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DEVELOPING A SELF-EMOTIONAL LEARNING-BASED LISTENING AND SPEAKING MODEL FOR UNIVERSITY EFL STUDENTS THROUGH NEEDS ANALYSIS

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Abstract

The emotional dimension of foreign language learning has received increasing attention because learners' emotions may influence their participation, confidence, willingness to communicate, and engagement in oral interaction. However, emotional competencies are not always systematically integrated into university-level Listening and Speaking instruction. This study identifies university EFL students' perceived emotional and communicative needs as a basis for developing a Self-Emotional Learning-based Listening and Speaking model. A descriptive needs-analysis design was employed with 119 university EFL students through a ten-item electronic questionnaire containing closed-ended and open-ended questions. Quantitative responses were analysed using frequencies, percentages, and a mean rating, while open-ended responses were reviewed for recurring ideas. The findings indicate that 85.7% of respondents considered the ability to manage and express emotions during oral communication important or very important. Confidence was the most frequently selected area of perceived improvement through emotional control (50.4%). Unexpected questions (37.0%) and speaking in front of an audience (31.1%) were the most frequently reported challenging situations. Group discussions, role plays, and debates were the most preferred communicative activities. Furthermore, 78.2% of respondents rated the motivational value of emotional and speaking activities at 4 or 5 on a five-point scale (M = 4.15). Qualitative responses referred to nervousness, hesitation, fear of mistakes, and difficulty expressing ideas, while some students reported being

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able to manage their emotional responses. Based on these findings, a five-component model was proposed: Emotional Awareness and Preparation, Listening and Emotional Interpretation, Supported Interaction, Communicative Production, and Reflective Practice. The model connects emotional awareness and self-management with communicative language practice. The findings provide a learner-reported rationale for model development rather than evidence of instructional effectiveness. Subsequent intervention research is required to evaluate the model's effects on oral performance and emotional self-management.

Keywords: Self-Emotional Learning; EFL; Listening and Speaking; oral communication; speaking confidence; emotional regulation; learner engagement; needs analysis.

1. Introduction

Effective oral communication is a central component of foreign language learning in higher education. University students are increasingly expected to use English not only to demonstrate knowledge of vocabulary and grammar but also to participate in discussions, respond to questions, express opinions, present information, negotiate meaning, and interact with different interlocutors. Contemporary approaches to language education consequently place considerable emphasis on learners' ability to use language purposefully in social and communicative contexts rather than simply demonstrate knowledge of linguistic forms (Council of Europe, 2020).

Nevertheless, linguistic knowledge alone does not always guarantee successful oral participation. University EFL learners may possess adequate vocabulary and grammatical knowledge but still hesitate to speak when they are concerned about making mistakes, being evaluated by others, failing to express an idea clearly, or responding spontaneously. Such experiences suggest that oral language development is influenced not only by linguistic resources but also by learners' emotional experiences during communication. Research on foreign language anxiety has long demonstrated that language learning may generate situation-

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specific emotional responses that distinguish foreign language experiences from many other forms of classroom learning (Horwitz et al., 1986).

The relationship between emotional experiences and oral communication has also been examined through the concept of willingness to communicate. MacIntyre et al. (1998) conceptualized willingness to communicate in a second language as a dynamic construct influenced by individual and situational factors, including perceived communicative competence and confidence. From this perspective, possessing linguistic knowledge does not necessarily mean that a learner will initiate communication at a particular moment. Immediate emotional and contextual conditions may also affect readiness to participate.

Recent research continues to highlight the relevance of emotional support in EFL speaking development. Curry and Peeters (2025), for example, examined psychologically informed techniques for decreasing foreign language speaking anxiety and increasing confidence among EFL students. Although such intervention-based work provides important evidence concerning possible approaches to speaking anxiety, the design of instructional models also requires attention to learners' specific needs, difficulties, and preferences within a particular educational context.

One established educational framework relevant to this issue is Social and Emotional Learning (SEL), developed and widely promoted by the Collaborative for Academic, Social, and Emotional Learning. The CASEL framework identifies five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2020). These competencies involve recognising emotions, regulating responses, understanding other perspectives, maintaining constructive relationships, and making responsible choices.

The relevance of these competencies becomes particularly apparent in foreign language Listening and Speaking instruction. Listening requires learners to attend to spoken input, interpret meaning and communicative intention, and respond appropriately. Speaking requires learners to formulate and express ideas, monitor language use, manage communication difficulties, and sustain interaction. These processes are often performed simultaneously and under time constraints. Learners may therefore need not only linguistic knowledge but also strategies for

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maintaining attention, managing emotional responses, and remaining engaged in interaction.

Self-awareness, for instance, may help learners recognise nervousness before a speaking task. Self-management may support the regulation of this response, while social awareness and relationship skills may facilitate interaction with peers and other interlocutors. Responsible decision-making may be reflected in learners' choices concerning how to respond to communicative difficulties or disagreements. Thus, SEL competencies can be connected to oral language learning without treating emotional development as a separate subject.

In the present study, Self-Emotional Learning is used as a context-specific pedagogical adaptation for EFL instruction. Its theoretical foundation is informed by the established Social and Emotional Learning framework of CASEL (2020). The terms are therefore not treated as interchangeable. Social and Emotional Learning refers to the established educational framework, whereas Self-Emotional Learning refers to the proposed language-teaching application developed in this research. The proposed adaptation focuses particularly on learners' recognition, management, and reflection on emotional experiences during oral communication. It is not presented as an independently validated psychological framework.

The integration of emotional and communicative development is also compatible with the action-oriented perspective of the Common European Framework of Reference for Languages. The CEFR views language learners as social agents who use language to perform communicative activities and tasks in particular contexts (Council of Europe, 2020). Its Companion Volume further develops descriptors related to spoken production, spoken interaction, mediation, and communicative strategies. These dimensions provide a useful basis for integrating emotional preparation and reflection into communicative language tasks.

The need to consider learners' emotional experiences does not imply that emotions are the sole determinant of speaking performance. Oral competence remains dependent on linguistic knowledge, vocabulary, grammatical resources, pronunciation, discourse organisation, and interactional strategies. Rather,

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emotional factors may influence the extent to which learners are able and willing to mobilise these resources in particular communicative situations.

This distinction is important because foreign language anxiety, confidence, willingness to communicate, and engagement are related but conceptually different constructs. Anxiety concerns emotional responses to particular language-learning situations, whereas confidence is related to learners' perceptions of their ability. Willingness to communicate concerns readiness to initiate communication, and engagement encompasses behavioural, cognitive, and emotional involvement in learning. Treating these concepts as identical would oversimplify the relationship between emotional experience and oral communication.

The present study therefore does not attempt to measure anxiety as a psychological construct or to establish a causal relationship between emotional regulation and speaking performance. Instead, it examines students' perceptions of emotional and communicative difficulties and uses these perceptions to identify pedagogical priorities for a proposed Listening and Speaking model.

The educational importance of social and emotional competencies has been supported by empirical research. Durlak et al. (2011), in a large-scale meta-analysis of school-based universal SEL interventions, reported positive outcomes associated with students' social-emotional skills, attitudes, behaviour, and academic performance. Although this evidence primarily concerns school-based interventions rather than university EFL instruction, it demonstrates the broader educational relevance of integrating social-emotional development into teaching and learning.

The present study extends this general educational perspective into university foreign language instruction. Language learning is inherently interactive because learners must interpret other people's meanings, respond to viewpoints, negotiate meaning, and adjust communication according to context. This social character makes oral language learning a particularly relevant environment for examining how emotional awareness and self-management may be incorporated into classroom practice.

The CASEL framework identifies self-awareness as the ability to understand one's emotions, thoughts, values, strengths, and limitations, while self-

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management concerns the regulation of emotions, thoughts, and behaviours in different situations (CASEL, 2020). In an EFL speaking classroom, these competencies may be connected with recognising nervousness before speaking, maintaining attention during communication, coping with mistakes, and selecting strategies that allow learners to continue participating.

Self-management should not be interpreted as the complete elimination of negative emotions. Learners may continue to feel nervous or uncertain while developing the ability to participate effectively despite such feelings. In this sense, emotional regulation can be understood as a process of managing responses in relation to communicative goals rather than removing emotional experiences altogether.

This distinction is particularly important in oral communication because speaking is an immediate and visible form of language use. Unlike many written activities, oral interaction often provides limited time for planning and revision. A learner must listen to an interlocutor, interpret the message, formulate a response, select appropriate linguistic resources, and monitor performance within a short period. Unexpected questions or public speaking may consequently create additional cognitive and emotional demands.

Foreign language classroom anxiety has been described as a situation-specific phenomenon associated with learners' perceptions and experiences of foreign language learning (Horwitz et al., 1986). Such anxiety may be particularly relevant in situations involving evaluation, spontaneous production, or public performance. However, learners do not necessarily respond to these situations in the same way. Some may experience strong nervousness, whereas others may remain relatively comfortable.

The concept of willingness to communicate further illustrates this variability. According to MacIntyre et al. (1998), willingness to communicate is influenced by both relatively stable individual characteristics and immediate situational conditions. The learner's perception of communicative competence and emotional state may therefore interact with the particular communicative situation.

Positive psychology in second language acquisition provides another perspective. MacIntyre et al. (2016) emphasise positive emotions, engagement, meaningful

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learning experiences, and learner well-being as relevant dimensions of language learning. This perspective complements research on anxiety by suggesting that language pedagogy should not focus exclusively on reducing negative emotions. Opportunities for successful participation, meaningful interaction, learner agency, and positive classroom experiences are also relevant to sustained engagement.

From this perspective, a Self-Emotional Learning-based language model should not be understood as a programme for treating anxiety. Its purpose is pedagogical: to create classroom conditions in which learners can recognise their emotional states, apply practical strategies, participate in communicative tasks, interact with others, and reflect on their experiences.

Listening and Speaking are often taught as complementary skills because successful oral interaction requires both comprehension and production. A speaker must listen to an interlocutor in order to respond appropriately, while a listener must often anticipate, interpret, and prepare a response. Oral communication is therefore reciprocal rather than purely receptive or productive. The emotional dimension of this process can be observed in classroom activities such as pair work, group discussion, role play, debate, and problem-solving. These activities require learners to listen actively, take turns, express opinions, respond to alternative perspectives, and sustain interaction. Such requirements correspond to several SEL competencies, particularly social awareness and relationship skills (CASEL, 2020).

Group discussions, for example, may provide opportunities for learners to express personal opinions while listening to other perspectives. Role plays allow learners to practise language in simulated situations and adjust their communication according to roles and contexts. Debates require learners to defend positions while responding to opposing arguments. Problem-solving activities can require cooperation, negotiation, and responsible decision-making.

These activities therefore create opportunities to combine language objectives with emotional and interpersonal processes. However, this does not mean that communicative tasks automatically develop SEL competencies. The teacher needs to make the relevant emotional and interactional processes visible through preparation, scaffolding, observation, and reflection.

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Learner engagement represents another important dimension of oral language development. In Listening and Speaking classes, engagement may be observed through learners' willingness to answer questions, participate in discussions, interact with peers, complete communicative tasks, and persist when communication becomes difficult.

Speaking confidence may influence such participation. Learners who perceive themselves as capable communicators may be more willing to initiate interaction, whereas learners who anticipate failure or negative evaluation may hesitate. The relationship is not necessarily linear, however, because confidence can vary according to task, interlocutor, topic, and classroom environment.

MacIntyre et al. (1998) place perceived competence and anxiety-related factors within their model of willingness to communicate. This theoretical connection is relevant to the present study because students' perceptions of confidence and emotional control may indicate areas where additional pedagogical support is needed.

The present needs analysis therefore considers confidence not as a direct measure of speaking proficiency but as a learner-perceived dimension of oral communication. Similarly, motivational ratings are interpreted as perceptions of potential motivational value rather than evidence of an experimentally measured increase in motivation.

The CEFR provides a useful communicative orientation for integrating SEL-related procedures into language instruction. Rather than defining proficiency exclusively through knowledge of language forms, the CEFR describes what learners can do with language in particular contexts (Council of Europe, 2020).

This action-oriented perspective is compatible with the proposed model. A speaking task may have a clear linguistic objective, such as expressing and justifying an opinion. The same task can include an emotional preparation stage in which learners identify their readiness to communicate, followed by interaction and reflection.

For example, learners may first listen to several opinions, identify the main ideas and speakers' attitudes, prepare their own position, discuss it with a partner, participate in a larger group discussion, and then reflect on the emotional and communicative strategies they used. In this arrangement, the emotional

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component supports the communicative task rather than replacing its language-learning objective.

The relationship between CEFR and SEL should nevertheless be understood carefully. The CEFR is primarily a framework for describing language proficiency and communicative activities, whereas SEL provides a framework for social and emotional competencies. Their relationship in this study is methodological: the CEFR provides the communicative orientation, while SEL contributes principles related to emotional awareness, self-management, interaction, and reflection.

Existing literature establishes the relevance of emotions, anxiety, confidence, engagement, and social-emotional competencies to education and language learning. However, several gaps remain.

First, much of the empirical SEL literature has focused on school-age learners and general educational outcomes rather than university EFL Listening and Speaking instruction (Durlak et al., 2011). Second, research on foreign language anxiety and willingness to communicate identifies important emotional and situational factors but does not always translate these findings into a structured sequence of Listening and Speaking activities (Horwitz et al., 1986; MacIntyre et al., 1998). Third, confidence, emotional regulation, and learner engagement are frequently discussed as separate dimensions, whereas an instructional model may need to address their interaction within actual communicative tasks.

A further methodological issue concerns the need to establish learners' needs before implementing an instructional model. An intervention cannot be appropriately designed solely from general theoretical assumptions. Students' perceived difficulties, preferred activities, and expectations can provide context-specific information for determining the level and type of pedagogical support required.

The present study addresses this need through a descriptive needs analysis involving 119 university EFL students. It does not claim that the proposed model is effective. Rather, it identifies learner-reported needs and uses them to formulate a pedagogical model for subsequent implementation and evaluation.

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Accordingly, the purpose of the study is to identify university EFL students' perceived emotional and communicative needs and to establish an empirical basis for developing a Self-Emotional Learning-based Listening and Speaking model. The study addresses the following research questions:

1. What emotional and communicative needs do university EFL students perceive in relation to English oral communication?
2. Which speaking situations and classroom activities are perceived as particularly challenging or supportive?
3. Which Self-Emotional Learning-oriented components should be incorporated into a university EFL Listening and Speaking model based on the identified learner needs?

2. Methods

The study employed a descriptive needs-analysis design to investigate university EFL students' perceived emotional and communicative needs in English oral communication. The study represented the diagnostic stage of a broader research programme aimed at developing and subsequently evaluating a Self-Emotional Learning-based Listening and Speaking model.

A mixed descriptive approach was used by combining quantitative questionnaire responses with qualitative open-ended responses. Quantitative data were used to identify the distribution of students' perceptions across questionnaire items, while qualitative responses provided additional descriptions of learners' experiences and suggestions.

The study was designed as a needs-analysis investigation rather than an intervention study. Therefore, it did not include a pre-test/post-test comparison, experimental-control comparison, or statistical test of instructional effectiveness. The participants were 119 university EFL students from different student groups. The respondents were studying English with a focus on oral communication and Listening and Speaking skills. Participation was voluntary, and the questionnaire was completed independently in electronic form during the diagnostic stage preceding the development of the proposed model.

The questionnaire focused on students' perceptions of emotional management, speaking confidence, communicative difficulties, classroom interaction,

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motivation, and the potential usefulness of Self-Emotional Learning-oriented activities and materials.

Data were collected through a ten-item electronic questionnaire developed for the purposes of the study. The questionnaire addressed several dimensions of students' experiences related to oral communication: emotional regulation, awareness of Self-Emotional Learning, speaking-related emotional difficulties, perceived areas of improvement, preferred classroom activities, motivational value, challenging speaking situations, and additional learning materials.

The questionnaire contained both closed-ended and open-ended questions. Closed-ended items generated categorical or rating-scale data suitable for descriptive analysis. Open-ended items allowed participants to describe their experiences and provide additional suggestions in their own words.

The questionnaire was used to identify students' perceived instructional needs rather than to measure language proficiency or diagnose anxiety. The motivational item used a five-point scale ranging from 1 (not at all) to 5 (very much).

The questionnaire was administered electronically to the 119 participants during the diagnostic stage. Respondents were informed of the general purpose of the questionnaire and were asked to answer independently according to their own experiences of English learning and oral communication.

The collected responses were organised according to individual questionnaire items. Quantitative responses were coded and summarised using descriptive statistics, while open-ended responses were reviewed for recurring descriptions of speaking difficulties, emotional experiences, and preferred forms of instructional support.

Quantitative responses were analysed using frequencies and percentages. The motivational-value item was additionally summarised using a mean score. Percentages were calculated using the full sample of 119 respondents unless otherwise indicated.

The weighted mean for the motivational item was calculated from the five response categories. The resulting mean was 4.15 out of 5. The proportion of respondents selecting ratings of 4 or 5 was also calculated.

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Open-ended responses were reviewed manually to identify recurring ideas related to speaking difficulties, emotional regulation, supportive classroom activities, and additional learning materials. Responses with similar meanings were grouped descriptively and considered alongside the quantitative findings. Responses to the final open-ended item were also reviewed and summarised where they provided relevant suggestions for model development.

The qualitative analysis was used to identify reported experiences and pedagogical priorities rather than to estimate the prevalence of particular themes. No inferential statistical analysis was conducted because the purpose of the study was diagnostic rather than causal.

Participation in the questionnaire was voluntary. Respondents were informed about the purpose of the study and completed the questionnaire independently. The responses were treated confidentially and analysed in aggregated form, with no individual participants identified in the reporting of the findings.

The proposed model was developed by connecting the needs identified through the questionnaire with principles derived from SEL, foreign language anxiety research, willingness to communicate, communicative language teaching, and the CEFR.

The development process involved four main stages. First, learner-reported emotional and communicative difficulties were identified. Second, these needs were translated into pedagogical requirements. Third, the requirements were related to appropriate SEL competencies and Listening and Speaking objectives. Finally, the pedagogical requirements were organised into a five-component instructional sequence.

The resulting sequence was:

Listening → Emotional Awareness and Preparation → Speaking → Supported Interaction → Reflection

In the full model, these elements are conceptualised as five interconnected components: Emotional Awareness and Preparation; Listening and Emotional Interpretation; Supported Interaction; Communicative Production; and Reflective Practice.

The model was formulated as a pedagogical framework rather than as a psychological intervention.

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3. Results

The first major finding concerns students' perceptions of emotional management and expression during oral communication. Sixty respondents (50.4%) considered the ability to manage and express emotions very important, while 42 (35.3%) considered it important. Fifteen respondents (12.6%) selected a neutral response, and two (1.7%) indicated a low level of importance.

Thus, 102 of the 119 respondents, representing 85.7% of the sample, regarded emotional management and expression as important or very important.

Table 1. Emotional management and reported prior awareness of SEL

Item	Response	n	%
Emotional management	Very important	60	50.4
Emotional management	Important	42	35.3
Emotional management	Neutral	15	12.6
Emotional management	Low	2	1.7
Prior awareness of SEL	Had heard about SEL	68	57.1
Prior awareness of SEL	Had not heard about SEL	51	42.9

The findings also show that 68 respondents (57.1%) reported that they had heard about SEL in relation to English learning, whereas 51 respondents (42.9%) had not. This indicates that prior familiarity with SEL was not universal among the participants.

The open-ended responses revealed several recurring descriptions of students' experiences during English speaking activities. Hesitation was frequently associated with nervousness, particularly when learners were expected to respond quickly or speak in front of others.

Some respondents described difficulty expressing ideas clearly when experiencing emotional pressure. Others referred to reduced fluency, reluctance to participate, or fear of making mistakes. Nervousness was also mentioned in relation to examinations and presentations.

At the same time, not all respondents reported strong negative effects. Some indicated that they were able to control their emotions or that their emotional state

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did not significantly interfere with their speaking. This variation is important because it demonstrates that students do not experience oral communication in identical emotional ways.

The qualitative findings therefore support a differentiated approach in which emotional preparation is available as a pedagogical resource without assuming that every learner experiences severe speaking anxiety.

Confidence was the most frequently selected area that respondents believed could improve through emotional control. Sixty respondents (50.4%) selected confidence, followed by fluency with 23 responses (19.3%), pronunciation with 14 (11.8%), vocabulary with 11 (9.2%), and interaction with 5 (4.2%).

Table 2. Perceived areas of improvement through emotional control

Perceived area	n	%
Confidence	60	50.4
Fluency	23	19.3
Pronunciation	14	11.8
Vocabulary	11	9.2
Interaction	5	4.2
Total reported responses	113	94.9

Note: Percentages are calculated against the total sample of 119 respondents. The remaining six responses are not categorised in the table because their original response status requires verification from the questionnaire data.

The distribution suggests that respondents most strongly associated emotional control with confidence. Fluency was the second most frequently selected area, while pronunciation, vocabulary, and interaction were selected less frequently.

The participants expressed a clear preference for interactive forms of classroom communication. Group discussions were selected by 40 respondents (33.6%), role plays by 33 (27.7%), and debates by 29 (24.4%). Interactive tasks were selected by 11 respondents (9.2%), while dramatization was selected by 4 (3.4%). One respondent selected all listed activities, and one provided a combined response.

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Table 3. Preferred communicative activities

Category	n	%
Group discussions	40	33.6
Role plays	33	27.7
Debates	29	24.4
Interactive tasks	11	9.2
Dramatization	4	3.4
All listed activities	1	0.8
Combined response	1	0.8
Total	**119**	**100.0**

The results indicate that students generally preferred activities requiring active participation and interaction rather than exclusively individual or teacher-fronted speaking practice.

Unexpected questions represented the most frequently reported challenging speaking situation, selected by 44 respondents (37.0%). Speaking in front of an audience was selected by 37 respondents (31.1%). Talking to new people and examinations or presentations were each selected by 18 respondents (15.1%).

Table 4. Challenging speaking situations

Category	n	%
Unexpected questions	44	37.0
Speaking in front of an audience	37	31.1
Talking to new people	18	15.1
Exams/presentations	18	15.1
Reported responses	117	98.3

Note: Percentages are calculated against the total sample of 119 respondents. The two responses not represented in the named categories require verification against the original questionnaire before being classified as missing or assigned to another category.

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The distribution highlights the importance of spontaneity and perceived evaluation in students' reported speaking difficulties. Unexpected questions require rapid processing and response, while public speaking and presentations may increase perceived evaluative pressure.

The motivational-value item produced generally positive ratings. Fifty-nine respondents (49.6%) selected 5, while 34 (28.6%) selected 4. Seventeen respondents (14.3%) selected 3, three (2.5%) selected 2, and six (5.0%) selected 1.

Overall, 93 respondents (78.2%) selected either 4 or 5. The weighted mean rating was 4.15 out of 5.

Table 5. Perceived motivational value of emotional and speaking activities

Rating	n	%
5	59	49.6
4	34	28.6
3	17	14.3
2	3	2.5
1	6	5.0
Total	119	100.0

These ratings indicate that respondents generally perceived the proposed combination of emotional and speaking activities as potentially motivating. However, the results represent perceived motivational value and do not demonstrate an actual increase in motivation.

The open-ended responses concerning additional learning materials were generally positive. Respondents mentioned video lessons, interactive exercises, and forms of psychological or emotional-support training as potentially useful for English learning.

Some students associated video materials with pronunciation development, while others considered emotional or psychological support useful for reducing hesitation. Interactive activities were described as helpful for communication and

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participation. Several respondents also suggested that additional materials could make English lessons more engaging and help students feel more comfortable during speaking tasks.

The final open-ended responses were considered in relation to model development. Suggestions that were relevant to the instructional design were interpreted as supporting the inclusion of interactive practice, emotional preparation, confidence-supporting activities, and reflection. Because the qualitative responses were reviewed descriptively, no numerical prevalence is assigned to individual suggestions.

The main findings can be summarised as follows:

- 85.7% of respondents considered emotional management and expression during oral communication important or very important.
- 50.4% selected confidence as the area most likely to benefit from emotional control.
- Unexpected questions (37.0%) and speaking in front of an audience (31.1%) were the most frequently reported challenging situations.
- Group discussions (33.6%), role plays (27.7%), and debates (24.4%) were the most preferred communicative activities.
- 78.2% rated the motivational value of the activities at 4 or 5 out of 5.
- Qualitative responses highlighted nervousness, hesitation, fear of mistakes, and difficulty expressing ideas, while some students reported being able to manage their emotions successfully.

Taken together, these findings indicate a need for a model that combines emotional preparation with meaningful oral communication rather than treating the two areas as separate instructional objectives.

4. Discussion

The most prominent finding was that 85.7% of respondents considered emotional management and expression important or very important during oral communication. This finding suggests that students perceive the emotional dimension of speaking as relevant to their English learning experiences.

The result is theoretically compatible with the CASEL competency of self-awareness and self-management. Self-awareness involves recognising emotions

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and their influence, whereas self-management involves regulating emotional and behavioural responses in ways that support goals (CASEL, 2020). In an EFL classroom, this may involve recognising nervousness before speaking and selecting an appropriate strategy for continuing communication.

The finding should not, however, be interpreted as evidence that emotional management directly improves speaking performance. The questionnaire measured students' perceptions rather than objective performance. The result therefore provides a pedagogical rationale for including emotional preparation, not causal evidence of its effectiveness.

Confidence was the most frequently selected area of perceived improvement through emotional control, with 50.4% of respondents choosing this option. This result is particularly relevant to willingness to communicate.

MacIntyre et al. (1998) conceptualised willingness to communicate as a dynamic construct influenced by perceived competence, anxiety-related factors, and situational conditions. A learner who doubts their ability or anticipates negative evaluation may be less willing to initiate communication, even when sufficient linguistic resources are available.

The present finding is consistent with this theoretical perspective but does not establish a causal relationship. Students were asked what they believed could improve through emotional control, and confidence was the most common response. This suggests that confidence should be explicitly considered in model development.

A pedagogical implication is that speaking tasks should provide opportunities for supported success before requiring more spontaneous or public performance. Short pair exchanges, guided responses, rehearsal, and gradually more independent speaking may allow learners to develop confidence while simultaneously practising language.

Unexpected questions were the most frequently reported challenging situation, followed by speaking in front of an audience. These situations require rapid language processing and may involve perceived social or evaluative pressure.

This finding is compatible with the literature on foreign language anxiety. Horwitz et al. (1986) demonstrated that foreign language classroom anxiety is associated with learners' experiences in language-learning situations. More recent

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work has continued to investigate speaking-related anxiety and confidence among EFL learners (Curry & Peeters, 2025).

The pedagogical implication is not that unexpected questions should be eliminated. On the contrary, learners need opportunities to develop strategies for responding to spontaneous communication. However, such practice can be introduced progressively.

For example, teachers may begin with predictable response prompts, move to short partner exchanges, introduce partially unexpected questions, and eventually require spontaneous responses in larger groups. This progression can combine language practice with emotional preparation and self-management.

Public speaking may similarly be introduced gradually. A learner might first practise an idea with a partner, then in a small group, and finally in front of a larger audience. Such progression is consistent with the need to support learners while increasing communicative demands.

The strong preference for group discussions, role plays, and debates provides another important finding. These activities require learners to listen to others, express opinions, respond to alternative perspectives, and maintain interaction.

Such processes correspond to the SEL competencies of social awareness and relationship skills (CASEL, 2020). Relationship skills include communication, active listening, cooperation, and constructive interaction. Social awareness involves understanding different perspectives and responding appropriately to others.

The findings therefore support the inclusion of interactive tasks within the proposed model. Nevertheless, the relationship should be understood as pedagogical rather than automatic. Simply placing students in groups does not guarantee the development of SEL competencies. Teachers need to structure interaction through turn-taking, active listening, respectful disagreement, role assignment, and reflection.

For example, a group discussion may include an instruction to identify and respond to another participant's argument before presenting one's own position. A debate may require learners to summarise an opposing viewpoint before defending their own. Such procedures connect communicative objectives with social awareness and relationship skills.

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The finding that 78.2% of respondents selected a motivational rating of 4 or 5, with a mean of 4.15, suggests that students generally viewed emotional and speaking activities positively.

This finding is relevant to research emphasising learner engagement and positive emotional experiences in second language acquisition. MacIntyre et al. (2016) argue for attention to positive emotions, meaningful learning experiences, and learner engagement alongside traditional concerns with negative affect.

Nevertheless, perceived motivational value should not be confused with measured motivational change. The present study did not compare motivation before and after an intervention. Therefore, the result indicates learner expectations and perceptions rather than an observed increase in motivation.

From a teaching perspective, the finding nevertheless supports the inclusion of varied interactive tasks. Activities that allow students to communicate meaningfully, work with peers, and experience successful participation may create conditions conducive to engagement.

The results showed that 57.1% of respondents had heard about SEL, while 42.9% had not. This relatively divided response suggests that the terminology and framework should not be assumed to be familiar to all university EFL learners.

This has an important implication for implementation. The model should introduce its key concepts through accessible classroom procedures rather than requiring students to have prior theoretical knowledge. Learners do not need to study SEL terminology extensively in order to practise self-awareness, self-management, active listening, cooperation, and reflection.

This approach also supports the distinction between SEL as a theoretical framework and Self-Emotional Learning as the pedagogical adaptation proposed in the present study. The latter is intended to translate relevant competencies into language-learning activities.

The proposed model is compatible with the CEFR's action-oriented view of language learning. The CEFR positions learners as social agents who perform communicative activities in specific contexts (Council of Europe, 2020). This perspective allows emotional preparation and reflection to be incorporated into tasks without changing their fundamental communicative purpose.

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For example, an activity may require learners to discuss an environmental issue and justify a position. The linguistic objective remains oral communication. Before the discussion, learners may identify their emotional readiness and select a preparation strategy. During interaction, they listen actively and respond to peers. After the task, they reflect on how they managed communication and which strategies they may use in future situations.

The emotional component therefore functions as support for communicative performance rather than as a replacement for language objectives.

The needs-analysis findings informed the development of five interconnected components.

1. Emotional Awareness and Preparation

This component responds primarily to the high importance assigned to emotional management. Learners are encouraged to identify their emotional readiness before speaking and apply a simple preparation strategy. Possible procedures include brief self-checks, controlled breathing, goal setting, or planning the first response.

2. Listening and Emotional Interpretation

Listening provides the first communicative input and prepares learners for subsequent interaction. In addition to identifying the main meaning, learners may attend to speakers' attitudes, intentions, and emotional cues. This component connects listening comprehension with awareness of communicative context.

3. Supported Interaction

This component reflects students' preference for group discussions, role plays, and other interactive tasks. Pair and small-group activities provide opportunities for active listening, turn-taking, cooperation, and supported oral production.

4.Communicative Production

This stage focuses on increasingly independent oral performance. Activities may include discussions, role plays, debates, problem-solving, presentations, and spontaneous responses. The level of support can gradually decrease as learners become more familiar with the communicative demands.

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5. Reflective Practice

Reflection allows learners to review both language performance and emotional experience. Students may identify what they communicated successfully, what emotional difficulty occurred, which strategy was useful, and what they would change in a future task.

The components can be represented as:

Listening → Emotional Awareness and Preparation → Listening and Emotional Interpretation → Supported Interaction → Communicative Production → Reflective Practice

For practical classroom use, the initial Listening stage and the Listening and Emotional Interpretation component may overlap. The essential principle is that communicative input, emotional preparation, interaction, independent production, and reflection are connected within a coherent learning cycle.

The relationship between the needs-analysis findings and model components is summarised below.

Table 6. Alignment of learner-reported needs and proposed model components

Learner-reported need/evidence	Pedagogical response	Model component
Emotional management rated important/very important by 85.7%	Emotional check-ins and preparation strategies	Emotional Awareness and Preparation
Nervousness and hesitation during speaking	Supported preparation and rehearsal	Emotional Awareness and Preparation
Unexpected questions reported by 37.0%	Guided listening, response prompts, gradual spontaneous speaking	Listening and Emotional Interpretation; Communicative Production
Confidence selected by 50.4%	Supported oral practice and progressive independence	Communicative Production
Preference for discussions, role plays, and debates	Pair/group interaction, active listening, turn-taking	Supported Interaction
Varied emotional experiences during speaking	Post-task reflection and self-assessment	Reflective Practice

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The table distinguishes learner-reported evidence from pedagogical interpretation. Not every model component was directly requested by participants. Rather, the components were formulated by interpreting the needs-analysis findings in relation to the theoretical frameworks discussed above.

The findings have several implications for university EFL Listening and Speaking instruction.

First, emotional preparation can be incorporated into ordinary language activities without creating a separate psychological training course. A short emotional check-in before a speaking task may help learners recognise their current state and choose a strategy for participation.

Second, interaction should be structured rather than treated simply as unrestricted group work. Pair and group tasks can include active listening, turn-taking, respectful disagreement, and response requirements. This approach allows communicative and social-emotional objectives to operate together.

Third, speaking difficulty can be addressed through graduated task demands. Because unexpected questions and public speaking were prominent challenges, learners may benefit from progression from supported to more spontaneous communication.

Fourth, reflection can be used to connect emotional experience with future learning. A short post-task reflection may ask learners what made speaking difficult, what strategy helped, and what they intend to do differently in the next activity.

Finally, teachers should recognise individual differences. Not all learners experience the same emotional difficulty, and the purpose of the model is not to assume that all students are anxious. Instead, it provides a set of pedagogical resources that can support learners according to their individual needs.

Several limitations should be acknowledged. First, the study relies on self-reported questionnaire data. Students' perceptions of confidence, emotional management, and motivational value cannot substitute for direct measures of oral performance or validated psychological measures.

Second, the study is descriptive and does not establish causal relationships. The finding that students perceive emotional control as potentially beneficial to

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confidence does not demonstrate that emotional control actually increases confidence or improves speaking performance.

Third, the sample is limited to 119 university EFL students, and the findings should therefore be interpreted within the investigated educational context. Broader studies involving different institutions, proficiency levels, and learner populations would be required to determine the transferability of the findings.

Fourth, some questionnaire items contained residual responses that require verification against the original questionnaire records before final publication. In particular, six responses were not categorised in the perceived-improvement item, and two responses were not represented among the named challenging-speaking-situation categories. These responses should not be assigned to a category without checking the original data.

Finally, the proposed five-component model has not been evaluated as an intervention in the present study. The needs analysis establishes a learner-reported rationale for its design, but not its effectiveness. Subsequent research should therefore examine the model through implementation studies using pre-test and post-test measures, comparison groups where appropriate, oral-performance assessment, classroom observation, and measures of relevant emotional and communicative variables.

5. Conclusion

The present study examined the perceived emotional and communicative needs of 119 university EFL students as a basis for developing a Self-Emotional Learning-based Listening and Speaking model. The findings indicate that emotional management and expression are considered relevant to oral communication by a substantial majority of respondents, with 85.7% rating them important or very important. Confidence was the most frequently selected perceived area of improvement through emotional control, while unexpected questions and speaking before an audience represented the most frequently reported challenging situations.

The participants also showed a strong preference for interactive communicative activities, particularly group discussions, role plays, and debates. In addition, 78.2% rated the motivational value of emotional and speaking activities at 4 or 5,

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with a mean score of 4.15. Qualitative responses further highlighted nervousness, hesitation, fear of mistakes, and difficulty expressing ideas, while also showing that some learners were able to manage their emotional responses successfully.

These findings informed a five-component pedagogical model comprising Emotional Awareness and Preparation, Listening and Emotional Interpretation, Supported Interaction, Communicative Production, and Reflective Practice. The model connects emotional awareness and self-management with communicative language practice and provides a structured way of incorporating relevant SEL competencies into university Listening and Speaking instruction.

The theoretical foundation of the model draws on the CASEL framework, research on foreign language anxiety and willingness to communicate, positive psychology in second language acquisition, and the CEFR's action-oriented perspective. Within the present study, Self-Emotional Learning represents a context-specific pedagogical adaptation rather than a separately validated psychological framework.

The principal contribution of the study is therefore not evidence of improved oral performance but an empirically informed rationale for model development. The findings identify learner-reported needs that can guide the design of emotional preparation, interactive communication, progressive speaking practice, and reflection. Future intervention research is required to determine whether the proposed model can produce measurable improvements in oral communication, confidence, engagement, and emotional self-management.

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