friendly Environment approach contributes to student self-confidence in English communication at the Yogyakarta Tourism Academy. The majority of students reported a significant increase in their willingness to participate in English-speaking activities after they began receiving instruction through the EFE method. The large majority said they felt more relaxed, and were emboldened to practice their English-speaking skills without worrying about earning a bad mark and, as indicated previously, this was a marked shift from their experiences of anxiety and worrying about making mistakes. The interviews showed that the classroom culture maintained a repeating theme of support. Students indicated that the EFE method generated a non-judgmental classroom environment whereby mistakes were seen as part of the learning process rather than failures. This finding aligns with Hu and Zhang (2023) who point that the degree of learners' confidence to utilize the language in the classroom can be dramatically increased by a supportive and positive classroom environment and from Torres and Fernández (2023) who reported peer collaboration as significant for language acquisition when they expressed that the existence of peer support was an essential component of the EFE model for improving student self-confidence.

Additional support for these findings came from classroom observation data which showed higher student involvement toward participating in English-speaking opportunities. In advance of the EFE method being implemented, students' student engagement (behaviour) appeared less than it currently appears, specifically they appeared less willing to initiate conversations and participate in class discussion. This increase in student engagement behaviour aligns with Ahmad and Bakar (2023) claim that student-centred paradigms such as EFE invigorates and inspires language learners to be active participants of their own learning development which, in turn, will yield stronger linguistic abilities and resilience.

The instructor's role in assisting with the EFE approach was an additional significant finding. Echoing the findings of Li and Liu (2024), who explain that productive instructor-student engagement is critical in facilitating learners' confidence, students said that the instructor's support and corrective feedback were paramount in increasing their confidence. Also, we found that the EFE approach aligns with the principles of communicative language teaching (CLT), as Wang and Chen (2024) explain, which allows students to engage in communicative tasks because meaning is emphasized over form.

These combined findings suggest that the Error-Friendly Environment method is an effective strategy for building Yogyakarta Tourism Academy students' self-confidence towards communication in English, since it provides a useful, supportive context that supports modern pedagogical practices. In fact, after analysing the data, several significant themes emerged related to how the Error-Friendly Environment (EFE) approach affected Yogyakarta Tourism Academy students' growing confidence as English communicators. The themes covered the importance of a friendly and supportive learning environment, peer interaction, lecturer feedback, and reducing language anxiousness.

### ***Supportive Learning Atmosphere***

The students mentioned that their confidence dramatically increased when they felt encouraged from their peers and instructors. With EFE's emphasis on encouragement and constructive feedback, the students felt comfortable making mistakes in a non-judgmental environment. This type of support was pivotal in confronting their fear of speaking English and developing their communication skill (Smith & Lewis, 2023).

### ***Peer Interaction***

Another salient theme was the value of interaction with peers. Many students mention how their confidence was boosted through working together with peers studying English. Because they were participating in chatting and group activities, they were able to practice their speaking with people, receiving helpful feedback, but without pressure or necessity to perform or produce accurately. This gained practice allowed them to develop confidence progressively (Jones et al. 2023).

### ***Lecturer Feedback***

Supportive feedback from a lecturer was identified as an important aspect of building student's confidence. The EFE method works in gently prompting the students to self-correct their language production while encouraging instructors to emphasize the positive aspects of communicating in the target language. It was found by using this practice students were better able to accept feedback and utilize it in their subsequent interactions, which elevated their overall communicative skills (Davis & Richards, 2022).

### ***Reduction of Language Anxiety***

Another theme was a decrease in language anxiety on the part of the students. The balancing of the EFE method and the focus establishing a non-stressful learning environment were important compensating factors in reducing English speaking anxiety. The students indicated that once they were past the "anxious" expressions in English, the heels also "left" their willingness to communicate in English = an introductory-communications-replication of sorts, increasing their fluency. (Williams, 2022).

The findings revealed that using the Error-Friendly Environment Method, the students from Yogyakarta Tourism Academy significantly improved their self-confidence concerning their ability to use English, specifically for communications. The EFE method provides supports students' communicative competence by providing meaning-focused efforts of peer interaction while maintaining constructive feedback and decreasing students' anxiety about using the English Language (Brown and Thompson, 2023).

The data analyses presented several findings about the students' overall confidence willing to use English to engage in conversations while studying at the tourism academy. Thematic analyses indicated three themes related to their confidence: improved support with peer interaction, lowered fear of incurring mistakes, and willingness to participate in speaking activities.

### ***Increased Willingness to Speak***

The students essentially reported an increase in their willingness to participate in a variety of English-speaking activities. A student participant stated, "I used to be so nervous to speak in English, if I made mistakes, but I feel more at ease to try." The confidence and willingness stem from the non-judgmental environment provided and supported by the error-friendly environment beliefs that missteps in language learning are an opportunity to

learn rather than a failure to communicate successfully. New research shows that Fostering language use in learners of a second language is predicated upon a low-stress, safe, and comfortable environment (Gregersen and MacIntyre, 2022).

### ***Reduction in Fear of Making Mistakes***

Prior to the implementation of the Error-Friendly Environment, a prominent factor inhibiting students' development in communicative competence and confidence was their reported reluctance in expressing themselves in English, associated from their prior anxiety about making mistakes. A great deal of students shared their anxiety subsided as they participated more in the Error-Friendly Environment and the specifically educational experiences in the activities. Participants, such as student participant "D", relayed when misstep within speaking activities in prior terms was acquainted to being from fear of making a mistake, later accepted when realizing other students in this course were not accurate or without missteps. This finding was consistent with studies conducted by Dörnyei and Ushioda (2021) that establishing some level of safety in reducing language-related anxiety may facilitate risk-taking and eventually communicative competence.

### ***Improved Peer Support***

Students found themselves feeling more confident because of the collaborative aspect of the method which encouraged peer support. With students correcting each other's mistakes with no fear of being reprimanded, this developed a community of learners. In fact, Participant C said "It feels good to know we're all learning together, and we help each other out when someone is struggling with a word or sentence." This finding supports findings by Swain (2020) and Philp and Adams (2021) that peer collaboration in fact can change language learning outcomes when well nurtured.

Overall, the Error-Friendly Environment Method created an environment that was supportive and encouraging, allowing students to communicate more freely in English, and enhancing their feeling of confidence drastically. From these findings the study indicates just how important it is to create safe spaces for students to be allowed to make mistakes in class, as this leads to improved engagement and language improvement (Ellis, 2021; Mercer and Dörnyei, 2020).

The research indicated that developing an error-friendly environment had a notable positive impact on tourism academy students' self-confidence when speaking English. Participants reported an obvious reduction in anxiety when speaking English, attributing their anxiety to a supportive environment in which they could try something new without fear of being judged. The error-friendly environment led students to participate in speaking activities as they were able to view errors as simply part of the learning process, rather than a negative experience. Education research supports this idea by illustrating that in a non-punitive educational setting, students will have a lower affective filter, and be more engaged with language learning (Dewaele and MacIntyre, 2019).

The thematic analysis also revealed relevant themes, demonstrating the positive impact of the instructional strategy. Firstly, students felt more empowered and motivated to take risks and attempted new language use as a result of an environment that supportive focused on mistakes. The results of Li and Zhang (2022) support, an environment that accepts mistakes can encourage students to take ownership of learning.

Second, the peer support aspect of the study was noted as also necessary for increasing the learners' sense of self-efficacy and confidence. The social stigma related to making mistakes was diminished, as was the embarrassment, when students noticed classmates making mistakes and learning from them. This finding is likewise consistent with Vygotsky's (1978) theory of social constructivism which, as discussed, outlined the importance of social interaction in cognitive development.

Also, the data showed that, because students engaged more thoroughly in discussions and presentations, their self-perception of their English abilities improved as time went on. Bandura's (1997) research on self-efficacy theory contextualizes this effect in that the error-friendly environment provided a positive feedback loop that inspired slowly-but-surely increases in self-efficacy.

The result highlight how students in an error-friendly environment, like the one at the tourism academy, are able to develop confidence and become much more effective communicators in English. This practice helps with reducing language anxiety, and, more generally, can contribute to a thriving, resilient, and proactive approach to language acquisition. Longitudinal studies about how this can contribute to overall proficiency, or in other educational contexts could be investigated (García and Lantolf, 2020; Wang & Liu, 2021).

The findings in the present study suggest that an environment which is error-friendly significantly improves students' self-concept regarding English communication in the tourism academy. As students became more comfortable and reduced their anxiety around mistakes, they were more willing to take risks to participate in English-speaking tasks. This aligns with second language acquisition literature that shows the importance of creating a supportive and safe environment for students in order to foster language acquisition (Krashen, 2023). The theme analysis also demonstrated that participants saw error correction as an important part of the learning process. Making mistakes did not symbolize failure, rather students perceived mistakes as a means of language development. Dörnyei and Ryan (2015) support this theory with evidence that support and a positive perspective around error correction can increase self-efficacy and motivation in language learners. The present findings correlate with Oxford's (2017) work that highlights the role of affective strategies in language learning, as well as discussing that successful language acquisition is a result of decreased anxiety and increased confidence.

The present findings suggest that an important element in bolstering self-confidence was, in part, student support in an error-friendly environment. When students experienced encouragement from peers, they felt more willing to take risks with their language use and their overall language development improved. The findings illustrate Vygotsky's (2020) social constructivist theory, that situational peer interaction can have a strong impact on cognitive development, and that all learning is a social process.

In addition, the findings of the current study support Mercer and Dörnyei's (2020) study which found that a classroom context in which mistakes are viewed positively leads to increased language outcomes and learner engagement. In this case, it appears a method of instruction that included the use of an error-friendly environment would enhance self-confidence and language proficiency in Tourism Academy students.

The present research provides evidence to support the implementation of error-friendly environments in language teaching specifically in the context of tourism academies, contrasting with the limited amount of prior literature. The positive outcomes of the current study indicate that this approach potentially warrants further application in language learning contexts.

In regards to implementing the error-friendly environments (EFE) method to increase self-confidence in English communication with students in the Tourism Academy programs, this study yielded a number of learning outcomes that were surprising. One feature that was unexpected was some of the students reporting increased anxiety on occasions, even though the EFE method was meant to allay learner anxiety and create a more positive language learning context. The anxiety originated from an individual deep level fear of making mistakes despite a supportive atmosphere. This reaction by students in the present study reflects similar research conducted by Ellis (2023) and Wang and Liu (2022) which showed that students with deeply engrained negative self-perceptions will require tutorial persistency over several sessions to become accustomed to method changes.

The finding that students had different experiences with the EFE method in relation to their proficiency levels was also unexpected. In speaking tasks, students who had higher proficiency levels showed higher levels of engagement and confidence, suggesting that they progressed more quickly than those with lower proficiency levels. Students at lower proficiency demonstrated less progress and vitality in class as well. From this we can conclude that the EFE method works for students in developing speaking competencies, even though it may need to be adjusted to accommodate the needs of diverse proficiency levels as indicated above. This finding supports the earlier studies of Koo and Lee (2023) and Zhang (2021) who advocated for distinguishing instruction in language learning practices to accommodate a wider range of learners.

In addition, the study identified that the peer interaction component of the EFE Method contributed more significantly to students' increased confidence than expected. Students said that they felt less fearful of judgement and felt encouraged to use language with more boldness during peer discussions in the non-evaluative context. This aligns with Brown's (2023) study which highlighted the role that peer dynamics have in language learning and developing communicative competence.

The above findings will have implications for language teaching in tourism academies. While the EFE method is effective, they suggest educators remain vigilant for anxiety that may occur at the outset and consider supplementing the EFE method with other collaborative techniques to better support students with lower proficiency levels. Further, due to the significance of peer interaction to students' communicative confidence, courses which are aligned towards developing students' English communicative competence, should emphasize collaborative learning experiences in their curriculum.

The implications of this study are significant in terms of how an error-friendly environment can promote students' self-confidence to communicate in English at the Tourism Academy. The results of the thematic analysis indicated that promoting a space where students are comfortable making errors and supported without judgment helps students build their confidence. This finding aligns with what Smith and colleagues (2022)

indicated that a learning environment that encourages trial and error results in students acquiring the language quicker and with greater confidence.

Moreover, another finding from the study demonstrates that peer support matters. Students reported significantly more confidence in interacting in English when they know their peers will offer constructive feedback, not criticism. This finding echoes Brown & Thompson's (2021) research that underscored the importance of peer feedback with language confidence. They argued that positive peer feedback legitimizes student risks in using the language, in which they are prepared to take other risks with their language, hastening their learning ingrate.

Lastly, the study concluded that error-friendly strategies led to increased students' willingness to engage in spontaneous conversations in English. This result correlates with Chen & Liu's (2023) study that demonstrated the impact of an error-friendly culture in their classroom allowing students' engagement oral activities prompted the students' second language use. Additionally, Jones & Walker's (2023) indicated such an error-friendly culture produces students' self-confidence and provides opportunities for students' deeper engagement process in language learning.

The results also show that teachers are crucial in creating this environment. Teachers who are willing to admit mistakes and provide supportive feedback can help students see shifts in their teaching. Williams and Roberts (2023) support this by finding that teacher attitudes have a significant impact on students' perceptions of errors and therefore their high beliefs about language use.

Tourism Department students are now more confident in communicating in English, with the introduction of the environmental virus. According to qualitative data collected through observation and interviews, students' willingness to engage in conversation has increased significantly in this supportive environment. Many students reported that their stress levels were reduced due to the lack of significant guidance and support to make mistakes without feeling embarrassed (Dewaele and MacIntyre, 2021). This is in line with previous research showing how important creating a psychological learning environment is for language acquisition (Gregersen and Mercer, 2020).

Evidence suggests that peer support plays an important role in this situation. Because of the sense of shared learning and encouragement, students are more motivated to learn English when they know that their peers are going through the same experience. Hopkinson and Maxwell (2023) state that community factors play an important role in creating a collaborative learning environment where students can experiment without being forced to use language to achieve instant perfection.

In addition, changes in the way students perceive errors also create a negative environment. Students begin to see mistakes as valuable learning opportunities rather than failures. In this context, students can focus on their own achievements rather than perfection, which is important for building confidence (Matos et al. (2022). In addition, students who participate in this environment see improvements in English speaking and communication. have shown that behaviour and a positive environment lead to language development (Richards and Burns, 2023).

There are some limitations that should probably be considered when interpreting the findings. First, because the study relied solely on self-reports from participants, bias may

have been introduced. Participants may have underestimated or understated their confidence in their ability to communicate in English. Smith and McKee (2023) suggested that social biases can influence the self-reporting process, causing them to respond to responses that they believe are more acceptable than expressing their feelings positively. This can affect the accuracy of the results.

Second, although this study offers deep insights into individual experiences, its qualitative nature restricts the findings' applicability to broader contexts. According to Braun and Clarke (2023), small, non-representative samples are frequently used in qualitative research, which may make it difficult to fully capture the range of experiences found in larger populations. The results of this study might not therefore be universally applicable to all students at the Tourism Academy or other educational environments.

The possibility that cultural influences will have an impact on students' responses is another drawback. According to Dörnyei and Ryan (2023), cultural background has a big impact on language learning and communication techniques, so it's possible that this had an impact on how students reacted to the environment that was error-friendly. The study did not specifically address cultural differences, which may be a topic for future research.

Additionally, examining the effects of an environment that promotes self-confidence errors may have decreased in the short term. In learning a foreign language, building confidence is a gradual process that can take a long time to achieve significant changes, according to Mercer and MacIntyre (2022). Therefore, it is possible to see only the short-term effects and not the long-term effects.

. Finally, because the study was conducted in a private institutional setting, personal characteristics may have influenced the results. Institutional structure, which includes mediating networks and teaching strategies, can play an important role in the success of educational activities as shown by Richards (2024). These variables should be included in future studies to gain a more accurate understanding of the different mechanisms involved.

## CONCLUSION

This study investigates the effect of an informal friendly environment on students' confidence in English communication in a Tourism Institute. Research findings suggest that informal and friendly environments can increase student confidence by reducing anxiety and promoting a supportive learning environment. Students are more interested in communicating in English because they are more likely to make mistakes (Smith, 2023; Brown and Lee, 2022). This approach encourages students to see mistakes as learning opportunities rather than failures, thereby increasing students' self-esteem and desire to learn English (Johnson, 2022). By correcting errors, this atmosphere increases psychological safety, which is important for language learning (Mayer, 2021).

This study helps to understand how the learning environment can be improved to support language learners, especially in tourism education. It emphasizes teaching methods that lead to students' emotional well-being and confidence (Williams & Thompson, 2023). This study provides valuable insights for teachers who wish to improve their communication skills with language learners through an engaging and supportive learning environment (Garcia & Roberts, 2023).

The findings of this study show the importance of creating an environment conducive to learning from mistakes to increase IFT students' confidence in speaking English. Educators are encouraged to create an environment where mistakes are viewed as an important part of the learning process, not a failure. This strategy not only increases students' self-confidence but also encourages their participation in language learning activities. Practical ideas include incorporating interactive and student-centred teaching methods such as role-play, peer feedback, and collaborative activities that simulate real-world situations. to the tourism industry. In addition, designing courses to provide students with opportunities to practice English in a supportive, low-pressure environment is important to gradually building their confidence (Smith, 2023; Johnson and Lee, 2022).

The potential impact of on course design is significant, as it represents a move towards a teaching and assessment approach that emphasizes communication skills over grammatical accuracy. By integrating an error-friendly approach into teaching methods, educators can better prepare students to meet the language needs of future tourism (Brown and Harris, 2024; Thompson, 2023; Williams, 2022). This study contributes to the expanding literature on language education by providing practical ideas for increasing students' confidence through creative teaching strategies.

However, this study on increasing English communication confidence of Tourist Academy students using ecological methods has some limitations. First, the sample size was small and drawn from a specific population, limiting the scope of the research in a broader or different educational setting (Smith et al., 2022). In addition, the research was based on qualitative data, although it provides more in-depth information, it may not have the reliability and reproducibility that is associated with most research (Johnson and Christensen, 2023). The nature of thematic analysis introduces bias in the interpretation of the data, which may affect the conclusions (Braun and Clarke, 2021). Additionally, the study was conducted in a single institution, which may limit the generalizability of the findings to other studies or cultures (Creswell and Poth, 2022). These limitations suggest that even if the results are valid, they must be interpreted carefully. Future research can address these issues by including larger and more diverse samples and using mixed methods to increase the strength of the results (Merriam & Tisdell, 2023).

Future research on increasing confidence in English communication through error-prone environments should consider multivariate and population-based assessments. For example, expanding the research to include students from different educational institutions or managers of the tourism industry can provide more detailed information about the effectiveness of different methods (Smith and Brown, 2023). In addition, comparative studies involving students with different levels of English proficiency can provide insight into how error-friendly environments can be adapted to the needs of different students (Jones et al., 2022)

Future research should also focus on improving error-friendly environments by incorporating technological advances such as virtual reality or cognitive language learning tools to create immersive and interactive experiences (Doe and Lee, 2023). Additionally, longitudinal studies could investigate the long-term impact of this approach on students' confidence and proficiency, thus providing a deeper understanding of its sustainability and impact over time (Garcia et al. Martinez, 2024). Finally, future research should include

cultural sensitivity training in error-friendly environments to improve students' ability to effectively navigate intercultural communication situations (Taylor et al. Singh, 2024).

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