Analysis of library resources and services in developing confidence for language use

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ABSTRACT: Reading is a form of social activity that connects the readers to transformational learning. Library resources offer an opportunity to build competence in language use. In essence, the library resources can impact how students perceived reading as a channel to academic success, which in turn—develops a lifelong learner. This study was an exploratory study that analyzed how library resources and services develop confidence in language use. Eight (8) college students were purposively selected for one-on-one interview. The data gathered were narrative from college students on how they utilized resources from their local library. The findings suggested that college students considered their local library as a reliable site to search for information. In-depth analysis showed that students were confident in language use because their resources were reliable and accurate. Language use covered mostly phonological and morphological aspects of language, including lexicons, writing styles, and writing formats. Librarians had the role of encouraging the students to read contents from the library and assisting them in utilizing in-print and online contents. Library assistance enabled the students to build their ideas into meaningful developmental contents. This study provided an angle for language confidence, language success, and language competence. These components of language learning were essential in predicting the linguistic capacity of students.

KEYWORDS: directional assistance; language confidence; language use; library resources

1. Introduction

Reading is a social activity, therefore talking about it with friends, colleagues, and family will help to improve attitudes about reading (Ivey and Broaddus, 2001). The majority of librarians concurred that promoting free reading alternatives was the best strategy for helping English language learners (Murphy et al., 2018). The goal of the study was to explore how the library resources and services can help improve the confidence of students in language use. This study was anchored to the context of social support, personal valuation of English language, and instrumentation of the language.

Dr. Seuss believed that "learning to read—and being read to—takes you to new places, both literally in terms of children's development and metaphorically as reading transports us to new vistas." Teenagers' impressions of reading are influenced by the perspectives of relatives, community, ethnic, and gender categories, expressed either through explicit recommendations or casual discussions (Pitcher et al., 2007).

Language success depends on the willingness of students to use the intended language, which is a

key component of language confidence, which is defined as "a positive self-evaluation of communicative competence" combined with a decreased degree of anxiety when speaking the target language (Clément, 1980; Lou and Noels, 2018). Furthermore, according to Clément's (1980) Social Context Model, language confidence is determined by learners' attitudes about learning the language they want to learn, both positive and negative, particularly in situations when there is a chance for social contact in the target language.

In the heuristic model of willingness to communicate (MacIntyre et al., 1998), attitude is a crucial factor in the development of linguistic confidence, which in turn serves as a predictor of intention to communicate. Based in research conducted in English as Foreign Language settings, attitudes toward English are closely related to learning behaviors. Learners who have a positive view toward English work harder to achieve their learning objectives and feel more comfortable speaking the language (Öz et al., 2015; Gao et al., 2008; Yashima, 2002).

In high school, two out of three students are bored during their classes (Yazzie-Mintz, 2010). It was determined that 75% of the students think their content was not interesting, and 39% said that the content was irrelevant to them. Greenberg et al. (2006) explained that "students in our study are not interested in reading and spend very little time engaged in various reading activities." It is important to note that teachers have the role in developing the interests of their students through learner-centered strategies (Chavez and Lamorinas, 2023). Hence, providing the specific needs of students in library resources requires in-depth analysis of how they use specific library resources and how it enables them to be confident in language use.

Previous literatures were aware of the role of library in increasing the interest of students in reading. It is advocated that school libraries, which must first support the curriculum, should "[equip] students with lifelong learning skills and [develop] their imagination, thereby enabling them to live as responsible citizens" (IFLA, 2002). By engaging in resources available in the library, the students were able to use a dictionary or thesaurus, make educated guesses about words in context, notice prominence and regularity in word use, memorize, mark unknown words, write lists, visualize words; returning to the textbook, readings, and lecture notes; and experimenting with different parts of speech (Bordonaro, 2010).

Library resources can influence the language competency of students. It has been argued that a learner's confidence in their linguistic abilities is a more direct predictor of their use of the target language than their actual proficiency (Sampasivam and Clément, 2014). Learners who have a higher level of perceived English language competence were more likely to communicate in English, which led to their success in the language use (Yashima, 2002; Peng and Woodrow, 2010; Öz et al., 2015).

Although it was known that library assistance and resources can encourage the students to read, there were limited literatures on how these aspects can influence the confidence of students to use English. Greenberg et al. (2006), for instance, only described how the libraries can improve their strategies to encourage the students to read. Öz et al., (2015), Peng and Woodrow (2010), Sampasivam and Clément (2014), and Yashima (2002) only focused on prediction of confidence of students in language use. This study further analyzed the role of library in improving the confidence of students in language use. This study looked into the lenses of social support from libraries, their actual resources, and how students utilize them in their education.

This study was conducted in Zamboanga State College of Marine Sciences and Technology (ZSCMST) to describe how library resources—material collections, the human resources, and technical resources—help students develop their confidence in language use. This was a preliminary study that

explored possible emerging concepts. The narratives from the interview served as a basis for further inquiries on the subject matter.

2. Research questions

Initially, this study described library resources as material collections (e.g., books, periodicals, and publications), human resources (e.g., staff, librarians, and assistant students), and technical resources (e.g., computers). Below are the specific research questions.

1) What library resources and services can develop confidence in language use?

2) In what way can the library resources and services develop confidence for language use?
a. Orientation on library resources and services
b. Access to actual and online references
c. Directional assistance

3) In what instances of language use can the library resources and services develop your confidence?
a. Content writing tasks
b. Presentation purposes
c. Conversations

3. Methods

3.1. Research design

This study was exploratory research that aims to explore how library resources develop confidence in language use. This study used narratives from college students as its fundamental data. Exploratory studies aim to extend the assessment of how certain conditions happen. Exploratory studies collect information that can be a new angle for future studies to follow.

By conducting interviews, this study sought to gain a preliminary knowledge of students' experiences in accessing library resources and how they perceive the impact on their language confidence. These interviews provided a foundation for future studies, including the possibility of quantitative analysis.

3.2. Population and sampling technique

Purposive sampling was used to sample the participants of the study. The demographics of the participants were determined as shown in the **Table1**. The students were purposively chosen based on certain characteristics (Hassan, 2022), i.e., students who visit the school library as often as once a week and those who use their online library access.

This study was conducted at Zamboanga State College of Marine Sciences and Technology (ZSCMST) in Zamboanga City, Philippines. Their library has online access for their students and teaching staff. The school library offers library resources, e.g., research papers, encyclopedias, periodicals, online articles, books, and journals. The library is also staffed by 1 librarian and 4 library aids.

Students from ZSCMST are participating in research conferences and receiving awards (Delos Reyes, 2023). In 2020, the college was conferred with Bronze Award in the "Enhanced Program to Institutionalize Meritocracy and Excellence in Human Resource Management". The Civil Service Commission Regional Office 9 recognized the college's effort in developing a systematic human resource management based on the four core Human Resource Management systems under the program

(ZSCMST, 2020).

The college is devoted to providing quality education to its students. The ZSCMST College Library has Seven (7) sections namely the Acquisition & Cataloging Section, Cyber Learning Section, General Reference & Circulation Section, Filipiniana Section, Periodical Section, Reserved Section, and Graduate Section. Through providing accessible library resources, ZSCMST ensures "to support curricular and co-curricular needs to comply with established standards, policies and procedures essential in providing effective library service" (ZSCMST, 2023).

Table 1. Samples of the study.

Participants	n
College of Maritime Education	2
College of Fisheries and Food Sciences	2
College of Education and Natural Sciences	2
College of Management and Technology	2
Total	8

Purposive sampling was employed in this study to effectively select the participants. Purposive sampling is widely used in qualitative studies to collect information from individuals who are more likely involved in the problem or context being studied (Hassan, 2022). Although it is subjective, the criteria used in purposive sampling can be a reliable source of narratives for exploratory studies.

It is estimated that in the year 2022, the total enrolled students in ZSCMST reached 16,500. However, this study was only limited to the responses of eight participants. This provided in-depth information on which aspects of language use did the library resources helped the students. However, the responses do not explicitly explain causality, but rather a description of the concept. Narrative analysis employed in this study relied on the reoccurring themes based on the responses.

3.3. Research instrument

In collecting narratives from the college students, this study employed unstructured one-on-one interview. The participants had the copy of the instrument prior to the data gathering.

Table 2. Unstructured interview questions.

Research questions	Interview questions
1. What library resources and services can develop confidence in language use?	a. What library resources and services can develop confidence in language use?
2. In what way can the library resources and services develop confidence for language use? a. Orientation on library resources and services b. Access to actual and online references c. Directional library assistance	a. In what way can the orientation on library resources and services develop confidence for language use? b. In what way can access to actual and online references develop confidence for language use? c. In what way can Directional library assistance develop confidence for language use? d. Are there any other library resources and services which can develop your confidence in language use?
3. In what instances of language use can the library resources and services develop your confidence? a. Content writing tasks b. Presentation purposes c. Conversations	a. In what instances of language use can the library resources and services develop your confidence in terms of content writing tasks? b. In what instances of language use can the library resources and services develop your confidence in terms of presentation purposes? c. In what instances of language use can the library resources and services develop your confidence in terms of conversations? d. Are there any other instances of language use where the library resources and services develop your references?

3.4. Data collection procedure

Preparation of data collection process was made. The researchers finalized the unstructured interview questions for the participants. An approval letter was secured before conducting the interview. The participants were provided with one copy of the approval letter from university administration. Attached to this document was the purpose of the study, ethical considerations, and voluntary clause.

The interview was conducted at the school library. The participants were given one copy of unstructured interview questions. Follow up questions were made to clarify notions and ideas of the participants. The interview was recorded. None of the participants withdrew during the interview process.

3.5. Data analysis

The primary data in this study was the narratives from the college students on how the library resources and services can develop their confidence in language use. Narratives for qualitative studies can be collected using interviews; this study employed unstructured interviews to collect the data. Essentially, "unstructured interviews [serve] as a natural extension of participant observation, because they so often occur as part of ongoing participant observation …" (Zhang and Wildemuth, 2009). In interpreting the narrative data, coding and thematic analysis were used. Thematic analysis enables the researchers to code, translate, and interpret the data from interviews (Nowell et al., 2017). Thematic analysis is an effective analytical process for most qualitative studies because it is capable of analyzing data through inductive and deductive approaches. Specifically, this study adapted the process described by Lochmiller (2021) where the responses from interviews were broken down into smaller and comprehensible themes. In coding the responses, the researchers "fracture" or separate the narratives into smaller and more useful information (Riessman, 2011).

4. Results

Question 1. What library resources and services can develop confidence in language use?

Human confidence in language use posits their competency in using language in different areas in their study and respective fields. It was prominent in this study that through library resources and assistance, the college students were able to be competent in writing, analyzing texts, and speaking.

Comparing the online and actual resources, the college students were more certain of the accuracy of actual resources, i.e., printed books, newspapers, and periodicals. Student 1 from hotel management thinks that she is confident in using these resources because they are reliable. Additionally, Student 6 thinks that one major contributor to his confidence in language use was his trust in the contents he read in the library.

Student 1 considered the school library as an easy-to-access referencing site, especially in terms of books. One college student, Student 5, also uses online resources to find resources for his projects. Certainly, it appeared that he was knowledgeable on how to look for valid and reliable information across the internet. On the other hand, one female student, Student 2, thinks that the personal regulatory books available in the library can help her develop her fluency in communication. While an English major student, Student 8, had a similar takeaway on this—that the library offers resources that are relevant in improving their communication and speaking skills.

Nevertheless, the most prominent influence on the confidence in language use of students was the reliability and accessibility of library resources to them.

"*By having different resources in our library, we can have access to resources that we can use in our presentations*

and other purpose in school. Most especially in books, we are needing references and through here, we can easily access the references that we need."—[Student 1]

"*The library resources that can help improve my confidence are personal regulatory books. It can develop my skills to communicate fluently.*"—[Student 2]

"*The access to online and actual resources can help in improving my confidence in language use. I'm using mostly online resources. If we have projects, I usually go online and in that I get the information online.*"—[Student 5]

"*In library, it is expected that everything in here is reliable and credible resources. So, when we use these books, journals, and periodicals, we are confident that the information we communicate and share is accurate and right.*"—[Student 1]

"*The resources helped me build my confidence in language use because they provide accurate information. It can really help the students develop their confidence because they are reading the information.*"—[Student 6]

"*Library is full of learning. Particularly in language use, there are references that we can find here like the English for specific purposes. These can help use improve our vocabularies, and how to construct our sentences. We learn what we have learned to gain confidence in language use.*"—[Student 8]

Question 2. In what way can the library resources and services develop confidence for language use?

There were different instances that the library resources and services can help enhance the confidence of college students in language use. Analysis was able to determine three major themes in this context—(i) library orientation, (ii) accessibility, and (iii) directional assistance. There were different mechanisms in these three themes that influenced the confidence of the college students.

For instance, orientation introduces the students to the different resources that the school library can provide to them. Student 5 thought orientation as an opportunity for students to know what the library can offer to them. Student 4 discussed this mechanism more specifically, focusing on informing the students on how they can use these resources to their advantage in language use. Student 7 and Student 8 realized that orientation can be an opportunity for students to understand how the library personnel can assist them. Confidence here, in essence, was the assurance that the library can provide what the students need.

"*The orientation informs the students on how to use the resources in the library. It informs the students that the library is always available where they can get information they need. I believe, the library will provide the things the students need.*"—[Student 5]

"*Personally, library orientations can develop my confidence in language use. In this way, the library personnel orient us on how to avail and use the library resources. It can develop our writing skills, our conversation skills as they orient us. It can help us enhance more our knowledge to certain contents here at the library.*"—[Student 4]

"*Orientation is important because I can help the students to understand what aspects the library can assist or support them.*"—[Student 7]

"*The orientation is very important because it gives idea to students on how to access the library. For instance, if a student doesn't know how to access certain book, they can ask to librarian to provide the resources that they need.*"—[Student 8]

"*In orientation, it is clearly a great help for students to know what to inquire at the library. It helps the students*

in building their confidence in the language use so that they can acquire the books they need."—[Student 3]

In terms of accessibility, the college students were confident that access to online and actual copies of books can help improve their confidence in language use. Considerably, confidence in language use can be driven by direct consumption of educational contents from the library. Student 3 considered both online and actual resources as equally influential to students' confidence in language use. Student 1 was consistent in her argument that the library is a very reliable easy-to-go site, and that she was confident she can finish projects on time.

Student 5, however, had different perspective on using resources from the library. He thinks that "combining" resources from both actual and online resources makes him more confident that his contents introduce multi-perspectivity. Student 6 and Student 8 think that using the resources from the library allows the students to share information to other people.

"*Direct contact with the references which the students need, they can develop their skills through online scanning or direct book scanning.*"—[Student 3]

"*There are instances that in our period, during that time, the activities given to us are submitted only on that time. We are aware that internet connectivity in our school, for some, is not strong enough. We choose to use our library to get some resources that we need.*"—[Student 1]

"*In actual references, as a student, when I do my report and if I think that my contents are not enough, I go to online references. It helps boost my confidence in language use because I can combine the information, I was able to collect.*"—[Student 5]

"*The resources in the library can expand our knowledge. Sometimes, we share information to other people and present our reports. It can help us write effective essays.*"—[Student 6]

"*In language use, for example in writing, we need to cite references so we can construct our ideas firmly. In online and in physical copies, it can build the language use of students by guiding them how to cite these references, how to use them in their academic tasks, and how to contextualize the content properly.*"—[Student 8]

Direct assistance from the library personnel can also influence the confidence of college students in language use. Assistance induced support to every endeavor of students which was a driving factor for their confidence. Fundamentally, this is a form of social support that has significant role in learning. Student 1 and Student 8 believe that students can find some other resources they can use in their projects as the library personnel assist them.

"*Whenever were here, the personnel assist us in acquiring the books so they can help us familiarize what section the books we want to use belonged. We also learn that there are other sections where we can find other resources we need.*"—[Student 1]

"*The directional library assistance develops the language use of students. If the students don't know which references to use or what type of sources to find, the librarian can help them find these books that are related to their course or topic.*"—[Student 8]

"*The directional library assistance can also help improve the confidence because directional assistance can guide students to find books that they need. For me, as a BS Fisheries student, I need books related to fisheries. Last week, we asked for microbiology book in our library.*"—[Student 3]

Question 3. In what instances of language use can the library resources and services develop your confidence?

Language use in this study was categorized into three—(i) content writing, (ii) presentation, and (iii) conversation. These three different applications in language were used to describe how does library resources and services developed in confidence of college students.

In terms of writing, the accuracy, reliability, and truthfulness of the resources in library were remarkable. Student 1 thinks that these resources can help their contents be more reliable. For Student 2, the library resources can help her think critically, while she mostly uses online resources than of those hard copies of books. Student 5 use library to information that are not requiring heavy searching like finding meanings of words from dictionaries.

There were also promising mechanisms that the library resources can induce to students. For instance, Student 7 realized that the resources from the library allow them to apply their knowledge in their education. Student 3 further discussed in this matter, wherein library resources also introduce writing styles which they can adapt when writing.

"In content writing skills, for example, the resources in the library are reliable where we can use these to write our contents to make it accurate. We are confident that what we do is right and reliable."—[Student 1]

"In academic writing like essays and articles, the resources in the library can help me think critically. I mostly rely online because it more accessible than hardbound books. Even in our minor subjects, we use online resources."—[Student 2]

"Example in content writing, if we have essays, by the library resources, we can find information that are readily available to us. Dictionaries can help us translate words in Filipino to English."—[Student 5]

"As an English major, we encountered literary criticisms. We were guided on how to critic resources. These resources available in the library can develop different aspects in my study. If we are able to get ideas, like unfamiliar words, we can also apply it in our study."—[Student 7]

"For content writing, we can use the resources in the library to write something. We can follow their writing style, format, and ideas."—[Student 3]

"In technical writing, we were taught how to write papers like in business management. In library, we can read and find resources that are related to technical writing. In that way, it would help us develop our technical writing skills."—[Student 8]

Library resources also cultivate the presentation skills of the college students. For Student 1, she uses the library to find images for her presentations. Student 3 and Student 6 can use the reliable information from the library to develop engaging and reliable presentations, while Student 5 and Student 8 are confident because they know they are knowledgeable to the topic they present in their classes.

"For presentation, sometimes, it is difficult for us to find images that we need. We resort of going here at the library to search for images."—[Student 1]

"In presentation, the library is a good source of factual and reliable information. We can use the credible information from the library to develop engaging presentations especially for our reports."—[Student 3]

"For presentation, it also helps us give the right information to our audiences. These resources can help us develop the topic that we want to share with our audience."—[Student 6]

"All the reports and presentations we are encouraged to speak in English. The library resources and services can improve my confidence because I know I am knowledgeable about the topic I have in my report."—[Student 5]

"By reading, we learn a lot, and we know how to construct our ideas properly. In terms of presentation, when

we read the references in the library, we have information that we need when presenting our reports. By knowing our resources, we know the content that we are delivering."—[Student 8]

Library resources introduce the students to new ways to converse with people. For instance, Student 3 realized that the resources in the library allow him to learn new words which in turn influenced his confidence in formal and casual conversations. Student 4 and Student 8 became confident in conversing with other people because they have something interesting to share based on what they read from the library sources. Student 1 uses what she learns from the library to communicate with other people and answer questions when in class recitations. In contrast, Student 5 observed changes in his morphological skills in terms of language use.

"*The resources in our library can build greater confidence in conversation through learning new words. It is a great way to have knowledge in new words that you encounter.*"—[Student 3]

"*Since we are exposed to reading, we are exposed to three conversational skills. If we read a lot, it allows us to gain more confidence as we speak. At the same time, we know what we are sharing with others.*"—[Student 8]

"*For conversations, what you read, what your present, you can share it with your friends. When you answer questions, you are confident to speak because you are knowledgeable about the topic.*"—[Student 4]

"*In terms of conversations, I believe by reading, we learn. When we read a lot, we learn a lot too. Whatever we read, we can use these in real-life situations, of course even in conversations. When reciting, we can use what we read from library resources to answer the questions.*"—[Student 1]

"*With the use of the library resources and services, it helped me converse well with other people. These resources guide me on how to speak, how to follow basic grammar, and observe speaking rules.*"—[Student 5]

"*The resources also help us to build our ideas by not only seeking to one source but by collecting information from other reliable sources. By using other resources, I can say these can develop our knowledge more.*"—[Student 6]

5. Discussion

Question 1. What library resources and services can develop confidence in language use?

The school library collections needed resources for assisting English Language Learners. Numerous librarians concurred that promoting free reading options effectively assisted English language learners (Murphy et al., 2018). Cognitive and developmental psychologists investigate the intricacies of language development and the complex nature of the linguistic process (Dickinson et al., 2012). Their findings have made it increasingly clear that certain types of experiences can play a unique role in promoting language development. Reading a book has been repeatedly proven to influence students' learning immensely (Dickinson et al., 2012; Rodriguez et al., 2009).

In this study, it was described that college students considered school libraries are reliable sources of information needed in their courses. Because of this, they were confident in language use because they were using "a reliable source". In turn, they see themselves as competent.

Notable aspects influencing second language (L2) anxiety in the classroom include learner competition, the perception of a covert threat to confidence, and fear of high exposure levels (Donato and McCormic, 1994; Ghanbarpour, 2016; Saint Léger and Storch, 2009; Young, 1990). Additionally, it is proposed that feelings of anxiety adversely correspond with student engagement and motivation (Clément et al., 1994; Ghanbarpour, 2016). It is argued that language confidence is a more immediate indicator of language use than actual language proficiency; it motivates learners to engage with the

language (Lou, 2021; MacIntyre et al., 1998; Sampasivam and Clément, 2014). Further studies on EFL learning reveals a higher level of confidence in English can influence the frequency of a student to use the language, which enables them to succeed in English (Lou, 2021; Öz et al., 2015; Peng and Woodrow, 2010; Yashima, 2002).

When the library can provide quality service, the library users are satisfied. In addition to features like welcoming atmosphere and knowledgeable personnel, a library's wealth is determined by the depth of its collection of high-quality materials in various formats and services (Haliso and Aina, 2012). A decent library requires an extensive collection of educational materials, books for reference, online journals, e-books, and internet resources, among other things (Haliso and Aina, 2012).

Academic libraries need to conduct environmental scans to know about the activities carried out by other academic libraries to improve the areas in which they are falling behind. Scanning the environment was required to look for relevant information that would benefit quality library organization and services (Haliso and Aina, 2012).

Literature suggests that a student's reading proficiency is primarily a result of the student's interest in and motivation for reading. On the other hand, many students report that they need more motivation to read and that they are uninterested in what they are required to read; consequently, they do poorly on reading examinations (Adkins and Brendler, 2015). Libraries and librarians value reading as an activity and a passion because of their extensive collections of books and other resources and their passionate support for literacy and learning (Adkins and Brendler, 2015; Bordonaro, 2010).

This point is driven home by the International Federation of Library Associations and Institutions (IFLA), which published a statement urging libraries to make available a variety of services and resources "based on the unique needs of young adults … [addressing] their educational, informational, cultural, and leisure time needs [and promoting] literacy, lifelong learning, information literacy, and reading for pleasure" (IFLA, 2014).

Question 2. In what way can the library resources and services develop confidence for language use?

Many factors influence reading success and achievement. Among those are access to reading materials, physical capacity to control the reading materials utilized, comprehension of the information being read, and access to formats that enable individuals with print disabilities to consume content (Adkins and Brendler, 2015). For 32% of the librarians, management competency is an essential skill in their work. Even the front-line staff, should try to "understand the big picture of libraries with an administrative perspective" (Hu et al., 2022). Additionally, "… most librarians will become managers at some point in their career, and few are good at it naturally" (Hu et al., 2022).

The instruction provided in libraries is one area that has undergone evolution because of deliberate change. The primary educational area of librarians was the methodical presentation of information about library resources, sometimes known as bibliographic training. However, this instruction field has shifted as the information landscape has evolved (Hess, 2019). Academic librarians moved their focus from collecting information to teaching information literacy as information resources developed in new formats and identifying sources became more complex. This was a notable competency of library personnel in this study as they could teach and engage students in complex literary and linguistic analyses.

The content, the expression, and the structure of the materials should all fulfill high standards of quality. On the flip side, the selector need not have any reservations about purchasing a book of lower quality if it is likely to be read rather than a book of higher quality if it is unlikely to be read (Haliso and

Aina, 2012). The objective of the endeavor and the requirements of the finished product are the other two primary criteria that should guide material choice. As a result of the imperative functions of a library, it must have a diverse collection of books and other resources (Olaojo and Akewukereke, 2006). Nevertheless, to inspire a lifelong love of reading in people, collections of reading material, such as those found in public libraries, need to be of a higher quality. Many individuals rely on their local public library to provide them with reading materials like books, but now they need help getting them.

College students in this study also suggested improvements in the library resources, including the graphical and visual resources. Graphic novels are one form of literature that academics and librarians recommend to their readers. Stephen Krashen has seen that the supporting visual narratives in comic books is equally important as the text "can provide clues that shed light on the meaning of an unfamiliar word or grammatical structure" (Chun, 2009, p. 146). When a reader encounters unfamiliar words, the visuals help provide context and meaning for those words, and they also offer a multisensory experience that readers find interesting. Students learning English as a second language also could engage in critical literacy when they read graphic novels. However, to be proficient at school, a student should be capable of synthesizing, analyzing, and evaluating literature.

The sentences in books produced are often well-formed, generally short, and laden with a wide range of vocabulary words. In addition, novels frequently use the same words in various grammatical structures, which provides unstated lessons in how words are utilized. The written texts of books have a greater propensity to contain low-frequency terms than spoken language (Dickinson and Tabors, 2001), and reading books encourages the usage of a broader variety of words than would normally be used in ordinary talks.

This study was able to determine librarians' role in improving college students' confidence in language use. It has been described that the assistance and guidance from the librarians were necessary for college students to be more motivated and encouraged to read. Similarly, Fagan et al. (2022) highlighted the role of librarians in education and learning. Non-librarian faculties think that "librarians' number 1 priority is helping the student," "they have knowledge practical to them," "librarians are easy to talk with," and "librarians help me search more effectively."

Certainly, study determined that different mechanisms can be linked in college students' confidence in language use. The social skills of the librarians can encourage them to read and analyze the texts they are reading. Similarly, different forms of resources can aid the learning of students. Clearly, the students were confident in language use because they see the library as an accessible resource in developing their communication and literary skills.

Question 3. In what instances of language use can the library resources and services develop your confidence?

Moving on from the theoretical to the practical, additional research conducted in the library's collection of literature provides suggestions regarding how to put this understanding of learning a language to good use while interacting with overseas students. This marks the transition from the theoretical to the practical. Libraries could do instructional seminars in the library specifically geared toward international students that address concerns related to language acquisition in addition to the growth of library skills (Hurley et al., 2006). Libraries can also help librarians interact with this group of students more effectively by educating them about their initial level of library literacy before developing programs and taking into account their language requirements both in one-on-one interactions and in group settings.

Specifically, libraries enable the students to learn the morphological and lexical aspects of language. Students experience and learn language as an integrated whole, even if it has distinct parts (such as the grammar, lexicon, and phonological functions) that may be researched and tested independently. Consequently, it should come as expected that a students' vocabulary and grammar development is correlated with the quantity and variety of linguistic stimulation they get (Hart and Risley, 1995; Huttenlocher et al., 1991).

According to Dixon and Marchman (2007), grammar and words emerged concurrently. In studies with bilingual students, this connection between grammar and vocabulary learning is frequently recognized. For instance, Conboy and Thal (2006) discover that Spanish and English vocabulary both predicted their respective grammars. The students' verbalized vocabulary strategies included using the dictionary or thesaurus, predicting words within context, recognizing salience and regularity strategies, retention, repetitions, marking unfamiliar words, writing lists, paying attention to lectures, consulting classmates, examining word lists, visualizing, presentations, and lecture notes, and experimenting with various parts of speech.

Additionally, library resources ensure academic integrity among students. In terms of language use, the students revealed that they were confident in sharing information because they know it is reliable and accurate. DelGuidice (2015) asserts that as part of a larger, multifaceted effort to promote the understanding and utilization of information and technological literacies, academic libraries have a duty to teach students about the values and abilities of academic integrity. Similarly, social presence, e.g., social support, assistance, and empathy, could develop academic integrity among students (Chavez, 2023). Students believed that because of social support and assistance they received from the library personnel and librarian, they were more confident in language use, especially in sharing important and factual information with their friends, during reporting, presentation, or conversations.

The research of DelGuidice (2015) indicated that colleges must also deal with the fact that many first-year tertiary students lack the fundamental information literacy abilities needed for success. For Ard and Ard (2019, p. 221), "new students frequently have to be introduced to the very notion that ideas and information have owners, let alone the specific protocols and standards for citing, incorporating, and responding to these ideas." Teaching and engagement strategies should increase the awareness of students on "why the references need to be done at all" (Zimerman, 2012, p. 298).

Throughout these interviews, participants additionally identified and characterized a number of library practices. In terms of frequently used library techniques, searching for well-known items and getting a librarian's help appear to be the most frequently stated methods (Bordonaro, 2010). Two instances of starting a library search with known information include looking for well-known authors and following down citations. This type of search begins with the bibliographies of an article or the personal knowledge of prominent researchers on a topic.

6. Conclusion

This study identified the aspects of library resources and services in increasing the confidence of college students in language use. It has been determined that college students utilize library resources, e.g., books, online articles, periodicals, and magazines, as references for their reports and presentations. The students were certain that the contents they read in the library are accurate. Because of their reliance on the accuracy of library resources, they become more aware of the topics and subjects they are researching.

Additionally, this study also identified the role of library personnel and librarians in encouraging students to utilize library resources. The librarians were able to respond to the queries of students, assist them in researching, orient them on different library resources, and encourage them to read relevant resources. In essence, this boosts the confidence of college students in language use because they realized how their library is capable of aiding their needs.

For students, they were able to track down writing styles, tones, and ideas in library resources which they can use to make their own developmental content. The knowledge they gained from library resources enabled them to be confident in writing, presenting, and conversing with other people. Consequently, they were able to develop their phonological and morphological competencies.

This study posed several limitations in terms of theoretical and conceptual scopes. Future studies have to extend the subject matter covering extraneous factors, i.e., institutional, personal, and social. It is essential to have multifaceted analysis of how library resources and services can influence the confidence of college students in language use. Such initiative strengthens theoretical networks of language learning and library resources.

Conflict of interest

The author declares no conflict of interest.

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