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**INVESTIGATING THE ROLE OF INNER TALK IN
ENHANCING STUDENT'S ORAL PERFORMANCE**

The case of third year license students at M'sila University

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DEDICATION 1:

To that special lady, who I cherish above all, she sacrificed everything for me and spared no effort in order to make me happy (my beloved mother). To my old man, the owner of a kind face and good deeds, who offered me the world and ever beyond (my dear father). Not to forget my dear older sister, the person I owe my love and knowledge of English to. She paved the way for me to become the graduate I am today. To my dear friends the people who stood by me and helped me with all they could. I dedicate this work to you. After many awaited years, my university journey has come to an end, and it was worth every single moment of exhaustion and hardships... And here I am, concluding my graduation thesis quite grateful and enthusiastic. I am thankful to the ones who've had a remarkable role in my career, small or not, they surely made all the difference, my parents, friends, loved ones and respected professors.

Leghouini Ahmed Thameur

DEDICATION 2:

*I dedicate this work to the precious people in my life
To my beloved parents who have supported me throughout the process of this work
I am forever grateful for the countless sacrifices you have made to ensure my education and personal growth.
To my beloved sisters, you have been my constant companions and your presence in my life has brought immeasurable joy and inspiration, and I am eternally grateful for the bond we share.
I also extend my heartfelt appreciation to my uncles, whose support and guidance have played a significant role in shaping my educational path.
To my friends who supported me and encouraged me to do my best, to all my teachers and classmates you have been my companions and friends throughout this challenging yet rewarding journey.
This dissertation is dedicated to you all, with deepest gratitude and admiration.*

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Abstract:

The aim of this study is to discuss the impact of using the inner talk ability on the development of EFL learners' oral performance.

The study also focuses on the ongoing internal dialogue that individuals engage and how it can help EFL learners to overcome the difficulties such as “stress, anxiety, depression, lack of self-confidence” which prevent them from speaking and communicating both inside and outside the classrooms.

The present study employed a quantitative research methodology with a descriptive approach. The data collection method utilized was a survey, in which a questionnaire served as the primary instrument for gathering information. The questionnaire was conducted with 60 participants from third year license students in the department of English at the University of M'sila.

The findings of the study approved that EFL learners have supportive attitudes towards the use of inner-talk in enhancing their speaking skills.

Having internal discussions and listening to internal thoughts can motivate students to acquire more knowledge, allowing them to improve their pronunciation, motivating their cognitive abilities, and enhancing fluency.

The results signify that self-talks can build confidence when practicing English by decreasing anxiety, stress and other psychological factors in which it can be considered as an effective method to advance EFL learners' oral competence.

Keywords:

inner-talk, oral competence, EFL learners, speaking skills, Third year license students, Msila University, psychological factors.

List of ACRONYMS:

EFL: English as a foreign language

L2: Second language

CA: cognitive abilities

ID: internal dialogue

OC: oral competence

SLA: Second language acquisition

ELT: English language teaching

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General Introduction

1-Background of the Study:

The ability to speak a foreign language improves one's cognitive and analytical skills, which is one of the key benefits. The primary objective of acquiring competence in a foreign language is to facilitate the ability to effectively communicate in that language, while also fostering proficiency in related skills such as reading and writing. The acquisition of a foreign language serves as a means to facilitate students' attainment of their life objectives. As Ferdinand de Saussure said "language is really a borderland between thought and sound, where both thought and sound combine to provide communication".

Thereby, it is imperative for students to develop their communicative competence in order to effectively communicate. Noam Chomsky stated that "There is no reason to believe ...that the 'essential purpose' of language is 'communication'. Language can be used to transmit information, but it also serves many other purposes: to establish relations among people, to express or clarify thought, for play, or creative mental activity, to gain understanding and so on".

However, compared to other skills such as reading and writing, the development of speaking skill is usually overlooked. Moreover, many educators still rely on traditional approaches to teach learners the speaking skill, although some cognitive abilities are considered to be efficient tools in improving the learning process. CA cannot be used just in enhancing speaking fluency but also increasing motivation, improving vocabulary acquisition, developing grammar and pronunciation, optimizing speaking and listening abilities, decreasing stress, boosting self-esteem and enriching productivity.

Lev Vygotsky cited that "language has two functions, inner speech is used for mental reasoning and external speech is used to converse with others". However, he believed that language in the form of self-talk is not a sign of cognitive immaturity, but rather a guide to cognitive development. He viewed it as a method employed by the children that talk to themselves in order to guide their behavior and thinking by clarifying their thoughts to solve problems.

Research revealed that "The use of inner speech as a rehearsal tool in working memory is perhaps its most well-known function: verbal rehearsal can refresh the memory trace continuously, provided articulation is not suppressed, and this will reliably lead to better recall (Baddeley, 1992). Inner-talk can also help to improve learning performance, by assisting with the concept of "chunking" complex information, which has been proven in aiding recall and carrying out complex tasks accurately (Wrisberg 1993)". Inner-talk ability is considered to be efficient tool to teach the language skills for EFL learners and especially the Verbal proficiency.

When compared to traditional materials, perfecting internal dialogues can actually reduce stress and enable learners to be more motivated to the learning process. Including inner-talk as an additional material in teaching can help to enhance learners' motivation, increase engagement, Reduce anxiety, Boost self-esteem, Develop productivity and positive educational experience. Students who experience internal monologue are likely to have excellent critical thinking skills, it can also help supporting one's working memory by assisting to prepare what to say inside mind ahead of time. "An inner monologue can help with self-motivation, performance, behavior, judgment, and criticism. It's an excellent way to boost resilience against setbacks, which means lower stress levels" (Inner speech: A window into consciousness by Alain Morin 2018).

Therefore developing these kinds of cognitive abilities allow students to organize their thoughts without speaking out loud, asking themselves questions and brainstorming the answers. However "As inner speech develops, it is used both spontaneously and consciously as a tool for learning" (A study conducted by Winsler&Naglieri2003).

Smith (2007) studied the function and effects of private speech during a group activity and came to the conclusion that the act of speaking aloud may activate one's own mind in addition to facilitating group problem solving and attention to a specific aspect of a problem. Smith quotes Diaz and Berk (1992, referenced in Smith, 2007) as saying that "private communication serves as the most efficient link between the social and psychological worlds of the child in this situation." (Children and Play: Understanding Children's Worlds. 2007 by Peter Smith p.345).

When communicating, people may also reveal their inner ideas through a variety of indirect signals like body language. Body expressions can be utilized to highlight or strengthen what is being said. Yet they also provide details about that person's thoughts and emotions. Face expressions are used to convey the remaining details body movements and gestures.

2-Statement of the problem:

The primary objective for a majority of language learners is to engage in meaningful communication with proficient speakers of the target language. Consequently, the ability to speak fluently is perceived by EFL students as essential for achieving success in various domains. Despite the significance of speaking skills, they often receive inadequate attention in academic instruction. Even after dedicating considerable time to studying the English language, EFL students continue to encounter numerous difficulties when attempting to communicate effectively.

This investigation aims to address the perspectives of EFL learners regarding the factors that influence their English speaking abilities. It also intends to propose effective techniques, such as leveraging cognitive abilities, accommodating different learning styles, and utilizing acquired strategies, to enhance their oral proficiency. The exploration of these factors and techniques

seeks to emphasize the significance of employing self-talk as a valuable strategy in overcoming the challenges that impede EFL learners from speaking fluently and appropriately.

3-Research Questions:

The aim of this study is to answer these questions;

1-To what extent does the use of Inner speech contribute to the enhancement of learner's oral competence?

4-Research Hypothesis:

The purpose of this study is to identify how students consider the use of inner dialogue during the learning process. As a result, we predict that EFL students would have a positive perceptions towards the application of the internal monologue for teaching and developing their speaking abilities.

5- Aims of the Study:

The purposes of this study are;

- 1- To investigate the effect of using the technique of inner talk on the improvement of EFL learners speaking skills.

6- Significance of the study:

The objective of this research is to investigate the underlying factors contributing to the speaking difficulties experienced by EFL learners, as well as to assess the impact of employing the technique of internal monologue. The findings from this study will provide valuable insights to EFL students seeking to enhance their oral proficiency, enabling them to overcome obstacles and challenges encountered during the process of improving their speaking skills. Emphasizing the significance of utilizing inner talk as an effective approach to enhance speaking performance, this research underscores the importance of raising awareness among both teachers and students regarding the use of inner talk as a valuable tool within the educational environment for augmenting learner's oral competence.

7-Research Methodology:

The descriptive study method was used by the researchers to carry out this study. The study used quantitative approach as its method, and it was decided that a survey would be the best way to accomplish its objectives. Through the use of a questionnaire as a data collection technique, the students' perceptions of growing their inner dialogue were determined. The targeted population are students of third year license in the department of English language at M'sila University. The sample of this study involved 60 Participants who were selected randomly out of 130 students as a whole.

8- Structure of the Dissertation:

There are two chapters in the current study project .The first chapter, which is divided into two Sections, the first section discusses the prior literature review that was relevant to this investigation the key terms for inner talk and oral competence are defined in the first part. By highlighting its historical background and revolution, it also addresses the different levels of self-talk, methods to teach it by providing strategies required by teachers, nature and source of self-talk and some helpful tips for guidance and finally assessing the importance of self-talk in the educational environment.

Additionally the second section clarifies the value of positive self-talk and how various teaching techniques can make use of it. Also it emphasizes on the theoretical perspectives, cultural and individual differences of self-talk. Plus, the different types of self-talk, the common problems faced by students and The use of inner dialogue in education and how it can speed up learning a foreign language are all covered in the second section.

The methodology rules that were adhered to during the entire investigation are detailed in the second chapter. The first section introduces the framework of the study and provides further information on the population, technique, choice of sample, data collection device, and environment. The examination of the data and discussion of the results are the main topics of the second segment.

Chapter One:

The use and the significance of Inner- Talk

Section one: An overview about Oral competence and its relationship with Self-Talk

1-Introduction:

1- The meaning of inner talk

In Vygotsky's (1934/1987) theory of cognitive development, inner speech is the outcome of a developmental process. Vygotsky, however, considered that children talk to themselves in order to deal with problems or explain their thoughts as they learn to think in words, before eventually finishing their lips and engaging in Private Talk or inner dialogue.

According to Vygotsky, '[t]he primary function of [external] speech, in both children and adults, is communication, social contact' (1934/1986, p. 34). For this reason, Vygotsky believes, the first speech which children engage in – presumably communication with caregivers – is 'essentially social' (p. 35). How does inner speech develop? Like Piaget before him, Vygotsky observed that young children have a tendency to speak audibly about their present activities ('Language and Thought of the Child' by Piaget p. 25 ff.). Children engage in this practice, which Vygotsky, following Piaget, called 'egocentric' speech, until around the age of seven or eight (p. 29, citing Piaget). Piaget referred to this type of speech as 'egocentric speech' primarily because the child engaging in it 'does not attempt to place himself at the point of view of his hearer' (Vygotsky 1934/1986, 'Language and Thought of the Child' p. 26, quoting Piaget, 1923/1959, p. 9). Elaborating Piaget, Vygotsky writes that '. The child does not try to communicate, expects no answers, and often does not even care whether anyone listens to him' ('Language and Thought of the Child, by Vygotsky 1934/1986, p. 26).

Piaget thought that egocentric speech simply disappears at around age seven or eight (Vygotsky 1934/1986, 'Language and Thought of the Child' pp. 29, 32). Vygotsky, on the other hand, thought that it continues but that it is internalized that children cease producing utterances in egocentric speech externally and begin to do so internally ('Language and Thought of the Child' pp. 30–33)

He also believed that internalized speech played a significant role in the development of higher mental functions and self-regulation. Inner speech allows individuals to plan, strategize, and control their behavior, as well as to reflect on their thoughts and experiences. So how can someone hear his inner voice?? The majority of people are able to hear their internal monologue without speaking. How? Corollary discharge is a unique signal that is used as part of the auditory system, assisting in processing information and speech, and is a predictive signal generated by the brain that helps for better understanding of the environment and surroundings. (Vygotsky, 'Language and Thought of the Child').

How do individuals recognize when their inner voice is speaking to them? They can recognize that they have an inner monologue when they exhibit indications like having songs stuck in their heads, watching a film or podcast over and over in their minds, or conversing with themselves.

When reading a book, some people have the feeling of having an inner monologue in the form of hearing their voice repeat the words.

2-What is meant by oral competence and how it can be related to EFL learners?

Oral competence refers to the ability to effectively and appropriately use spoken language in various communicative contexts. It encompasses the linguistic, pragmatic, sociolinguistic, and strategic skills necessary for successful oral communication. In the context of EFL learners, oral competence refers to their proficiency in using English as a non-native language in oral interactions. Linguistic competence in oral communication involves the knowledge and control of grammar, vocabulary, pronunciation, and discourse structures. EFL learners need to develop a solid foundation in these areas to ensure accurate and meaningful oral expression. This includes understanding and producing grammatically correct sentences, selecting appropriate words and phrases, and using pronunciation patterns that facilitate comprehension by native speakers.

Pragmatic competence focuses on the appropriate use of language in different communicative situations. EFL learners must acquire the ability to use language functions such as requesting, suggesting, apologizing, and persuading, while taking into account cultural and social norms. They need to understand the context-specific rules governing turn-taking, politeness, and register, and adapt their language accordingly to convey their intentions effectively.

Sociolinguistic competence relates to the understanding and application of sociocultural norms, social conventions, and sociolinguistic variations in oral communication. EFL learners must be aware of the appropriate language use in different social contexts, such as formal vs. informal settings, and adjust their speech accordingly. They need to grasp cultural nuances, idiomatic expressions, and non-verbal communication cues to interact successfully with native speakers and other interlocutors.

Strategic competence involves the ability to employ communication strategies to compensate for gaps in linguistic knowledge or to overcome communication breakdowns. EFL learners may encounter challenges in expressing themselves due to limited vocabulary or gaps in grammatical knowledge. Strategic competence enables them to use techniques such as paraphrasing, circumlocution, clarification requests, and self-correction to enhance their communicative effectiveness.

The relationship between oral competence and EFL learners is crucial as it directly impacts their ability to participate in meaningful conversations, academic discussions, and professional interactions in English. Developing oral competence requires systematic instruction, ample opportunities for practice, and exposure to authentic spoken English. Teachers play a vital role in providing explicit instruction, modeling appropriate language use, and creating a supportive and interactive classroom environment.

Additionally, incorporating authentic materials, such as audio recordings, videos, and real-life scenarios, can enhance EFL learners' exposure to natural spoken language and help bridge the gap between classroom instruction and real-world communication. Regular feedback and assessment of oral proficiency also contribute to the development of oral competence among EFL learners.

Moreover, there are some ways oral competence can be related to EFL learners:

Pronunciation and Intelligibility: Oral competence involves producing sounds, stress patterns, and intonation that are easily understood by native speakers of the language. EFL learners need to work on developing correct pronunciation to enhance their intelligibility and ensure effective communication.

Vocabulary and Grammar: EFL learners need a strong command of vocabulary and grammar to express their ideas fluently. Oral competence requires knowing and using appropriate words, phrases, and sentence structures in various contexts.

Listening and Comprehension: Oral competence is closely linked to listening and comprehension skills. EFL learners should be able to understand spoken English, follow conversations, and extract meaning from different sources such as lectures, dialogues, or audio recordings.

Fluency and Coherence: EFL learners should aim to speak fluently and coherently. Fluency involves speaking without excessive pauses or hesitations, while coherence ensures that ideas are logically organized and connected to each other.

Sociolinguistic and Pragmatic Competence: Oral competence includes understanding and using appropriate language in different social and cultural contexts. EFL learners need to be aware of sociolinguistic norms, such as formal vs. informal language, as well as pragmatic aspects like understanding idiomatic expressions or using appropriate speech acts.

Interaction and Negotiation of Meaning: Oral competence involves actively participating in conversations and being able to negotiate meaning when faced with communication difficulties. EFL learners should develop strategies for clarifying and confirming information, asking for clarification, and expressing themselves effectively.

Confidence and Oral Production: Oral competence also relies on learners' confidence and willingness to speak. EFL learners should be encouraged to practice speaking English regularly, engage in discussions, role-plays, and other interactive activities to build their confidence and overcome any fear of making mistakes.

3-The importance of oral competence:

The acquisition of oral performance skills in a second language, particularly English, has long been recognized as a critical aspect of language learning and an essential component of communicative competence. English learners, specifically those studying English as a foreign language (EFL), face unique challenges in developing their oral proficiency due to the linguistic and cultural gaps they encounter. Therefore, understanding the intricacies of oral performance and exploring effective pedagogical approaches to enhance it becomes imperative in facilitating successful English language acquisition.

“A study conducted by Oradee (2012), declared that speaking is considered as the essential ability while learning a foreign language since it is the basic capacity for communication. Speaking has always been considered a significant language skill for language learners because it permits speakers, both to express a message and to interact with other people. (“The teaching of EFL speaking in the Indonesian context: The state of the Art, by Widiati and Cahyono, 2006).

The Dimensions of Oral Performance:

Oral performance encompasses a range of linguistic, paralinguistic, and sociolinguistic features that contribute to effective communication. These dimensions include pronunciation and phonetics, fluency and coherence, vocabulary and grammar, sociolinguistic competence, pragmatic competence, and interactional skills. Each dimension plays a unique role in facilitating successful oral communication and requires careful attention in language instruction to ensure comprehensive oral proficiency.

Oral Performance and Language Proficiency:

Oral proficiency serves as a crucial indicator of an individual's overall language competence and proficiency level. It not only reflects a learner's ability to express ideas and comprehend spoken discourse but also highlights their mastery of grammar, vocabulary, and pronunciation. Proficient oral performance enables learners to engage in meaningful interactions, express themselves accurately, negotiate meaning effectively, and comprehend spoken English, thereby contributing to their overall communicative competence.

Factors Influencing Oral Performance:

Numerous factors influence the development of oral performance in EFL learners. These factors encompass internal and external variables, including individual learner characteristics, cognitive abilities, motivation, self-confidence, exposure to English input, cultural influences, and pedagogical approaches. Understanding these factors and their interplay is crucial in designing effective instructional strategies that cater to the diverse needs of EFL learners and promote their oral proficiency development.

4- The significance and implications of Oral Competence:

Communication: Oral competence is crucial for successful communication. It allows individuals to express their thoughts, ideas, and emotions accurately and clearly, fostering effective interaction with others. It is particularly important in social and professional contexts, where verbal communication is the primary mode of interaction.

Academic Success: Oral competence plays a significant role in academic achievement. Students with strong oral communication skills can actively participate in class discussions, articulate their understanding of topics, and present their ideas effectively. These abilities can positively impact their grades, as well as enhance their overall learning experience.

Professional Advancement: Oral competence is highly valued in the workplace. Effective verbal communication skills enable individuals to convey information, negotiate, collaborate, and present their ideas persuasively. Proficiency in oral communication can contribute to career advancement opportunities and improve professional relationships.

Social Integration: Being orally competent facilitates social integration and cultural exchange. It allows individuals to engage in conversations, share experiences, and connect with people from diverse backgrounds. Oral competence is particularly important for individuals living in multicultural societies, as it helps bridge cultural and linguistic gaps.

Confidence and Self-Expression: Developing oral competence can boost self-confidence and self-expression. When individuals can express themselves clearly and confidently, they are more likely to actively participate in social and professional settings, voice their opinions, and engage in meaningful discussions. This can have a positive impact on their personal and professional growth.

Cross-Cultural Understanding: Oral competence contributes to cross-cultural understanding by enabling effective communication between individuals from different linguistic and cultural backgrounds. When people can communicate orally with fluency and sensitivity, it fosters empathy, reduces misunderstandings, and promotes mutual respect and appreciation for diverse perspectives.

Educational and Economic Opportunities: Oral competence is closely linked to educational and economic opportunities. Strong communication skills, including oral competence, are often considered essential for admission to educational institutions and for securing employment. Individuals with good oral communication abilities may have an advantage in accessing educational and career opportunities.

5- Significance of Inner talk:

As Dr. Kross said "if someone is frazzled and needs a motivational pep talk, he might consider giving it in the second or third person, which can help him look at the situation from a logical, objective perspective rather than an emotional, biased one". ("The Voice in our Head, why it matters", by Ethan Kross. 2021).

Beyond motivational self-talk, talking to oneself out loud in an instructional way can speed up cognitive abilities in relation to problem-solving and task performance.

Psychological Significance:

Studying inner talk is of paramount importance from a psychological perspective. It provides insights into the cognitive and metacognitive processes underlying human thinking and self-regulation. By examining inner talk, researchers can gain a deeper understanding of how individuals shape their thoughts, solve problems, set goals, manage emotions, and enhance self-control. Investigating inner talk contributes to our understanding of the complexities of human cognition and its influence on behavior and well-being.

Cognitive Development and Learning:

Teaching inner talk can significantly impact cognitive development and learning outcomes. Inner talk serves as an internal scaffold, assisting individuals in organizing and regulating their thinking processes. By teaching learners to engage in effective inner talk strategies, educators can enhance metacognitive skills, such as planning, monitoring, and evaluating one's own learning. Inner talk also facilitates the transfer of knowledge and promotes deeper understanding by fostering self-reflection and critical thinking.

Emotional Regulation and Well-being:

Inner talk plays a crucial role in emotional regulation and well-being. By examining the content and nature of inner talk, researchers can gain insights into how individuals manage and cope with their emotions. Studying and teaching effective inner talk strategies can empower individuals to develop healthier and more adaptive responses to stress, anxiety, and negative emotions. Inner talk can be utilized as a tool for self-encouragement, self-compassion, and resilience, promoting psychological well-being and self-esteem.

Communication and Interpersonal Skills:

Understanding inner talk contributes to the development of effective communication and interpersonal skills. Inner talk enables individuals to rehearse and plan social interactions, regulating their verbal and nonverbal behaviors. By teaching learners to engage in positive and constructive inner talk, educators can enhance their interpersonal skills, empathy, and conflict resolution abilities. Inner talk also facilitates self-presentation and the development of effective public speaking skills, enabling individuals to express themselves confidently and persuasively.

Performance Enhancement and Goal Attainment:

The study and teaching of inner talk have practical implications for performance enhancement and goal attainment. Inner talk has been found to influence motivation, self-efficacy, and perseverance in various domains, including sports, academic achievement, and professional success. Teaching individuals to engage in positive and self-motivating inner talk can enhance their confidence, focus, and persistence, leading to improved performance outcomes. Inner talk strategies can also assist individuals in setting and pursuing goals effectively, promoting personal growth and achievement.

Clinical Applications and Intervention:

The investigation of inner talk has significant implications for clinical applications and intervention strategies. Inner talk is closely linked to various psychological disorders, such as depression, anxiety, and obsessive-compulsive disorder. By understanding the role of inner talk in these conditions, researchers and therapists can develop targeted interventions to modify maladaptive inner talk patterns and promote positive self-talk. Teaching individuals to engage in adaptive inner talk strategies can support their mental health and contribute to overall well-being.

Furthermore, Vygotsky emphasized the significance of inner talk, also known as private speech, in cognitive development and self-regulation. He viewed private speech as a tool that children use to guide and regulate their own thinking. According to Vygotsky, private speech initially starts as external speech and gradually becomes internalized as children grow older. (Lev Vygotsky, "Language and Thought of the Child". 1923).

Vygotsky believed that private speech serves several important functions. Firstly, it helps children plan and guide their actions, allowing them to solve problems and achieve goals more effectively. By talking to themselves, children can organize their thoughts, break tasks into smaller steps, and mentally rehearse their actions.

Secondly, Vygotsky argued that private speech facilitates self-regulation and self-control. By verbally articulating their thoughts and emotions, children can better regulate their behavior and manage their impulses. Private speech helps children monitor and regulate their own actions, making it an important aspect of self-regulated learning.

Furthermore, Vygotsky saw private speech as a social tool. He believed that children initially use private speech in social interactions, as they externalize their thoughts and communicate with others. Over time, private speech becomes internalized and serves as a means of self-guidance and self-reflection.

Vygotsky's perspective on private speech suggests that inner talk plays a significant role in cognitive development, self-regulation, and social interaction. It is viewed as a mechanism through which children can scaffold their own thinking and enhance their problem-solving abilities. (Vygotsky, "Language and Thought of the Child". 1923).

6- Nature of inner talk:

Inner talk, as a fundamental aspect of human cognition, has attracted the attention of scholars from different disciplines. It involves the internalization of external language, as well as the generation of novel thoughts and reflections. In this section, we outline the importance of studying inner talk and provide an overview of the subsequent sections.

Psychological Perspectives:

Drawing on psychological research, this section examines the cognitive processes and functions associated with inner talk. We explore the role of inner talk in self-regulation, problem-solving, and memory consolidation. Additionally, we discuss the relationship between inner talk and psychopathology, such as anxiety, depression, and schizophrenia.

Neuroscientific Approaches:

Neuroscience provides valuable insights into the neural mechanisms underlying inner talk. This section explores the brain regions involved in generating and processing inner talk, including the prefrontal cortex, the language-related areas, and the default mode network. We also discuss the relevance of neural plasticity and neuroimaging techniques in studying inner talk.

Linguistic Dimensions:

Linguistics offers a unique perspective on the nature of inner talk by analyzing its linguistic properties. We explore the syntactic, semantic, and pragmatic aspects of inner talk, as well as its relationship to language production and comprehension. Additionally, we delve into the cultural and societal influences on inner talk, highlighting the role of language in shaping our self-concept and worldview.

Philosophical Considerations:

Philosophy provides a conceptual framework to investigate the nature and source of inner talk. This section discusses different philosophical theories, including introspectionism, internalism, and externalism. We explore questions related to the metaphysics of inner talk, its epistemic status, and its relation to consciousness and self-awareness.

Developmental Perspectives:

Examining the development of inner talk across the lifespan, this section explores how inner talk emerges in early childhood and undergoes changes throughout adulthood. We discuss the role of socialization, language acquisition, and cognitive maturation in the development of inner talk, as well as the cultural and individual differences in its manifestation.

Social and Practical Implications:

This section discusses the social and practical implications of inner talk. We explore how inner talk influences interpersonal communication, self-presentation, and social interactions. Furthermore, we examine the potential applications of inner talk in therapeutic interventions, cognitive enhancement, and performance optimization.

6-1- So what is the source of self-talk?

Self-talk originates from the internal dialogue or the stream of thoughts and words that individuals consciously or unconsciously generate within their minds. It is essentially the ongoing conversation we have with ourselves, where we use language to reflect, analyze, plan, motivate, or criticize. This internal dialogue can take various forms, such as spoken words, silent

thoughts, or mental images. It is influenced by a combination of factors, including our experiences, beliefs, values, emotions, and the external environment.

The source of self-talk can be traced back to multiple origins including:

Internalization of external influences:

Throughout our lives, we absorb and internalize the words and messages we receive from our parents, caregivers, teachers, peers, and society. These external influences shape our beliefs, attitudes, and ways of thinking, becoming the foundation for our self-talk.

Personal experiences:

Our past experiences play a significant role in shaping our self-talk. Positive experiences can lead to self-encouragement and reinforcement, while negative experiences may generate self-doubt, criticism, or self-blame. Our interpretation of these experiences influences the tone and content of our self-talk.

Beliefs and values:

Our core beliefs, values, and assumptions about ourselves, others, and the world also contribute to our self-talk. For example, if someone holds a belief that they are unworthy or incapable, their self-talk might be self-critical or filled with self-doubt.

Emotional state:

Emotions can strongly influence self-talk. When experiencing fear, stress, anger, or sadness, our self-talk may become more negative or pessimistic. Conversely, during positive emotional states like happiness or excitement, our self-talk may be more optimistic and encouraging.

Cognitive processes:

Cognitive processes, such as memory, attention, and problem-solving, influence self-talk. Our thoughts, memories, and the way we process information can shape the content and direction of our self-talk.

It's important to note that self-talk is not always a conscious process, and individuals may not always be aware of the underlying sources or influences. However, by developing self-awareness and consciously examining and shaping one's self-talk, one can promote healthier and more constructive internal dialogue.

7- Background and evolution of Self talk:

Dr. Charles Fernyhough Says “We are all fragmented,” Fernyhough writes. “There is no unitary self. We are all in pieces, struggling to create the illusion of a coherent ‘me’ from moment to moment.” (“The Voices Within”, by Charles Fernyhough. 2016).

Private speech is typically observed in children from about two to seven years old. Private speech or "self-talk" is observed speech spoken to oneself for communication, self-guidance, and self-regulation of behavior. Private speech is often thought to enhance the developing early literacy skills and help to increase a child's task performance, success, and achievement. Numerous sources trace the first theories of private speech back to two early well-known developmental psychologists, Vygotsky and Piaget. Both of these psychologists mainly studied private speech in young children, yet they had different views and terms.

In 1923, Piaget published “The Language and Thought of the Child”. In this book he recorded his observations of children talking to themselves in classrooms and termed the idea of self-talk as "egocentric speech", which was the earliest concept of private speech. For Piaget egocentric speech was a sign of cognitive immaturity. He thought egocentric speech would later develop into a fully mature and effective speech after a child gains a fair amount of cognitive and communicative skills.

In “Thought and Language,” (1923). Vygotsky argued that egocentric speech was a part of normal development of communication, self-guidance, self-regulation of behavior, planning, pacing, and monitoring skills. Vygotsky explains that private speech stems from a child's social interactions as a toddler, then reaches a peak during preschool or kindergarten when children talk aloud to themselves. Private speech serves as "the social/cultural tool or symbol system of language, first used for interpersonal communication is used by the child overtly not for communication with others, but for intrapersonal communication and self-guidance. Private speech slows down in late elementary school years and children stop talking aloud, and instead start to use inner speech.

1- Historical Perspectives by exploring the historical roots of self-talk, tracing its origins in philosophical and religious traditions. From ancient Greek philosophers to Eastern contemplative practices, self-talk has been recognized as a means of introspection, self-reflection, and personal growth. To understand the historical perspectives of self-talk, it is essential to explore the development of ideas and theories related to this phenomenon. While self-talk as a construct might not have been explicitly discussed in the past, there are several historical viewpoints that provide insight into its conceptualization and relevance.

-1-1Ancient Philosophical Traditions:

Ancient philosophical traditions, such as Stoicism, Buddhism, and Taoism, offer valuable insights into the nature of self-talk. Stoic philosophers, including Epictetus and Marcus Aurelius, emphasized the importance of inner dialogue for self-reflection and self-improvement. They advocated for the practice of internal dialogue to examine and regulate one's thoughts and emotions. Similarly, Buddhist and Taoist teachings highlight the significance of self-awareness and mindfulness, which involve observing and engaging in self-dialogue as a means of understanding the self and achieving mental well-being.

-1-2Introspection and Self-Reflection:

Introspection, the process of examining one's own thoughts and feelings, played a significant role in early psychological and philosophical thought. In the late 19th and early 20th centuries, introspection was a central method used by psychologists to study the mind. While the focus was primarily on the content of conscious experience, introspection indirectly acknowledged the existence of internal dialogue. Early psychologists, such as Wilhelm Wundt and William James, recognized the role of self-reflection in understanding human cognition and emphasized the need for self-observation and reflection.

-1-3Freudian Psychoanalysis:

Sigmund Freud's psychoanalytic theory, developed in the late 19th and early 20th centuries, introduced the concept of the "ego" as a mediator between the unconscious and conscious mind. Freud described the ego as engaging in internal conversations, where conflicting thoughts and desires were resolved. While Freud's focus was primarily on the unconscious aspects of self-talk, his work laid the foundation for understanding the role of inner dialogue in psychological processes. ("Psychoanalytic Theory", by Sigmund Freud.1890).

-1-4Vygotsky's Zone of Proximal Development:

Lev Vygotsky, a prominent developmental psychologist of the early 20th century, introduced the concept of the "zone of proximal development" (ZPD). According to Vygotsky, the ZPD represents the gap between an individual's current abilities and their potential development. Vygotsky proposed that self-talk, initially overt and later internalized, plays a crucial role in guiding and regulating cognitive processes within the ZPD. He argued that through self-talk, individuals externalize their thoughts, scaffold their learning, and eventually internalize this dialogue, leading to enhanced cognitive abilities. ("ZPD Theory", by Lev Vygotsky. 1920).

-1-5Cognitive Development and Private Speech:

The work of Jean Piaget and Lev Vygotsky on cognitive development shed further light on the role of self-talk. Piaget's theory emphasized that children progress through different stages of cognitive development, and during the preoperational stage, they engage in what he called "egocentric speech" or "socialized speech." This speech involves talking aloud to oneself as a means of organizing and regulating thoughts. Similarly, Vygotsky's concept of "private speech" describes the overt self-talk used by children to guide their actions and solve problems. Both Piaget and Vygotsky recognized the functional significance of self-talk in children's cognitive development. ('' The Language and Thought of the Child'', the cognitive development theory, by Jean Piaget and Vygotsky. 1923).

-1-6Cognitive-Behavioral Therapy (CBT):

In the mid-20th century, cognitive-behavioral therapy (CBT) emerged as a prominent therapeutic approach. CBT acknowledges the influence of self-talk on individuals' emotions, behaviors, and cognitive processes. Aaron Beck, the founder of cognitive therapy, proposed that individuals' thoughts (including self-talk) shape

2- Theoretical Frameworks, This section examines prominent theoretical frameworks that shed light on self-talk. Cognitive theories, such as Lev Vygotsky's social constructivism and Albert Bandura's social cognitive theory, emphasize the role of language and social interaction in the development of self-talk. Additionally, psychological perspectives like Sigmund Freud's psychoanalysis and Aaron Beck's cognitive therapy provide insights into the subconscious and automatic nature of self-talk. The study of self-talk has been guided by various theoretical frameworks that provide explanations for its nature, functions, and effects on cognition and behavior. These frameworks offer valuable insights into the underlying processes and mechanisms of self-talk.

-2-1 Social Cognitive Theory:

Proposed by Albert Bandura, emphasizes the role of observational learning, self-efficacy, and self-regulation in human behavior. According to this theory, individuals learn through observation and imitation of others. Self-talk is seen as an important aspect of self-regulation, as it allows individuals to monitor their own behavior, set goals, and motivate themselves. Social Cognitive Theory posits that self-talk serves as a mechanism for cognitive control and self-

reflection, influencing individuals' beliefs, emotions, and actions. ('' Self-Efficacy: The exercise of Control'', Social cognitive theory, by Albert Bandura. 1997).

-2-2 Cognitive-Behavioral Theory:

Founded by Aaron Beck and others, focuses on the interplay between cognition, behavior, and emotions. This theory suggests that individuals' thoughts and interpretations of events influence their emotions and behaviors. Self-talk plays a central role in cognitive-behavioral approaches, as it represents the internal dialogue through which individuals interpret situations, evaluate themselves, and generate behavioral responses. Cognitive-Behavioral Theory views self-talk as a cognitive process that can be targeted and modified to bring about positive changes in thoughts, emotions, and behaviors. ('' Cognitive Therapy of Depression'', by Aaron Beck. 1987).

-2-3 working Memory Framework:

Proposed by Alan Baddeley, suggests that working memory is responsible for the temporary storage and manipulation of information during cognitive tasks. According to this framework, self-talk serves as an internal rehearsal mechanism, allowing individuals to maintain and manipulate information within working memory. Self-talk helps individuals organize their thoughts, plan actions, and regulate cognitive processes. The Working Memory Framework emphasizes the importance of self-talk in facilitating cognitive control and supporting complex cognitive tasks.

('' Working memory, Thought and Action'', by Alan Baddeley. 1986).

-2-4 Inner Speech Theory:

Proposed by Lev Vygotsky and later expanded upon by theorists like Peter G. Grossenbacher and Charles Fernyhough, focuses on the role of inner speech in cognition and self-regulation. According to this theory, inner speech represents an internalized form of external speech, through which individuals regulate their thoughts, monitor their behavior, and solve problems. Inner speech is viewed as a key mechanism in self-reflection, self-guidance, and self-control. The Inner Speech Theory highlights the developmental progression from overt self-talk to covert inner speech and underscores the functional significance of self-talk in human cognition. (''Inner Speech Theory'', by Lev Vygotsky. 1934).

-2-5 Dialogical Self Theory:

Proposed by Hubert Hermans, posits that individuals possess multiple selves or internalized voices that engage in internal dialogues. This theory suggests that the self is not a singular entity but rather a dynamic system of multiple voices that interact and influence each other. Self-talk is seen as a manifestation of these internal voices engaging in dialogue. Dialogical Self Theory emphasizes the coexistence of conflicting perspectives within individuals and the role of self-talk in negotiating and integrating these perspectives. (‘‘ Dialogical Self Theory’’, by Hubert Hermans. 2012).

-2-6 Motivational interviewing:

Developed by William R. Miller and Stephen Rollnick, is an approach used in counseling and behavior change interventions. It focuses on enhancing individuals' intrinsic motivation to change by exploring and resolving ambivalence. Self-talk is recognized as a crucial component in the process of behavior change, as individuals engage in internal dialogues that reflect their conflicting desires and motivations. Motivational Interviewing acknowledges the influence of self-talk on individuals' motivation, decision-making, and behavior.(‘‘ Motivational Interviewing Approach’’, by William R. Miller and Stephen Rollnick. 2012).

3- Cognitive Processes investigate the cognitive processes involved in self-talk. It explores how language production and comprehension, memory retrieval, attentional mechanisms, and executive functions contribute to the generation and regulation of self-talk. The role of metacognition and self-awareness in monitoring and modifying self-talk is also examined. The cognitive processes involved in self-talk encompass various mental operations that contribute to the generation, regulation, and impact of internal dialogue. These processes play a crucial role in shaping individuals' thoughts, emotions, and behaviors.

-3-1 Language and Communication:

Language is the foundation of self-talk, as it provides the medium through which individuals engage in internal dialogue. The cognitive process of language production and comprehension enables individuals to generate and understand verbal thoughts and expressions within their minds. Language allows individuals to articulate their thoughts, reflect on experiences, and construct meaning through self-talk.

-3-2 Working Memory:

A cognitive system responsible for temporarily holding and manipulating information, plays a critical role in self-talk. Self-talk relies on the active maintenance and manipulation of verbal

information within working memory. This cognitive process enables individuals to retain relevant thoughts and ideas, organize them, and integrate them into ongoing cognitive processes. Working memory capacity influences the complexity and effectiveness of self-talk.

-3-3 Metacognition:

Refers to the awareness and understanding of one's own cognitive processes. Self-talk involves metacognitive processes, as individuals engage in reflective and evaluative internal dialogue about their thoughts, emotions, and behaviors. Metacognition allows individuals to monitor and regulate their own cognitive processes through self-talk, such as assessing the accuracy of their thoughts, identifying cognitive biases, and adjusting their strategies and behaviors accordingly.

-3-4 Cognitive Control:

Refers to the ability to direct and regulate one's thoughts, attention, and actions. Self-talk plays a crucial role in cognitive control processes by facilitating the monitoring and modulation of cognitive processes. Individuals use self-talk to regulate their attention, inhibit irrelevant or distracting thoughts, shift focus, and maintain cognitive flexibility. Cognitive control processes mediated by self-talk contribute to goal-directed behavior, problem-solving, and self-regulation.

-3-5 Executive Functions:

Encompass higher-order cognitive processes involved in planning, decision-making, problem-solving, and goal-directed behavior. Self-talk is closely linked to executive functions, as individuals engage in internal dialogue to strategize, set goals, and generate alternative solutions. Self-talk facilitates the organization and coordination of cognitive processes necessary for effective executive functioning, such as mental flexibility, inhibitory control, and working memory updating.

-3-6 Self-Reflection and Self-Awareness:

Self-talk provides a platform for self-reflection and self-awareness, allowing individuals to introspectively examine their thoughts, emotions, and behaviors. Through self-talk, individuals can engage in self-analysis, self-evaluation, and self-interpretation. This cognitive process fosters a deeper understanding of one's own mental states, motivations, and cognitive biases. Self-reflection and self-awareness facilitated by self-talk contribute to personal growth, decision-making, and adaptive behavior.

-3-7 Emotional Regulation:

Self-talk plays a crucial role in emotional regulation by influencing individuals' appraisal and interpretation of emotional experiences. Through self-talk, individuals can modulate and regulate their emotions by challenging negative thoughts, reframing situations, and generating positive self-affirmations. Self-talk acts as an internal dialogue that can soothe, motivate, or calm individuals, helping them navigate emotional experiences and regulate their affective states.

4- Societal and Cultural Influences examine how societal and cultural factors shape the nature and content of self-talk. It explores how social norms, media influences, cultural beliefs, and interpersonal relationships contribute to the development of self-talk patterns. Furthermore, it investigates the impact of collective self-talk, such as cultural narratives and shared discourse, on individual and group identities. Societal and cultural influences play a significant role in shaping the nature, content, and expression of self-talk. The way individuals engage in internal dialogue can be influenced by the norms, values, and communication styles prevalent within their societal and cultural context

-4-1 Language and Cultural Norms:

Language, as a fundamental aspect of culture, shapes the content and form of self-talk. Different languages have distinct grammatical structures, vocabulary, and idiomatic expressions, which can influence the way individuals engage in internal dialogue. Cultural norms related to language use, such as politeness, formality, or directness, can also impact the tone and style of self-talk. Cultural differences in linguistic patterns can influence the content and expression of self-talk, reflecting the cultural values and communication styles.

-4-2 Collectivism vs. Individualism:

Cultural orientations, such as collectivism and individualism, can influence the content and function of self-talk. In collectivist cultures, which prioritize group harmony and interdependence, self-talk may involve considering the perspectives and expectations of others, maintaining social relationships, and emphasizing collective goals. In contrast, individualistic cultures, which emphasize personal autonomy and individual goals, may promote self-talk focused on self-expression, personal achievements, and self-improvement.

-4-3 Socialization Practices:

Socialization practices within a culture influence the development and expression of self-talk. Parenting styles, educational systems, and cultural traditions shape the socialization process and the values associated with self-talk. For example, cultures that emphasize conformity may encourage self-talk focused on adhering to social norms and fitting in with the group. Cultures that value self-expression may foster self-talk that promotes individuality, assertiveness, and personal autonomy.

-4-4 Cultural Beliefs and Worldviews:

They can shape the content and purpose of self-talk. Cultural narratives, religious beliefs, and philosophical traditions can influence the themes and topics that individuals engage with in their internal dialogue. For instance, cultures with strong religious beliefs may incorporate religious or spiritual elements into self-talk, seeking guidance, solace, or moral guidance. Cultural beliefs about the self, such as the concept of face in East Asian cultures, can also influence the nature of self-talk, emphasizing self-presentation, social identity, and maintaining interpersonal harmony.

-4-5 Social Comparison and Self-Evaluation:

Cultural ideals and standards of success can influence the content and evaluative aspects of self-talk. Cultures that emphasize competition and achievement may promote self-talk focused on self-evaluation, goal setting, and striving for success. Cultural expectations regarding appearance, social status, and achievement can shape the internal dialogue around self-worth, self-esteem, and self-evaluation. Social comparison processes, influenced by cultural norms, may also impact the content and tone of self-talk, as individuals compare themselves to others and engage in self-reflection.

-4-6 Cultural Communication Styles:

Cultural communication styles, such as directness, indirectness, or high-context communication, can influence the expression and function of self-talk. Cultures that emphasize explicit and direct communication may have self-talk that reflects assertiveness, clarity, and directness. In contrast, cultures that emphasize indirect communication may involve self-talk that focuses on reading between the lines, interpreting social cues, and maintaining harmony in interpersonal relationships.

5- Evolution of Self-Talk in Childhood and Adulthood by focusing on the developmental trajectory of self-talk from childhood to adulthood. It explores how self-talk evolves from egocentric and private speech in early childhood to inner speech and self-directed thinking in later stages of development. The impact of socialization, cognitive maturation, and language acquisition on the progression of self-talk is discussed. Self-talk, or inner speech, is the process of talking to oneself in one's mind. It serves various functions, such as organizing thoughts, regulating emotions, problem-solving, and self-reflection. The nature of self-talk undergoes changes as individuals transition from childhood to adulthood.

Childhood:

-5-1 Private Speech:

In early childhood (around 2-7 years old), children often engage in what is known as private speech. They talk aloud to themselves while playing or completing tasks. This externalized self-talk helps them regulate their behavior and thought processes.

-5-2 Socialized Self-Talk:

As children grow older and enter school, their private speech gradually becomes more internalized. They begin to use self-talk silently rather than aloud. This socialized self-talk helps children guide their actions and enhance their problem-solving abilities.

Adulthood:

-5-1 Covert Self-Talk:

In adulthood, self-talk generally becomes covert, occurring entirely within one's mind. Individuals continue to engage in self-talk for various purposes, such as rehearsing

conversations, planning activities, or making decisions. Covert self-talk aids in cognitive processing, self-regulation, and maintaining focus.

-5-2 Self-Reflection and Evaluative Self-Talk:

As individuals mature, self-talk takes on a reflective nature. It becomes a means of evaluating and analyzing one's thoughts, actions, and experiences. People engage in introspective self-talk to understand themselves better, assess their progress, and set goals.

-5-3 Positive and Negative Self-Talk:

Adults often engage in both positive and negative self-talk. Positive self-talk involves affirmations, motivational statements, and encouraging oneself. It can enhance self-esteem, boost confidence, and promote resilience. Negative self-talk, on the other hand, involves self-criticism, self-doubt, and negative evaluations. It can be detrimental to one's well-being and hinder personal growth.

-5-4 Self-Talk Strategies:

With maturity, individuals develop self-talk strategies to manage stress, cope with challenges, and regulate emotions. These strategies may include cognitive restructuring (replacing negative thoughts with positive ones), self-affirmation (reminding oneself of strengths and values), and self-soothing techniques (providing comfort and reassurance during difficult times).

6- Psychological Functions of Self-Talk investigate the psychological functions of self-talk. It explores how self-talk serves as a tool for self-regulation, problem-solving, emotion regulation, self-motivation, and self-compassion. The influence of positive and negative self-talk on psychological well-being and cognitive performance is examined. Self-talk is influenced by various psychological factors that shape its content, style, and impact. Here are some key psychological factors that contribute to self-talk:

-6-1 Cognitive Processes:

Self-talk is closely linked to cognitive processes such as perception, attention, memory, and problem-solving. The way we interpret and make sense of the world around us affects the content and tone of our self-talk. Cognitive biases, schemas, and information processing styles can influence whether self-talk tends to be positive, negative, realistic, or distorted.

-6-2 Beliefs and Values:

Personal beliefs and values play a significant role in shaping self-talk. These beliefs can be related to oneself, others, or the world. Self-talk may reflect these underlying beliefs and values, either reinforcing or challenging them. For example, someone with a belief in personal growth may engage in self-talk that encourages learning and development.

-6-3 Self-Esteem and Self-Confidence:

Self-talk is intertwined with self-esteem and self-confidence. Individuals with higher self-esteem tend to engage in more positive and self-affirming self-talk, while those with lower self-esteem may experience more self-critical or self-doubting self-talk. Self-confidence also influences the content of self-talk, as individuals with higher confidence may engage in more assertive and encouraging self-talk.

-6-4 Emotional State:

Emotions significantly impact self-talk. Self-talk can either reflect or regulate one's emotional state. For instance, during times of stress or anxiety, self-talk may become more negative or self-critical. Alternatively, positive self-talk can be used to boost one's mood or manage difficult emotions by providing reassurance, support, or reframing perspectives.

-6-5 Social and Cultural Factors:

Social and cultural influences shape self-talk patterns. Cultural norms, social expectations, and interpersonal experiences influence the content, style, and frequency of self-talk. Self-talk can reflect internalized social messages, self-imposed standards, or cultural values.

-6-6 Personality Traits:

Individual differences in personality traits can impact self-talk. For example, individuals with high levels of conscientiousness may engage in self-talk focused on planning, organization, and

goal attainment. Neuroticism may be associated with more self-critical and anxious self-talk, while extraversion may involve self-talk related to social interactions and seeking stimulation.

-6-7 Mindset and Self-Regulation:

Mindset refers to one's underlying attitudes and beliefs about intelligence, abilities, and personal growth. A growth mindset, believing that abilities can be developed through effort and learning, is associated with more positive and adaptive self-talk. Self-regulation skills, such as self-control, impulse management, and goal-setting, also influence the effectiveness and direction of self-talk.

7- Implications and Future Directions discuss the practical implications of understanding self-talk in various domains, such as education, therapy, sports, and performance enhancement. It highlights the potential for interventions and strategies aimed at promoting positive and adaptive self-talk. Moreover, it suggests avenues for future research, including neuroscientific investigations and cross-cultural studies on self-talk. Self-talk has several implications and potential future directions in the field of psychology, as well as practical implications for individuals. Here are some key points to consider:

-7-1 Self-Talk and Mental Health:

Self-talk plays a crucial role in mental health outcomes. Negative self-talk, characterized by self-criticism, rumination, and self-doubt, can contribute to the development or exacerbation of mental health conditions such as depression, anxiety, and low self-esteem. Recognizing and modifying negative self-talk through cognitive restructuring techniques can be beneficial in therapeutic interventions.

-7-2 Self-Talk and Performance:

Self-talk influences performance across various domains, including sports, academics, and professional settings. Positive and motivational self-talk can enhance self-confidence, focus, and resilience, leading to improved performance. Future research can explore specific self-talk strategies tailored to different performance contexts and investigate their impact on individuals' achievements and well-being.

-7-3 Self-Talk and Self-Regulation:

Self-talk plays a vital role in self-regulation processes, such as emotion regulation, impulse control, and behavior management. Understanding how self-talk influences self-regulation can inform interventions aimed at enhancing self-control skills and promoting adaptive coping strategies.

-7-4 Self-Talk and Cognitive Functioning:

Self-talk is intertwined with cognitive processes such as attention, memory, and problem-solving. Future research can explore the relationship between self-talk and cognitive functioning, examining how different styles of self-talk impact cognitive performance, information processing, and decision-making.

-7-5 Self-Talk Interventions:

Practitioners can utilize self-talk interventions as a practical tool to enhance psychological well-being and performance outcomes. Teaching individuals to recognize and modify their self-talk can empower them to challenge negative thoughts, promote self-compassion, and develop a more positive and adaptive mindset. Self-talk interventions can be incorporated into therapy, educational settings, and performance coaching.

-7-6 Technological Applications:

Advances in technology, such as virtual reality and mobile applications, provide opportunities to develop innovative tools for self-talk interventions. Virtual reality environments can be designed to simulate real-life situations and offer opportunities for individuals to practice adaptive self-talk in challenging scenarios. Mobile apps can provide reminders, prompts, or interactive exercises to support individuals in developing and maintaining positive self-talk habits.

-7-7 Cultural and Individual Differences:

Considering cultural and individual differences in self-talk patterns and beliefs is important for tailoring interventions. Future research can explore how cultural factors influence self-talk content and style, as well as how individual differences in personality traits, self-concept, and mindset shape self-talk patterns.

7-1- Can Self talk be considered as a normal Act?

“Language provides us with this tool to gain distance from our own experiences when we’re reflecting on our lives. And that’s really why it’s useful,” said Ethan Kross, a professor of psychology at the University of Michigan. When we talk to ourselves we’re trying to see things more objectively, Mr. Kross said, Even how someone refer to himself when talking to himself can make a difference. Mr. Kross and his colleagues studied the impact of internal self-talk — “talking to yourself in your head” — to see how it can affect attitudes and feelings. They found that when their subjects talked about themselves in the second or third person — for example, “You can do this” or “Jane can do this” instead of “I can do this” — not only did they feel less anxiety while performing, but their peers also rated their performances better. Mr. Kross said this was because of self-distancing: focusing on the self from the distanced perspective of a third person, even though that person is you. (“The Voice in our Head”, by Ethan Kross. 2021).

The majority of the time, talking to oneself is a common practice that is not a sign of a mental health issue.

Self-talk may have certain advantages, particularly when it comes to enhancing visual search performance. Additionally, it can help with longer jobs that require following instructions.

Self-talk is not hazardous, therefore parents or other caregivers of kids who frequently talk to themselves shouldn't be alarmed.

A person's internal monologue is normal when they are working on activities and processing their thoughts and feelings. They might decide to express this inner dialogue verbally, which is common.

Moreover, Self-talk, also known as self-directed conversation, is a frequent and natural behavior that can occur at any age, according to researchers. Other advantages include helping people interpret instructions and locate lost objects.

Healthcare specialists view self-talk as common at all ages and sometimes even helpful, despite the fact that individuals frequently link it to mental health problems.

8- The Five Levels of Self-Talk:

According to Shad Helmstetter, there are five levels of self-talk. The first two are most common, are very destructive, and are the hidden forces that hold most people back. (‘‘ What to say when you talk to yourself’’, by Shad Helmstetter. 1986).

Here’s what they sound like:

Level 1: Negative Acceptance (“I can’t...”)

This is the most common and most destructive level of self-talk one can use. It’s easy to spot, and is most often characterized by the words,

“I can’t...”

“If only I could...”

“I wish I could, but I can’t...”

“I just don’t have the energy I used to...”

“I could never do that...”

“Today is just not my day...”

“I just can’t!”

Level 2: The Level of Recognition (“I need to...I should...”)

One would think this level would help him, but in reality, it does not. Level two self-talk is characterized by the words,

“I need to...”

“I ought to...”

“I should...”

“I’d really like to...”

This level of self-talk only creates guilt and disappointment. It is bad programming.

Level 3: The Level of Decision to Change (“I never...I no longer...”)

This is the first level of self-talk that works to help one to succeed, not programming his subconscious to sabotage his conscious efforts.

Some examples:

“I no longer have a problem talking to strangers.”

“I never eat more than I should.”

“I no longer procrastinate and avoid difficult tasks.

Level 4: The Level of the Better You (“I am...”)

Many believe this is the most effective form of self-talk one can use. The words “I am” even have divine meaning, and perhaps divine consequences when using them.

Some examples:

“I am a powerful and attractive person.”

“I am strong, healthy and energetic.”

“I am a person of high integrity.”

“I am achieving my goals and making progress every day.”

Level 5: The Level of Universal Affirmation (“It is...”)

This level is considered the talk of “oneness with God” and unity of spirit. It is, according to Helmstetter, “...a divine and timeless cosmic affinity which transcends all worldly things and gives meaning to our being.” He goes on to say:

“It is still important, however, that we take care of the things that are required today. So I urge you to begin to use the Self-Talk of level three and four. If it’s right, level five will come in due time. For now, learn the Self-Talk that will get you to work on time, help you fix your family ties, give yourself the self-image you deserve, and get the basic things in this life in order.”

9- Methods of teaching Self-Talk:

Teaching self-talk involves equipping individuals with the knowledge and skills to recognize, modify, and utilize self-talk in a positive and adaptive manner. Here are some methods and techniques that can be used to teach self-talk:

1- Psychoeducation: Begin by providing individuals with an understanding of self-talk, its functions, and its impact on thoughts, emotions, and behavior. Educate them about the different types of self-talk, such as positive self-talk, negative self-talk, and neutral self-talk. Explain the role of self-talk in self-regulation, performance, and well-being.

2- Self-Observation: Encourage individuals to become aware of their own self-talk patterns by engaging in self-observation. This involves paying attention to the thoughts and inner dialogue that occur in various situations throughout the day. Journaling or keeping a thought diary can be useful for recording and reflecting on self-talk.

3- Cognitive Restructuring: Teach individuals how to recognize and challenge negative or unhelpful self-talk through cognitive restructuring techniques. This involves identifying cognitive distortions, such as all-or-nothing thinking or overgeneralization, and replacing them with more balanced and realistic thoughts. Help individuals reframe negative self-talk by examining evidence, considering alternative perspectives, and generating more positive and constructive self-statements.

4- Thought Stopping: Teach individuals how to interrupt and replace negative self-talk through the technique of thought stopping. When individuals notice negative self-talk, they can mentally say "stop" or visualize a stop sign, followed by replacing the negative thought with a more positive or adaptive one.

5- Affirmations and Positive Self-Talk: Guide individuals in developing affirmations and positive self-talk statements that promote self-confidence, self-compassion, and motivation. Encourage the use of specific and personalized affirmations that align with individuals' goals, values, and strengths. Help individuals practice and internalize these positive statements through repetition and reinforcement.

6- Visualization and Imagery: Incorporate visualization and imagery techniques into self-talk training. Encourage individuals to imagine themselves engaging in successful or desired behaviors while using positive self-talk. This can enhance motivation, confidence, and performance in various areas such as sports, public speaking, or academic pursuits.

7- Role-Playing and Modeling: Engage individuals in role-playing exercises where they can practice different self-talk strategies and receive feedback. Model effective self-talk by demonstrating positive self-statements and problem-solving techniques. This can help individuals internalize and adopt new self-talk patterns.

8- Gradual Exposure and Practice: Introduce self-talk techniques gradually and provide opportunities for individuals to practice in low-stakes situations before applying them to more challenging contexts. Encourage regular practice of self-talk strategies to reinforce their effectiveness and make them a habitual part of individuals' cognitive repertoire.

9- Reinforcement and Encouragement: Provide positive reinforcement and encouragement as individuals make progress in their self-talk skills. Recognize and acknowledge their efforts and successes in using adaptive self-talk. This can help motivate individuals to continue practicing and integrating self-talk techniques into their daily lives.

10- Integration into Daily Routine: Emphasize the importance of incorporating self-talk into individuals' daily routines. Encourage them to use self-talk as a tool for self-reflection, problem-solving, and emotional regulation. Suggest reminders or prompts, such as sticky notes or smartphone notifications, to help individuals remember to engage in positive self-talk throughout the day.

9-1- What are the strategies required by teachers to teach Self-talk?

Second language learners may face some problems and issues that are related to psychological factors such as stress, anxiety, social problems, lack of motivation and most important lack of self-confidence that can stand as an obstacle against the learning process

Although, there are several strategies and skills that should be required by teachers to not only improve learner's oral performance but also increase their motivation and self-confidence, like for example:

- Conversation Practice

- Listening Comprehension

- Vocabulary Expansion

- Pronunciation and Intonation Practice

- Real-life Communication Opportunities
- Role-plays and Simulations
- Error Correction and Feedback
- Use Authentic Materials
- Public Speaking Opportunities
- Self-reflection and Self-assessment

In Addition to these strategies there are other effective cognitive abilities that can develop student's self-esteem, self-confidence by motivating their subconscious through the whole learning process and of course with the instruction and guidance of the teacher, like for example, positive Self-talk which can be considered as an essential part in enhancing learner's oral skills and for several reasons like:

-Boosts Confidence: Positive self-talk helps students build confidence in their language abilities. By replacing negative or self-critical thoughts with positive and encouraging ones, students develop a more positive self-perception, which translates into increased confidence when speaking English. This confidence allows students to express themselves more freely and take risks in oral communication.

-Overcomes Anxiety and Nervousness: Many students experience anxiety and nervousness when speaking in a second language, which can impede their oral performance. Positive self-talk helps students manage their anxiety by reframing negative thoughts and focusing on their strengths and abilities. By replacing thoughts of self-doubt with affirmations and positive statements, students can reduce anxiety and perform better in oral activities.

-Improves Motivation: Positive self-talk can enhance students' motivation to improve their oral skills. By emphasizing their progress, acknowledging their efforts, and setting positive goals, students develop a more optimistic outlook on their language learning journey. This positive mindset fuels their motivation to practice and engage in oral activities, leading to continuous improvement in their oral performance.

-Enhances Resilience: Learning a language involves making mistakes and facing challenges. Positive self-talk helps students develop resilience by reframing mistakes as opportunities for growth and learning. Instead of getting discouraged by errors, students can use positive self-talk to maintain a positive attitude, learn from their mistakes, and persist in their efforts to improve their oral skills.

-Facilitates Cognitive Processing: The way we think influences how we speak. Negative self-talk can create mental blocks and hinder cognitive processing, making it difficult to retrieve vocabulary, structure sentences, or express ideas coherently. On the other hand, positive self-talk promotes a more relaxed and focused mental state, allowing students to access their language resources more effectively and perform better in oral tasks.

-Improves Communication Skills: Positive self-talk can help students develop more effective communication skills. By affirming their abilities, students become more willing to express their thoughts, ask questions, and engage in conversations. Positive self-talk also encourages students to listen actively and respond attentively to others, fostering better overall communication skills.

However, it is important to note that positive self-talk is not a magic solution, and it should be combined with other language learning strategies and practices. In which, by cultivating a positive mindset and using self-talk techniques, students can significantly enhance their oral performance and enjoy a more fulfilling language learning experience. And plus helping educators to create a supportive and interactive learning environment that fosters the development of students' oral skills and boosts their overall proficiency in English.

9-2 - Tips to teach Self-talk:

However, to effectively teach self-talk to students, teachers can adopt several strategies that promote self-awareness, positive thinking, and self-regulation. Here are some strategies for teachers to acquire when teaching self-talk:

-Starting with Clear Explanations: Beginning by providing a clear and concise explanation of self-talk. Using age-appropriate language and relatable examples to help students understand the concept and its significance.

-Create a Safe and Supportive Environment: by Fostering a safe and supportive classroom environment where students feel comfortable sharing their thoughts and experiences related to self-talk. Encouraging open dialogue and creating an atmosphere of respect and acceptance.

-Using Visual Aids: Utilizing visual aids, such as posters or visual representations, to illustrate the concept of self-talk. These visuals can serve as helpful reminders for students to engage in positive self-talk throughout the day.

-Modeling Positive Self-Talk: Demonstrating positive self-talk through the teacher's own words and actions. Modeling how to reframe negative thoughts, provide self-encouragement, and using affirmations. By observing positive self-talk in practice, students can learn by example.

-Engaging in Guided Practice: Providing guided practice opportunities for students to actively engage in self-talk exercises. By Offering prompts or scenarios that require them to use positive self-talk in various situations. Providing feedback and support during these practice sessions.

-Encouraging Reflection and Discussion: Allocating time for students to reflect on their self-talk experiences and share their thoughts with the class. Encouraging open discussions about the challenges and successes they encounter when implementing positive self-talk.

-Incorporating Self-Talk into Lessons: Integrating self-talk into various subjects and activities. For example, during problem-solving activities, encouraging students to use positive self-talk to approach challenges. In writing assignments, emphasizing the importance of using positive and empowering language.

-Providing Resources and Tools: Sharing resources and tools that students can use to practice and reinforce positive self-talk. This could include worksheets, journals, or apps that promote self-reflection and self-talk exercises.

-Celebrating Progress: Recognizing and celebrating students' progress in developing positive self-talk skills. Acknowledging their efforts and achievements, no matter how small. Positive reinforcement can motivate students to continue practicing and refining their self-talk abilities.

-Fostering Collaboration with Parents: Involving parents in the process of teaching self-talk by sharing information and strategies they can reinforce at home. Also encouraging parents to provide support and guidance to their children in developing positive self-talk habits.

-Offering Continuous Support: Providing ongoing support and guidance as students continue to develop their self-talk skills. Also offering individualized feedback, encouragement, and additional resources when necessary.

-Educate Yourself: Gain a solid understanding of self-talk, its functions, and its impact on students' cognitive and emotional well-being. Stay informed about the latest research and theories related to self-talk. This knowledge will help you effectively convey the importance of self-talk to your students.

-Model Positive Self-Talk: Be a positive role model by consistently using positive self-talk in your interactions with students. Demonstrate how to reframe negative thoughts, offer self-encouragement, and maintain a growth mindset. Your own positive self-talk will serve as an example for students to follow.

-Create a Supportive Classroom Environment: Foster a supportive and inclusive classroom environment where students feel safe to express themselves and share their thoughts. Encourage open dialogue and respectful discussions about self-talk. Create opportunities for students to practice positive self-talk together and provide feedback and support.

-Teach Self-Awareness: Help students develop self-awareness by guiding them to recognize their own self-talk patterns. Encourage them to reflect on how their self-talk influences their thoughts, feelings, and behaviors. Introduce self-observation techniques, such as thought diaries or mindfulness exercises, to enhance students' awareness of their inner dialogue.

-Integrate Self-Talk into Lessons: Incorporate self-talk explicitly into your lessons across various subjects. For example, when teaching problem-solving skills, guide students to use positive self-talk to approach challenges and persevere. In literature or character education classes, analyze characters' self-talk and discuss its impact on their actions and outcomes.

-Provide Language Tools: Teach students specific language tools and strategies they can use to engage in positive self-talk. Introduce them to affirmations, positive self-statements, or reframing techniques. Offer sentence starters or prompts to help them initiate positive self-talk in different situations.

-Offer Guidance and Feedback: Provide individualized guidance and feedback to students as they practice and develop their self-talk skills. Encourage them to share their experiences and self-talk examples. Offer constructive feedback on their self-talk content and style, helping them refine and improve their approach.

-Collaborate with Parents and Caregivers: Involve parents and caregivers in the process of teaching self-talk. Share information about the benefits of self-talk and suggest ways they can reinforce these skills at home. Provide resources, such as handouts or online materials that parents can use to support their child's self-talk development.

-Celebrate Progress: Recognize and celebrate students' efforts and progress in using positive self-talk. Highlight instances where students effectively applied self-talk strategies to overcome

challenges, manage emotions, or achieve their goals. This positive reinforcement will motivate students to continue practicing and internalizing self-talk techniques.

-Promote Continued Practice: Emphasize the importance of continued practice in developing and maintaining effective self-talk habits. Encourage students to integrate self-talk into their daily routines, both in and outside the classroom. Provide opportunities for regular reflection and sharing of self-talk experiences to reinforce learning.

By implementing these Tips, teachers can create a supportive and empowering learning environment that encourages students to develop positive self-talk skills, leading to enhanced self-awareness, self-regulation, and overall well-being.

10- Importance of Self-talk:

Charles Fernyhough suggests that inner speech is most likely to be condensed by default and we only switch to expanded inner speech when we are stressed or otherwise preoccupied with a problem. For this reason, inner speech plays an important role in self-awareness and self-understanding. (‘‘ The Voices within: the history and science of how we talk to ourselves’’, by Charles Fernyhough. 2016).

Inner speech may play an important role in working memory as well. Often confused with short-term memory, working memory refers to the transient storage of information such as a telephone number or the items in a shopping list.

People may suffer from depression or anxiety and they often find themselves using inner speech to ruminate on how bad life is and likelihood of failure. For this reason, many different kinds of psychotherapy often involve teaching people how to use inner speech to overcome self-doubt and fear of failure by replacing negative self-talk with more positive inner speech.

Moreover, Self-talk is an important technique in enhancing students' oral performance because it helps improve their language skills, boost confidence, and enhance overall communication abilities. Here are a few reasons why self-talk is beneficial for students' oral performance:

-Language Development: Self-talk allows students to actively engage with language and reinforce their knowledge. Through self-dialogue, students can practice using vocabulary,

sentence structures, and grammar rules. They can experiment with different word choices, idiomatic expressions, and collocations, which leads to a broader and more varied linguistic repertoire. Additionally, self-talk provides an opportunity for students to work on their pronunciation and intonation, improving their overall oral communication skills.

-Self-Reflection: Self-talk encourages students to reflect on their own performance and progress. It enables them to analyze their strengths and weaknesses in oral communication, identify areas that require improvement, and set goals for themselves. Students can assess their own language abilities, identify patterns of error, and make conscious efforts to correct them. Self-reflection through self-talk helps students become more self-aware, self-directed learners, taking ownership of their language development.

-Confidence Building: Oral communication can be daunting, especially for students who lack confidence or have limited experience speaking in a target language. Self-talk serves as a supportive mechanism that allows students to practice speaking without the pressure of immediate feedback or judgment. By engaging in positive self-talk, students can reinforce their belief in their abilities and overcome self-doubt. Regular self-encouragement and positive reinforcement contribute to building students' self-confidence, which is crucial for effective oral performance.

-Fluency and Articulation: Self-talk provides students with a platform to work on their fluency and articulation skills. By engaging in internal dialogue, students can practice organizing their thoughts, formulating coherent sentences, and expressing ideas fluently. Self-talk allows them to simulate real-life conversational scenarios, improving their ability to think on their feet and respond spontaneously. It also helps students develop clarity and coherence in their oral expression, enabling them to convey their thoughts effectively.

-Reduced Anxiety: Public speaking or participating in oral discussions can cause anxiety in students. Self-talk acts as a powerful tool for managing anxiety and stress associated with oral performance. By engaging in positive self-talk, students can calm their nerves, remind themselves of their strengths, and mentally prepare for speaking tasks. Self-talk can provide a sense of control, allowing students to alleviate anxiety and perform at their best.

-Enhanced Communication Skills: Effective oral communication involves more than just language proficiency. It requires active listening, non-verbal communication, empathy, and adapting to different contexts. Self-talk allows students to practice these skills internally. They can simulate conversations, anticipate responses, and imagine various scenarios. Through self-talk, students develop their ability to listen attentively, respond appropriately, and understand the perspectives of others, leading to enhanced overall communication skills.

Albert Bandura was the first to demonstrate (1977) that self-efficacy that is guided by self-talk, the belief in one's own capabilities, has an effect on what individuals choose to do, the amount of effort they put into doing it, and the way they feel as they are doing it. Bandura also discovered that learning occurs both through those beliefs and through social modeling—thereby originating social cognitive theory (1986), which holds that a person's environment, cognition, and behavior all interact to determine how that person functions, as opposed to one of those factors playing a dominant role. (“ Self-Efficacy: the exercise of Control”, by Albert Bandura. 1997).

He also highlighted the role of self-talk in building confidence and enhancing performance. According to Bandura, self-talk can influence individuals' beliefs about their abilities, impacting their motivation, effort, and performance outcomes.

Dr. Ethan Kross, a psychologist and neuroscientist at the University of Michigan, has conducted studies on self-talk and its impact on performance and well-being. His research suggests that engaging in self-talk can help individuals regulate their thoughts and emotions, leading to improved performance and psychological well-being. (“ The Voice in our Head, why it matters”, by Ethan Kross. 2021).

Dr. Gary Lupyan a cognitive scientist at the University of Wisconsin-Madison, also studied the effects of self-directed speech on cognitive tasks. His research indicates that talking to oneself can enhance attention, memory, and task performance by providing external support and facilitating information processing. (“ An Experiment: How talking to yourself can Boost Productivity”, by Gary Lupyan. 2012).

10-1- The Advantages of using self-talk:

Self-talk has a lot of benefits for students who use it correctly. It has the potential to develop a positive mindset, which is essential for learning. Students can build their mentality to face any task and problem by using positive self-talk. They would almost certainly try to solve the problem in every way they can. Only if the students believe in themselves will they put forward such a good effort. Self-talk also has the benefit of reducing shyness and anxiety. When students are asked to perform a skill or speak in front of others, they always feel awkward. This is one of the learning barriers that must be overcome.

Self-talk gives many advantages for students who apply it rightly. It can build a strong mentality which is much needed in the learning process. By applying the positive self-talk, students can

construct their mind to face any task and problem. They will hardly try to find the problem solving and through whatever way they can. Such hard effort can only be done if the students believe in themselves.

The other advantages of self-talk is that it decreases shyness and fear. Many students feel shy when they are asked to perform a skill or speak up in front of other people; this is one of the learning obstacles that must be removed. The correct application of self-talk can be a solution for this problem so that the students will be brave enough to show up in front of people because they are the ones who convince themselves that they can do it.

It has a lot of benefits like for example:

- Healthier immune system
- Reduced pain
- Better cardiovascular health
- Improved mental health
- Improved self-esteem
- Increased vitality
- Greater life satisfaction
- Reduced stress
- Better physical well-being
- Increased lifespan

By incorporating self-talk into their language learning journey, students can actively engage with the language, reflect on their progress, build confidence, improve fluency and articulation, manage anxiety, and develop comprehensive communication skills. It is a versatile technique that empowers students to take ownership of their learning and become effective and confident oral communicators.

Before going any further, it should be explained that positive self-talk isn't ignoring the negative or unpleasant aspects of life. Instead, it's flipping the narrative so that one can approach these issues in a more positive and productive way.

For example, if one made a mistake at work, that might trigger a past experience where he were reprimanded for the error. He then explain internally, “I can’t believe I did that! I’m such an idiot and will pay for that later!” Instead, try telling himself, “Tomorrow is a chance to try again, with the lessons learned from today.”

When practiced regularly, positive self-talk has the ability to;

- Reduce stress and anxiety
- Increase happiness
- Encourages healthy habits
- Promote self-confidence
- Decrease negativity and psychological symptoms
- Self talk is the key role in human cognition and self-awareness
- Developing self-esteem and self-regulation

As a result, this can enhance one psychological and physical well-being, coping skills, and life span. He may even notice advancements in his immune system, personal relationships, and work performance.

Section Two: Research into the Theoretical perspectives of Self-Talk

1- Theoretical perspectives:

Self-talk, also known as inner speech or internal dialogue, refers to the process of engaging in verbal or mental conversations with oneself. It plays a crucial role in our cognitive processes, self-regulation, and overall mental well-being. There are various theoretical perspectives on self-talk that offer different explanations and interpretations of its functions and effects. Here are some of the key theoretical perspectives:

1-Cognitive Perspective: From a cognitive standpoint, self-talk is viewed as an integral part of information processing and problem-solving. According to this perspective, self-talk allows individuals to organize their thoughts, plan actions, regulate emotions, and monitor their own behavior. It serves as a cognitive tool to guide and direct attention, enhance memory, and facilitate decision-making processes. However, Lev Vygotsky, a renowned Soviet psychologist and developmental theorist, did contribute to the understanding of self-talk in his theory of cognitive development. Vygotsky's sociocultural theory emphasizes the role of social interactions and cultural influences on cognitive development.

According to Vygotsky, self-talk, also known as private speech, plays a crucial role in a child's cognitive development. He proposed that during early childhood, children engage in private speech, which involves talking to themselves out loud. Initially, this self-talk is external, meaning it is audible to others, but eventually becomes internalized as an inner voice. ('Language and Thought of the Child', by Lev Vygotsky. 1923).

Vygotsky believed that private speech serves several functions. First, it acts as a tool for self-regulation, allowing children to guide their behavior and solve problems independently. By talking to themselves, children can plan, organize their thoughts, and control their actions. Second, private speech facilitates language development, as children practice and refine their language skills through self-talk. Finally, private speech bridges the gap between social and independent thinking, as it represents an intermediate stage between social dialogue and inner thought.

In summary, Vygotsky's theoretical perspective on self-talk suggests that it is a crucial aspect of cognitive development, serving functions related to self-regulation, language development, and the transition from social to independent thinking. ('The Essential Vygotsky' 1978 by Lev Vygotsky).

2-Social-Cognitive Perspective: This perspective emphasizes the social and communicative aspects of self-talk. It suggests that self-talk serves not only an individual function but also a social one. It functions as a means of communication with oneself, similar to how we engage in conversation with others. Self-talk can involve rehearsing or practicing social interactions, seeking self-approval or motivation, and expressing emotions or opinions in a self-reflective manner.

Vygotsky's Sociocultural Theory, Lev Vygotsky, a prominent Soviet psychologist, proposed a sociocultural theory that emphasized the role of social interactions and cultural influences in cognitive development. Within this framework, Vygotsky highlighted the significance of self-talk, which he referred to as private speech, in children's cognitive development. He suggested that private speech starts as externalized, audible self-talk before becoming internalized as inner speech. Vygotsky argued that private speech serves as a tool for self-regulation, language development, and the transition from social dialogue to independent thinking. ('' Socio-cultural theory'', by Lev Vygotsky. 1934).

Young preschool children frequently talk out loud to themselves as they play and explore the environment. This self-talk is known as private speech. Vygotsky's socio-cultural theory (1934/1986) maintains that children's private speech is used for self-direction and that this language is the foundation for later complex mental activity. According to Vygotsky, private speech is indicative of early cognitive processing and allows us to hear how children think about their own behavior and select courses of action.('' Socio-cultural theory'', by Lev Vygotsky. 1934).

The research literature has shown that private speech follows a predictable course of development in normally developing children and in children identified with serious learning problems ('' Maternal interaction, private speech and task performance in preschool children'', by Berk&Spuhl, 1995). According to Vygotsky, private speech develops as children turn social speech toward the self to guide and control their behavior. Research supports Vygotsky's (1934/1986; 1930–1935/1978) original observations of an overall curvilinear developmental trend for overt private speech. That is, overt private speech increases in frequency during the preschool period, peaking around the ages of 4 to 6, and then becomes less common later as it gradually is replaced with more covert forms of self-talk, including whispers, inaudible muttering, and eventually silent inner speech. (''Socio-cultural theory'', by Vygotsky. 1934) Agreed by (Berk&Winsler, 1995; Krafft&Berk, 1998; Winsler&Naglieri, 2003).

Research investigations have supported Vygotsky's theory on private speech and its relationship to cognitive development. (Bivens&Berk, 1990).

3-Psychodynamic Perspective: The psychodynamic perspective views self-talk as a manifestation of unconscious processes and internal conflicts. It suggests that self-talk can represent the expression of repressed desires, unresolved traumas, or conflicting thoughts and emotions. Psychodynamic theories propose that analyzing and interpreting self-talk can provide insights into the individual's underlying psychological dynamics.

It also offers a unique understanding of self-talk by examining it through the lens of unconscious processes and internal conflicts. Derived from the psychoanalytic theories developed by Sigmund Freud, this perspective suggests that self-talk can reveal underlying psychological dynamics and unresolved issues.

Key concepts within the psychodynamic perspective that relate to self-talk include:

- Unconscious processes
- Internal conflicts
- Defense mechanisms
- Symbolic representation
- Insight and interpretation

It's important to note that the psychodynamic perspective is one among many approaches to understanding self-talk. While it offers valuable insights into the unconscious aspects of self-talk, other perspectives, such as cognitive and social-cognitive approaches, focus on different aspects, such as cognitive processes and social functions. Integrating multiple perspectives can provide a comprehensive understanding of self-talk and its implications for mental functioning.

4-Self-Regulation Perspective: This perspective focuses on the role of self-talk in self-regulation and goal-directed behavior. Self-talk is seen as a mechanism to regulate and control one's thoughts, feelings, and actions. It helps individuals set goals, monitor their progress, and provide self-instructions and feedback. Positive and constructive self-talk can enhance motivation, confidence, and perseverance, while negative self-talk can undermine performance and well-being. It emphasizes the role of self-talk in self-regulation processes, including goal setting, monitoring, and control of one's thoughts, emotions, and behaviors.

Self-regulation refers to the ability to manage and direct one's behavior in line with desired goals and standards. Self-talk plays a vital role in facilitating self-regulation by guiding and influencing one's thoughts and actions. Here are further details on the self-regulation perspective and some resources for further exploration:

-Self-Regulation Functions of Self-Talk:

°Goal setting: Self-talk helps individuals set and clarify their goals. It allows individuals to articulate their intentions, define specific objectives, and plan strategies to achieve them.

°Monitoring and feedback: Self-talk serves as an internal monitoring system, enabling individuals to assess their progress toward goals and provide self-feedback. It helps individuals identify discrepancies between current performance and desired standards, leading to adjustments and corrective actions.

°Self-instruction: Self-talk provides self-guidance and instruction, particularly in challenging or unfamiliar situations. By verbalizing instructions or reminders to oneself, individuals can direct their attention, regulate emotions, and guide their behavior effectively.

°Self-motivation: Self-talk can serve as a source of motivation and encouragement. Positive and motivating self-talk can enhance self-confidence, boost perseverance, and increase self-efficacy beliefs, fostering a sense of agency and achievement.

-Impact of Self-Talk on Self-Regulation:

°Positive self-talk: Positive self-talk has been associated with improved self-regulation and performance in various domains, including sports, academics, and personal goals. It helps individuals manage stress, maintain focus, regulate emotions, and sustain effort toward goals.

°Negative self-talk: Conversely, negative self-talk, characterized by self-criticism, self-doubt, and negative evaluations, can undermine self-regulation. It can lead to decreased motivation, increased anxiety, and impaired performance.

-Strategies for Effective Self-Talk:

°Cognitive restructuring: This involves identifying and challenging negative or unhelpful self-talk and replacing it with more positive and constructive thoughts. By reframing negative thoughts or beliefs, individuals can promote adaptive self-talk and enhance self-regulation.

°Self-affirmation: Self-affirmation involves consciously reminding oneself of personal values, strengths, and past successes. Engaging in self-affirming self-talk can boost self-confidence, resilience, and self-regulation.

°Imagery and visualization: Combining self-talk with mental imagery or visualization can enhance self-regulation. By vividly picturing successful performance or desired outcomes while using positive self-talk, individuals can reinforce their motivation and improve self-regulation.

5-Developmental Perspective: From a developmental standpoint, self-talk is seen as a key aspect of cognitive development. Young children often engage in private speech, talking aloud to themselves during activities, which gradually internalizes into silent inner speech as they grow older. The developmental perspective suggests that self-talk plays a crucial role in children's learning, problem-solving, and self-regulation, eventually transforming into a more internalized and covert process. Developmental Aspects of Self-Talk, the developmental trajectory of self-talk follows a distinct pattern. During early childhood, externalized private speech is observed as children talk aloud to themselves during activities.

As children grow older, this private speech becomes internalized and manifests as an inner voice. The internalization process involves the gradual transition from overt vocalizations to subvocalized speech and ultimately to silent inner speech. The internalized self-talk continues to play a role in cognition and self-regulation throughout adulthood. It also focuses on the role of self-talk in cognitive development and how it evolves throughout different stages of life. It highlights how self-talk starts as externalized speech and gradually becomes internalized and covert.

Here are further details about the developmental perspective on self-talk:

°Private Speech: In early childhood, children often engage in what is called private speech, which involves talking aloud to themselves during activities. Private speech serves various functions, including self-guidance, problem-solving, and regulation of behavior. Children use private speech to verbalize their thoughts, clarify their understanding, and direct their actions. It helps them plan, organize, and guide their behavior in the absence of external assistance.

°Socialization of Self-Talk: As children grow older, their private speech becomes more internalized and less audible. The socialization process plays a significant role in this transition. Through interactions with caregivers and peers, children gradually learn to internalize their speech and transform it into inner speech. They begin to use self-talk silently, within their own minds, rather than speaking it out loud. This internalization process is influenced by cultural norms and social interactions.

°Cognitive Development: The developmental perspective highlights the relationship between self-talk and cognitive development. Private speech is considered a precursor to higher-order cognitive processes. As children engage in private speech, they practice and refine their thinking and problem-solving abilities. Over time, private speech becomes internalized, contributing to

the development of higher-level cognitive processes, such as self-regulation, executive functions, and meta cognition.

°Self-Regulation: Self-talk plays a crucial role in children's self-regulation and the development of self-control. Private speech allows children to regulate their behavior, manage impulses, and guide their actions. Through self-talk, children can remind themselves of rules, instructions, and strategies, helping them regulate their thoughts, emotions, and actions. As self-talk becomes internalized, it continues to facilitate self-regulation and the development of self-control skills.

°Cultural and Individual Differences: The developmental perspective also recognizes that the development of self-talk can vary across cultures and individuals. Cultural factors influence the socialization process and the acceptability of private speech. Some cultures may encourage or discourage private speech, affecting its development and use. Additionally, individual differences, such as temperament and personality traits, can influence the frequency and style of self-talk.

It's worth noting that these perspectives are not mutually exclusive and often complement each other in understanding the multifaceted nature of self-talk. They provide different lenses through which researchers and theorists examine and explain the functions, origins, and implications of self-talk in human cognition and behavior.

2- Cultural and individual differences in Self-talk:

Self-talk refers to the internal dialogue and thoughts that individuals have with themselves. It can vary significantly across cultures and individuals due to various factors such as cultural beliefs, social norms, personal experiences, and individual personality traits. Here are some cultural and individual differences in self-talk:

Cultural Differences:

a- Collectivism vs. Individualism: Cultures that emphasize collectivism, such as many Asian cultures, may have self-talk that focuses more on interdependence, group harmony, and societal expectations. In contrast, individualistic cultures, like Western cultures, may encourage self-talk that emphasizes personal goals, autonomy, and self-expression. It was one of the five dimensions proposed by Dutch social psychologist Geert Hofstede in his landmark study 'Culture's Consequence' (1980).

Although, there are different ways of viewing the self. People who are more individualistic view the self as distinct and separate from others. Individualism emphasizes personal goal pursuit and autonomy. People who are more collectivistic view the self as overlapping with and interconnected to others. Collectivism emphasizes maintaining relationships and social harmony (Hofstede 1980; Hofstede et al. 2010; Markus and Kitayama 1991; Singelis 1994; Triandis 1995; Varnum et al. 2010). Individualism and collectivism have also been referred to as independence and interdependence (Markus and Kitayama 1991), idiocentrism and allocentrism (Triandis et al. 1985), and *Gemeinschaft* and *Gesellschaft* (Greenfield 2013).

Triandis challenges the view that psychology is universal, offering evidence for culture-specific influences on thought and action. We learn that the cultural patterns represented by individualism and collectivism lead people to view their worlds through different lenses, attaching different meanings to life events ("Individualism and Collectivism" by Harry C. Triandis 1995).

b- Language and Communication Style: Cultures with different languages and communication styles may have distinct patterns of self-talk. For example, cultures with a direct communication style may have self-talk that is more assertive and explicit, while cultures with an indirect communication style may have self-talk that is more subtle and implicit.

Learning a language involves, among other things, learning to map object words into categories of objects in the environment. In addition to learning that chairs are good for sitting, one learns that this class of objects has the name "chair". Clearly, such word-world associations are necessary for linguistic communication. But do hearing and producing verbal labels affect processes generally viewed as nonverbal? For example, it has been commonly observed that children spend a considerable time talking to themselves (Berk& Garvin, 1984;Vygotsky, 1962).

One way to understand this seemingly odd behavior is by considering that language is more than simply a tool for communication, but rather that it alters ongoing cognitive (and even perceptual) processing in nontrivial ways.

The idea that language alters so-called nonverbal cognition is controversial. Language is viewed by some researchers as a "transparent medium through which thoughts flow" ("Disentangling the effects of Cognitive Development", by H. Gleitman, Fridlund, & Reisberg, 2004, p. 363), with words mapping onto concepts, but not affecting them (e.g., L. Gleitman& Papafragou, 2005; Gopnik, 2001). Although word learning is clearly constrained by nonverbal cognition, it has been argued that nonverbal cognition is not significantly influenced by learning or using words ("Disentangling the effects of Cognitive Development", by Snedeker& Gleitman, 2004).

One's internal dialogue is more than just abstract thought. A study headed by "Gary Lupyan" and "Daniel Swingley" proves it; their experiment found that assigning verbal labels helped test subjects locate objects better than just abstractly thinking about the object. In other words, thinking about a chair won't help him locate a chair in his environment as much as thinking about the word "chair," and using that word in sentences of internal dialogue. (" Talking to ourselves: the science of the little voice in your Head", by Gary Lupyan and Daniel Swingley. 2011).

c- Cultural Values and Beliefs: Cultural values and beliefs shape the content and tone of self-talk. For instance, cultures that prioritize humility may encourage self-talk that emphasizes modesty and self-effacement, while cultures that value self-confidence may foster self-talk that focuses on positive affirmations and self-assurance.

In an individualistic culture, individuals tend to be independent from others and form their self-concepts through their unique configurations of internal attributes, such as traits, motives, and values (Markus & Kitayama, 1991). In collectivistic cultures, individuals have an interdependent self-concept, seeing themselves as part of a social network, and thus, they are influenced by others in society (Hertz & Krettenauer, 2016; Markus & Kitayama, 1991). Accordingly, individuals in collectivistic cultures tend to pay more attention to moral concerns than do those in individualistic cultures. (" Culture and Self implications for cognition, emotion and motivation", by Markus and Kitayama. 1991).

Individual Differences:

a- Personality Traits: Different personality traits can influence self-talk. For instance, individuals with high levels of self-esteem may engage in positive self-talk, while individuals with low self-esteem may have more self-critical or negative self-talk patterns. Personality traits such as introversion, extroversion, and neuroticism can also influence the style and content of self-talk.

b- Cognitive Processes: Variations in cognitive processes can lead to differences in self-talk. Some individuals may have a more analytical and problem-solving approach to self-talk, while others may have a more intuitive or emotional approach. These differences can impact the strategies individuals use to motivate themselves, handle challenges, or cope with stress.

"One advantage of talking to yourself is that you know at least somebody's listening," Franklin P. Jones. In another study, psychologists "Gary Lupyan" (University of Wisconsin-Madison) and "Daniel Swingley" (University of Pennsylvania) conducted a series of experiments to discover whether talking to yourself can help you to locate lost objects. Long story short - they established that speaking facilitated search, particularly when there was a strong association between the name and the visual target.. (" Talking to ourselves: the science of the little voice in your Head", by Gary Lupyan and Daniel Swingley. 2011).

When someone says they hear voices in their head, they are often thought to be mentally ill. But, as “Charles Fernyhough” argues in “The Voices Within”, such voices are better understood as one of the chief hallmarks of human thought. Our inner voices can be self-assured, funny, profound, hesitant, or mean; they can appear in different accents and even in sign language. We all hear them-and we needn't fear them. Indeed, we cannot live without them: we need them, whether to make decisions or to bring a book's characters to life as we read. Studying them can enrich our understanding of ourselves, and our understanding of the world around us. (“The Voices Within” by Charles Fernyhough, 2016).

c- Past Experiences: Individual experiences, such as upbringing, education, and life events, shape self-talk patterns. For example, someone who has experienced significant failures in the past may have self-talk that is cautious and self-protective, while someone who has achieved success may have self-talk that is confident and optimistic.

It's important to note that these differences are generalizations and that individuals within cultures can still have diverse self-talk patterns. Additionally, self-talk can be influenced by personal development, introspection, and conscious efforts to modify one's internal dialogue.

3- The different Types of Self-Talk:

Self-talk, the internal dialogue we have with ourselves, plays a significant role in shaping our thoughts, emotions, and behaviors. It is a powerful tool that can either empower and uplift us or contribute to negative self-perception and hinder personal growth. Two primary types of self-talk that have been extensively studied are positive self-talk and negative self-talk.

Positive self-talk involves engaging in supportive, encouraging, and optimistic internal dialogue. It focuses on uplifting thoughts, self-affirmation, and constructive problem-solving. Positive self-talk fosters self-belief, resilience, and a positive mindset, leading to improved emotional well-being, enhanced performance, and personal growth.

On the other hand, negative self-talk involves engaging in critical, self-deprecating, and pessimistic internal dialogue. It includes self-blame, self-criticism, and negative anticipation. Negative self-talk can lead to diminished self-worth, increased anxiety and depression, impaired decision-making, and a hindrance to personal growth.

Positive self-talk refers to the internal dialogue or thoughts that are supportive, encouraging, and optimistic in nature. It involves using positive language, affirmations, and constructive statements to uplift oneself and cultivate a positive mindset. Positive self-talk involves treating oneself with kindness, compassion, and understanding, and it focuses on acknowledging one's

strengths, abilities, and potential for growth. It is a powerful tool for enhancing self-esteem, building resilience, and improving overall well-being.”

The concept of positive thinking has permeated our culture. It is a philosophy of faith that does not ignore life's problems, but rather explains a practical approach to life's full potential. It is a system of creative living based on spiritual techniques, and its operation is demonstrated in the lives of thousands of people. Believe in yourself Have faith in your abilities! Without a humble but reasonable confidence in your own powers you cannot be successful or happy. But with self-confidence you can succeed. A sense of inadequacy interferes with the attainment of your hopes, but self-confidence leads to self-realization and achievement. (“The Power of Positive Thinking”, by Norman Vincent Peale. 2003).

“Eventually we believed what others told us and what we told ourselves most; we began to live out the picture of ourselves we had created in our minds.”

“Whatever you put into your mind—in one way or another—is what you will get back out—in one way or another”.

“In non-technical language, a computer has three basic parts: a screen, a keyboard or touch screen, and a hard drive or program disc, “In us, the computer’s screen is comparable to our appearance and our actions—what we “display” to the world around us.”

“The key to all management, the management of others, the management of your resources, and the management of your future, is Self-Management”. (“What to say when you talk to yourself “by Shad Helmstetter1986).

Characteristics of Positive Self-Talk:

-Self-Encouragement and Motivation: Positive self-talk involves providing oneself with words of encouragement and motivation. It includes statements like "I can do this," "I am capable," and "I believe in myself." This type of self-talk bolsters confidence and fosters a can-do attitude, empowering individuals to take on challenges and persevere.

-Constructive Problem-Solving: Positive self-talk helps individuals approach problems and setbacks in a constructive manner. Instead of dwelling on failures or negative aspects, individuals engage in self-talk that focuses on finding solutions and learning from experiences. It may include statements such as "I can find a solution," "I will approach this problem with creativity," or "Every challenge is an opportunity for growth."

-Optimism and Resilience: Positive self-talk is characterized by an optimistic outlook and the belief that things will work out for the best. It involves reframing negative situations or setbacks into learning opportunities or potential for growth. Statements like "I have overcome challenges before, and I can do it again," "I choose to focus on the positive aspects," or "I trust in my ability to handle difficult situations" exemplify the resilience and optimism inherent in positive self-talk.

-Self-Affirmation and Empowerment: Positive self-talk includes affirmations and empowering statements that acknowledge one's worth and capabilities. It involves recognizing and celebrating personal strengths, achievements, and qualities. Examples of self-affirming statements include "I am worthy of love and success," "I am deserving of happiness and fulfillment," or "I have unique talents and skills that contribute value."

Effects of Positive Self-Talk:

-Improved Emotional Well-being: Positive self-talk can lead to a more positive emotional state. By replacing negative thoughts with positive ones, individuals experience increased feelings of happiness, contentment, and self-acceptance. Positive self-talk helps manage stress, reduce anxiety, and promote overall emotional well-being.

-Enhanced Performance and Achievement: Positive self-talk is associated with improved performance in various domains, such as academics, sports, and professional settings. By fostering confidence, motivation, and a growth mindset, positive self-talk enables individuals to set and achieve goals, overcome obstacles, and reach their full potential.

-Increased Resilience and Coping Mechanisms: Positive self-talk builds resilience by helping individuals bounce back from setbacks and challenges. It fosters a mindset that views difficulties as opportunities for growth and empowers individuals to persevere in the face of adversity. Positive self-talk enhances coping mechanisms and helps individuals maintain a positive outlook even during difficult times.

-Strengthened Self-Confidence and Self-Esteem: Positive self-talk contributes to a healthy sense of self-confidence and self-esteem. By consistently reinforcing positive beliefs and self-acceptance, individuals develop a stronger sense of self-worth and a positive self-image. This, in turn, influences how individuals interact with others, pursue opportunities, and navigate life's challenges.

Negative self-talk refers to the internal dialogue or thoughts that are critical, self-deprecating, and pessimistic in nature. It involves engaging in negative language, self-blame, and destructive statements that undermine one's confidence, self-esteem, and overall well-being. Negative self-talk can be detrimental, leading to increased stress, anxiety, and a hindrance to personal growth.

Characteristics of Negative Self-Talk:

-Self-Criticism and Self-Blame: Negative self-talk often involves harsh self-criticism and self-blame. Individuals engage in negative internal dialogue, focusing on their perceived flaws, mistakes, or shortcomings. They may use phrases like "I'm such a failure," "I always mess things up," or "It's all my fault."

-Catastrophizing and Negative Anticipation: Negative self-talk tends to amplify negative events or anticipate negative outcomes. Individuals engage in catastrophic thinking, magnifying the potential negative consequences of situations. They may use statements like "Everything is going to go wrong," "I'll never be able to handle this," or "It's all going to fall apart."

-Perfectionism and Unrealistic Expectations: Negative self-talk is often fueled by perfectionism and unrealistic expectations. Individuals set excessively high standards for themselves and engage in negative self-talk when they perceive that they have fallen short. They may use phrases like "I'm never good enough," "I should have done better," or "I'll never measure up."

-Limiting Beliefs and Self-Doubt: Negative self-talk perpetuates limiting beliefs and self-doubt. Individuals may doubt their abilities, worth, or potential for success. They engage in negative self-talk that reinforces these beliefs, such as "I'll never be able to do it," "I'm not smart/talented/strong enough," or "I always fail anyway."

Effects of Negative Self-Talk:

-Diminished Self-Worth and Self-Esteem: Negative self-talk erodes self-worth and self-esteem. Constant self-criticism and negative internal dialogue can lead to feelings of inadequacy, unworthiness, and a negative self-image.

-Increased Anxiety and Depression: Negative self-talk is associated with heightened anxiety and symptoms of depression. The constant negative thoughts and self-blame contribute to increased stress levels, a sense of hopelessness, and feelings of sadness or despair.

-Impaired Decision-Making and Problem-Solving: Negative self-talk can impair decision-making and problem-solving abilities. When individuals engage in negative internal dialogue, their thinking becomes clouded, making it challenging to approach situations objectively and find effective solutions.

-Hindrances to Personal Growth and Progress: Negative self-talk acts as a barrier to personal growth and progress. It limits individuals' belief in their abilities and potential, leading to a fear of taking risks or pursuing new opportunities. Negative self-talk can keep individuals stuck in a cycle of self-doubt and prevent them from reaching their goals.

4 - Common problems faced by Students:

Students when enhancing their oral skills and oral performance in English may face various problems and issues that are related to some psychological factors, here some common challenges:

Pronunciation: Pronunciation difficulties can arise due to differences in phonetic systems between the student's native language and English. Sounds, stress patterns, intonation, and word linking can be challenging to master.

Vocabulary: Limited vocabulary can hinder oral communication. Students may struggle to find the right words or lack the vocabulary necessary to express their thoughts effectively.

Grammar: Grammatical errors can impede oral fluency and clarity. Students may struggle with verb tenses, sentence structure, word order, and agreement, leading to difficulties in conveying their ideas accurately.

Fluency and speed: Some students may face issues with fluency and speed. They may hesitate, pause frequently, or struggle to maintain a smooth flow of speech, resulting in communication breakdowns.

Confidence and anxiety: Fear of making mistakes or being judged can lead to anxiety and hinder oral performance. Lack of confidence may limit students' willingness to participate in conversations or take risks in using the language.

Listening and comprehension: Difficulties in understanding spoken English can affect oral skills. If students struggle to comprehend others' speech, they may find it challenging to respond appropriately and effectively.

Cultural differences: Understanding cultural nuances, idioms, and colloquial expressions in English can be challenging for non-native speakers. This can affect students' ability to engage in natural and meaningful conversations.

Lack of practice opportunities: Insufficient practice in real-life communication situations can hinder progress. Limited exposure to native speakers or opportunities to engage in English conversations can slow down oral skill development.

Lack of feedback and correction: Without proper feedback and correction, students may continue making the same errors, hindering their progress. Constructive feedback and guidance from teachers or language partners are crucial for improvement.

Lack of motivation: Sustaining motivation and perseverance in language learning can be challenging over time. Students may feel demotivated if they don't see immediate progress or face frequent setbacks.

Addressing these challenges often requires a combination of targeted instruction, practice opportunities, feedback, and a supportive learning environment. Engaging in regular conversations with native English speakers, practicing pronunciation drills, expanding vocabulary, and seeking constructive feedback are most important. Developing some cognitive techniques like for example one's internal dialogue that can significantly increase self-confidence, self-regulation and self-esteem which can lead to the enhancement of oral skills and performance in English.

Chapter Two:

Methodology, Findings and Discussion

Introduction:

This chapter, shed light on the research methodology used to gain knowledge about learners' attitudes toward the use of self-talk strategy in improving EFL learning. Building upon the theoretical foundation laid in Chapter one, which examined the significance of self-talk and its potential effect on language learning, This chapter aims to provide an in-depth analysis on the research design (the method, the sampling, and data collection tool), data analysis, and provides a discussion of the findings, in addition to a few limitations and recommendations

1. Research Methodology and Structure:

This section is devoted to the research methodology and structure. It provides detailed account of research method, research setting, population, sampling, and data collection tool.

1.1. Research Method:

The present study is a descriptive investigation utilizing a quantitative approach to examine learners' attitudes towards the implementation of self-talk strategy in the context of English as a Foreign Language (EFL) learning. The primary data collection instrument employed in this study is a Likert-scale questionnaire.

1.2. Research Tool:

The researchers employed a Likert scale questionnaire to gather quantitative data for their study. This method of data collection is effective as it enables the standardized collection of

information from a large sample size. The questionnaire, which comprised closed-ended questions, aimed to investigate learners' attitudes towards the implementation of self-talk strategies in enhancing EFL learning.

After reviewing the pertinent literature. The questionnaire's form and content were prepared to ensure a high response rate and address any queries or concerns, the questionnaires were distributed in person. The utilization of a Likert scale facilitated a more detailed responses and offered valuable insights into the participants' attitudes and perspectives.

1.3. The Setting:

The study was conducted at English language department of M'sila University during the second semester of the academic year 2022/2023.

1.4. Research Population and Sampling:

The population of this study consist of Third-year LMD students at Mohamed Boudiaf University of M'sila during the academic year 2022 -2023. The study selected Third-year students since they are more familiar with using different learning strategies. The sample of the study includes 60 EFL students who were selected randomly from Third-year LMD specialty whereas 18 participants are males and 42 participants are females.

1.5. Description of Students' Questionnaire:

The questionnaire was delivered to EFL students who study Third-year LMD to gain knowledge about learners' attitudes toward the use of self-talk strategy in improving EFL learning. The first section of the questionnaire, which is entitled by the „background information“, consists of two close-ended questions and describes the participants' information.

The second section, which is entitled by „students“ frequency and usage of self-talk“, consists of eight close-ended questions and it enquires the participants about the usage of self-talk for them. The third section, which is entitled by „ attitudes toward the use of self-talk “, consists of seven closed-ended questions and explore the belief the participants hold toward the use of self-talk.

2. Data Analysis and Interpretation

2.1 Analysis Tools:

As stated previously, the researchers collected data using a questionnaire. After obtaining the participants' responses, the data was subjected to analysis and interpretation in order to produce results that would assist in addressing the research question. The researchers utilized the SPSS program, which stands for “Statistical Package for the Social Sciences,” to perform descriptive and analytical analysis of the collected data.

2.2. Analysis and Interpretation:

The questionnaire's data is analyzed and the findings are tabulated as under. Frequencies and percentages are calculated for analyses.

2.2.1. Background Information.

The following table and graph provide information about the participants' gender

Table 01

The Gender of the Participants

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid MALE	18	30.0	30.0	30.0
FEMALE	42	70.0	70.0	100.0
Total	60	100.0	100.0	

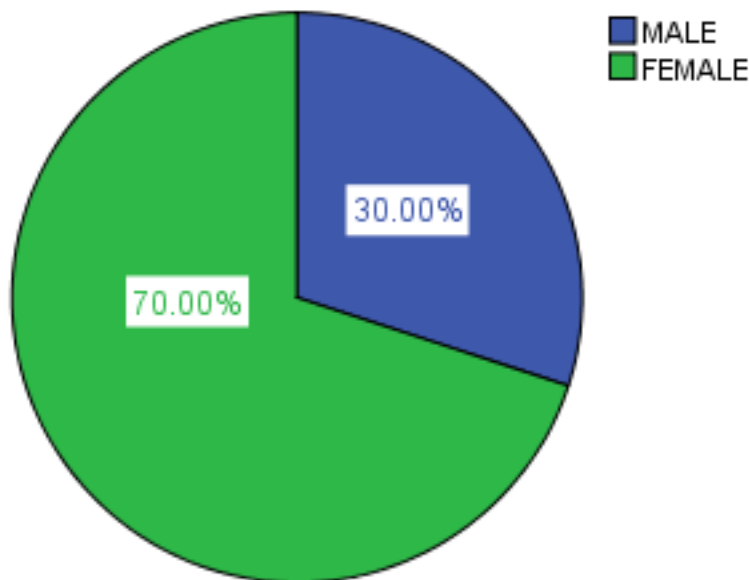


Figure 1The Gender of the Participants

As indicated in the table, the number of female participants exceeded that of male participants. Of the total sample size of 60 students, 42 females (70%) responded to the questionnaire, while only 18 males (30%) provided responses. This is consistent with the observation that the majority of students in the English language department at M'sila University are females who prefer studying languages to other fields.

The following table and graph provide information about the Level of English language proficiency that the participants possess.

Table 02

The Level of English proficiency

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Beginner	4	6.7	6.7	6.7
Intermediate	32	53.3	53.3	60.0
Advanced	14	23.3	23.3	83.3
Fluent	10	16.7	16.7	100.0
Total	60	100.0	100.0	

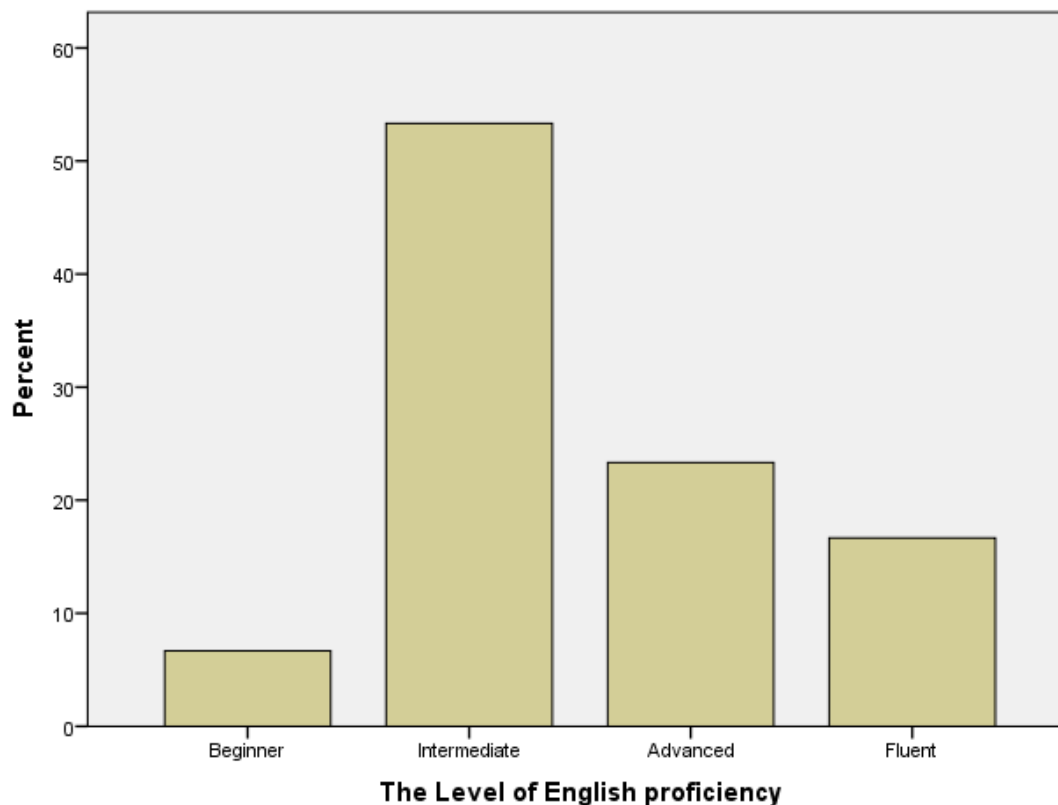


Figure 2: The Level of English proficiency

According to the data presented in the table, the majority of participants (53.3%) reported an intermediate level of English proficiency. A smaller proportion of participants reported advanced (23.3%) or fluent (16.7%) levels of proficiency in English. Only (6.7%) of participants reported a beginner level of proficiency in English. In summary, the data suggests that the majority of participants possess at least an intermediate level of proficiency in English.

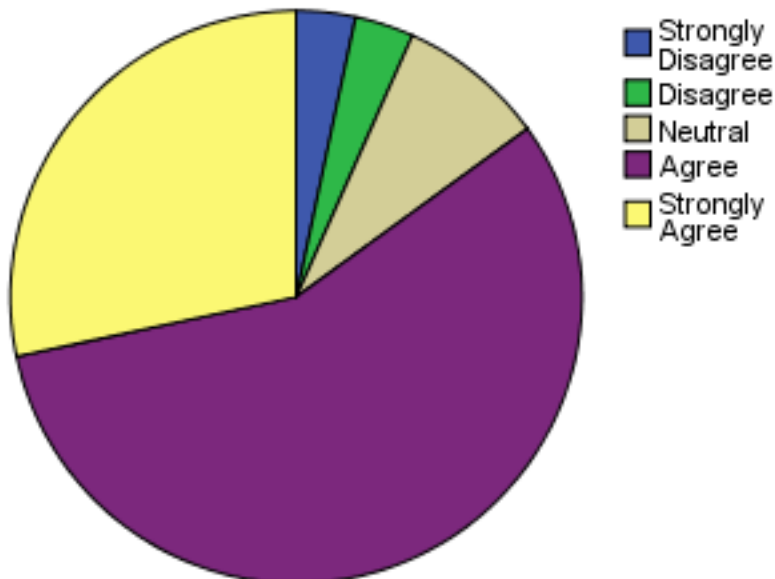
2.2.2. The students' frequency and usage of self-talk".

The following table and graph illustrate the respondents who engage in self-directed English language practice outside of formal learning environments.

Table 03

Engagement in Self-directed English Language Practice outside Formal Learning Environments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	3.3	3.3	3.3
	Disagree	2	3.3	3.3	6.7
	Neutral	5	8.3	8.3	15.0
	Agree	34	56.7	56.7	71.7
	Strongly Agree	17	28.3	28.3	100.0
	Total	60	100.0	100.0	



Statistics

N	Valid	60
	Missing	0
Mean		4.03
Median		4.00
Mode		4
Sum		242

Figure 3: Engagement in Self-directed English Language Practice outside Formal Learning Environments

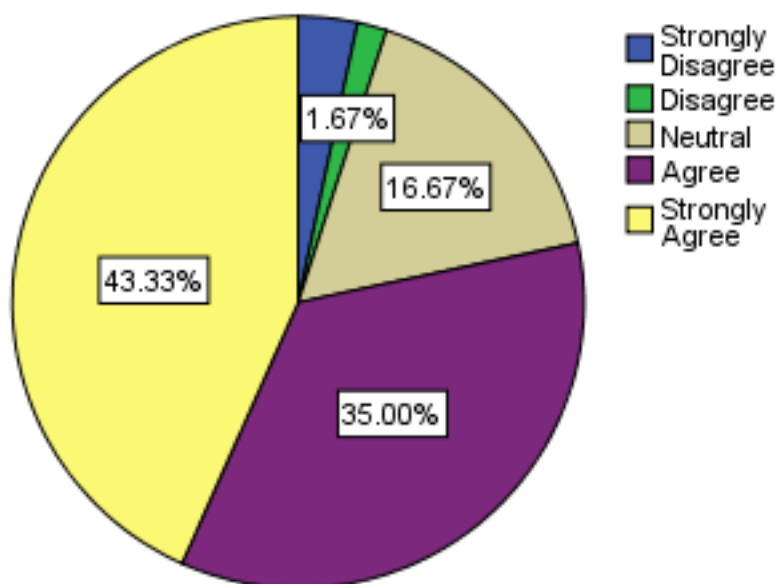
According to the data that has been provided, it seems that the majority of respondents (85%) either agree or strongly agree that they practice speaking English outside of the classroom by speaking to themselves. Only a small percentage of respondents (6.6%) either disagrees or strongly disagrees with this statement, while 8.3% of respondents are neutral. This suggests that most people in this group actively engage in self-directed English language practice outside of formal learning environments.

The following table and graph display answers of the participants about the Use of Self-Talk to Build Confidence in English Speaking Abilities

Table 04

Use of Self-Talk to Build Confidence in English Speaking Abilities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	3.3	3.3	3.3
Disagree	1	1.7	1.7	5.0
Neutral	10	16.7	16.7	21.7
Agree	21	35.0	35.0	56.7
Strongly Agree	26	43.3	43.3	100.0
Total	60	100.0	100.0	



Statistics

N	Valid	60
	Missing	0
Mean		4.13
Median		4.00
Mode		5
Sum		248

Figure 4: Use of Self-Talk to Build Confidence in English Speaking Abilities

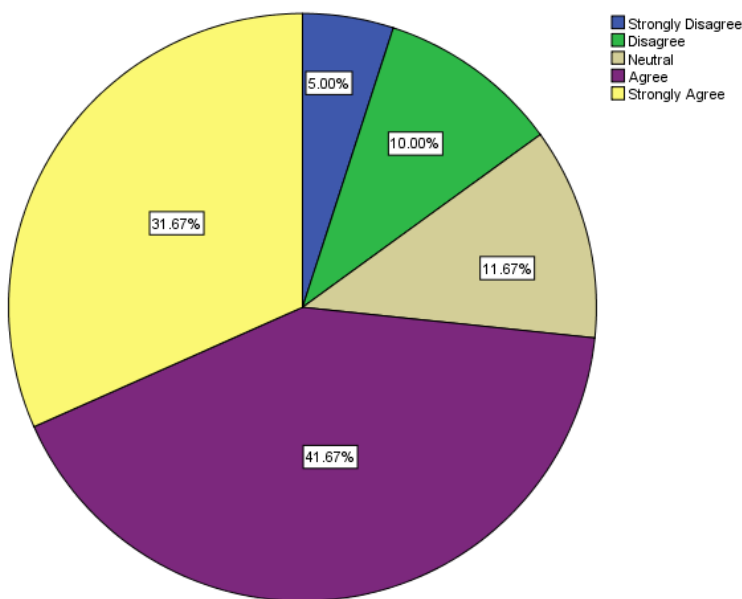
According to the data presented, 78.3% of respondents reported utilizing self-talk as a means of enhancing their confidence in their English speaking abilities. In contrast, only 5% of respondents disagreed or strongly disagreed with this statement, while 16.7% remained neutral. These findings suggest that self-talk is a widely employed and effective strategy for improving confidence in English speaking abilities among the respondents.

The following table and graph represent the participants that Self-talk has helped to overcome Anxiety and Fear while practicing the English language.

Table 05

Impact of Self-Talk on Overcoming Anxiety and Fear in English Language Practice

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	5.0	5.0	5.0
Disagree	6	10.0	10.0	15.0
Neutral	7	11.7	11.7	26.7
Agree	25	41.7	41.7	68.3
Strongly Agree	19	31.7	31.7	100.0
Total	60	100.0	100.0	



Statistics

N	Valid	60
	Missing	0
Mean		3.85
Median		4.00
Mode		4
Sum		231

Figure5: Impact of Self-Talk on Overcoming Anxiety and Fear in English Language Practice

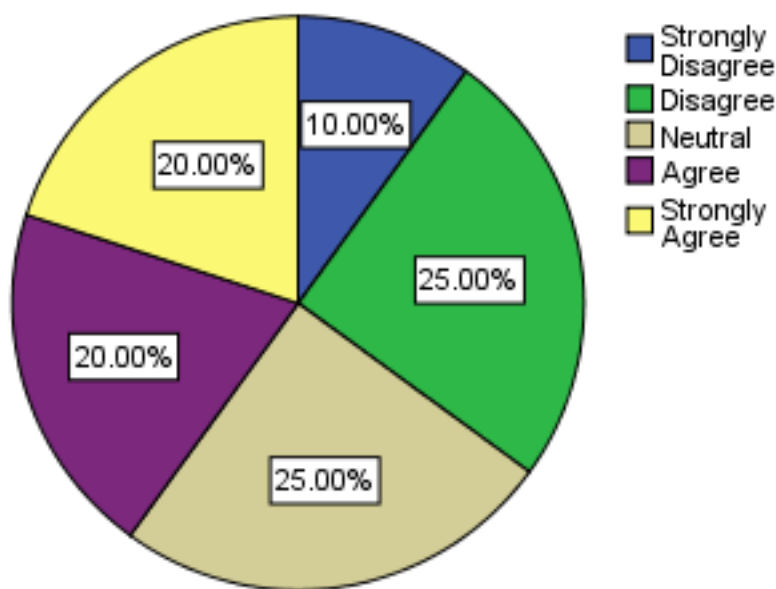
The data presented indicates that 73.4% of respondents either agree or strongly agree that self-talk is an effective tool for managing anxiety and fear while practicing the English language. In contrast, 15% of respondents disagree or strongly disagree with this statement, while 11.7% remain neutral. These results suggest that self-talk is a valuable tool for the majority of individuals in managing anxiety and fear when practicing English. However, there remains a minority of individuals for whom self-talk is not effective. Further research could explore potential reasons for this discrepancy, such as individual differences in learning styles or personal experiences.

The following table and graph measure the use of self-talk to boost English listening skills.

Table 06

Utilization of Self-Talk to Boost English Listening Skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	10.0	10.0	10.0
Disagree	15	25.0	25.0	35.0
Neutral	15	25.0	25.0	60.0
Agree	12	20.0	20.0	80.0
Strongly Agree	12	20.0	20.0	100.0
Total	60	100.0	100.0	



Statistics

N	Valid	60
	Missing	0
Mean		3.15
Median		3.00
Mode		2 ^a
Sum		189

a. Multiple modes exist.
The smallest value is shown

Figure 6: Utilization of Self-Talk to Boost English Listening Skills

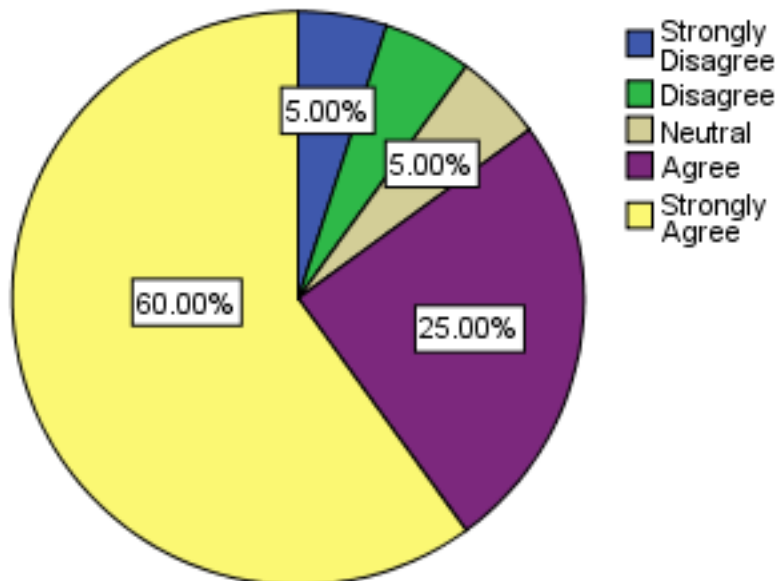
According to the data provided, there appears to be a disagreement among respondents regarding the effectiveness of self-talk as a means of improving English listening skills. Of those surveyed, 35% either disagreed or strongly disagreed with the statement, while 40% either agreed or strongly agreed. The remaining 25% of respondents remained neutral. These findings suggest that further research is necessary to investigate the reasons behind these differing opinions and to explore alternative methods that may be more widely accepted as effective for improving English listening skills.

The following table and graph represent the use of self-talk to help prepare for an oral presentation

Table 07

Utilization of Self-Talk to Prepare for an Oral Presentation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	5.0	5.0	5.0
	Disagree	3	5.0	5.0	10.0
	Neutral	3	5.0	5.0	15.0
	Agree	15	25.0	25.0	40.0
	Strongly Agree	36	60.0	60.0	100.0
	Total	60	100.0	100.0	



Statistics

N	Valid	60
	Missing	0
Mean		4.30
Median		5.00
Mode		5
Sum		258

Figure 7: Utilization of Self-Talk to Prepare for an Oral Presentation

According to the data provided, a majority of respondents (60%) strongly agree that they have utilized self-talk as a preparative tool for oral presentations. An additional 25% of respondents concur with this statement, while a mere 5% either disagree or strongly disagree. A further 5% of respondents remain neutral on the subject.

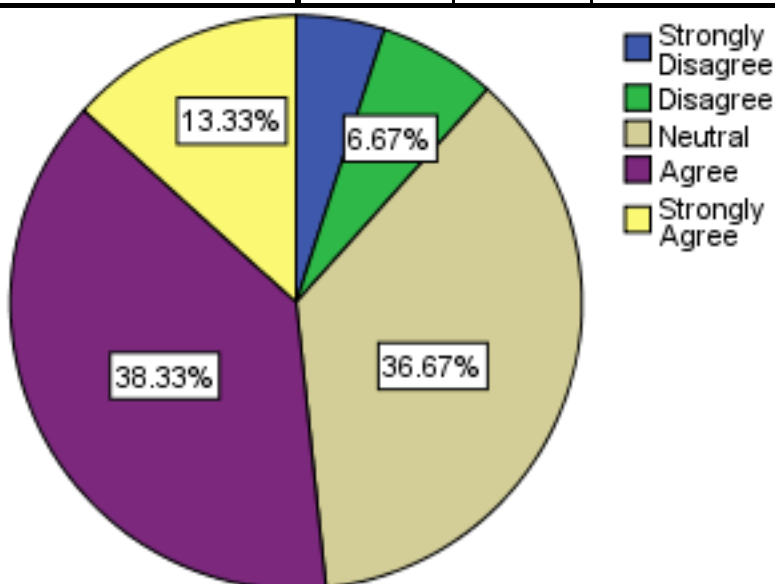
These results suggest that self-talk is perceived by many as an effective method for organizing thoughts, bolstering confidence, and mentally rehearsing presentations prior to delivery. However, it is important to note that these findings are based solely on the responses of the 60 individuals surveyed and may not be generalizable to the broader population.

The following table and graph provide insights into the usage of positive affirmations during English language studies.

Table 08

Application of Positive Affirmations during English Language Studies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	5.0	5.0	5.0
Disagree	4	6.7	6.7	11.7
Neutral	22	36.7	36.7	48.3
Agree	23	38.3	38.3	86.7
Strongly Agree	8	13.3	13.3	100.0
Total	60	100.0	100.0	



Statistics

N	Valid	60
	Missing	0
Mean		3.48
Median		4.00
Mode		4
Sum		209

Figure 8: Application of Positive Affirmations during English Language Studies

Based on the available data, it seems that a majority of respondents (51.6%) indicated that they have utilized positive affirmations during their English studies. A smaller portion (11.7%) expressed disagreement or strong disagreement, while 36.7% remained neutral on the subject. These findings imply that incorporating positive affirmations may be a widespread approach among individuals who are learning English. However, it is important to note that without further details regarding the study and its participants, it is challenging to make conclusive statements.

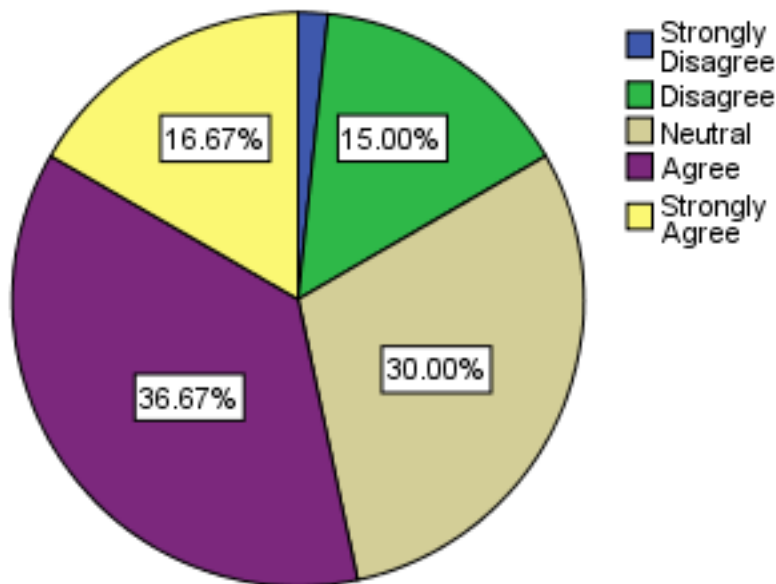
2.2.3. “The Attitudes toward the use of self-talk”.

The table and graph below show the results of a survey on whether self-talk can make learning English more fun and engaging.

Table 09

Perception of Self-Talk in Making Learning English More Fun and Engaging

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.7	1.7	1.7
	Disagree	9	15.0	15.0	16.7
	Neutral	18	30.0	30.0	46.7
	Agree	22	36.7	36.7	83.3
	Strongly Agree	10	16.7	16.7	100.0
	Total	60	100.0	100.0	



Statistics

N	Valid	60
	Missing	0
Mean		3.52
Median		4.00
Mode		4
Sum		211

Figure 9: Perception of Self-Talk in Making Learning English More Fun and Engaging

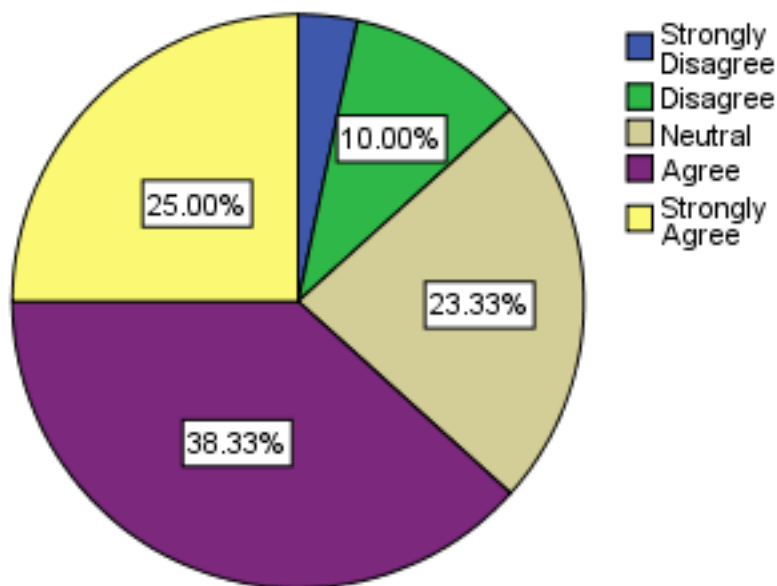
The majority of the respondents (53.4%) either agree or strongly agree that self-talk can facilitate the process of learning English and enhance engagement. 30% of respondents reported a neutral stance on the matter, while 16.7% either disagree or strongly disagree with the statement. These results suggest that there is an agreement among the respondents that self-talk can be an effective tool for enhancing the learning experience of English language learners. However, a significant portion of respondents remains either unconvinced of its efficacy. Further research is needed to explore the underlying reasons for these divergent perspectives.

The following table and graph present the responses of students regarding their belief in the effectiveness of self-talk for faster and more efficient English language learning.

Table 10

Belief in the Effectiveness of Self-Talk for Faster and More Efficient English Language Learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	3.3	3.3	3.3
Disagree	6	10.0	10.0	13.3
Neutral	14	23.3	23.3	36.7
Agree	23	38.3	38.3	75.0
Strongly Agree	15	25.0	25.0	100.0
Total	60	100.0	100.0	



Statistics

N	Valid	60
	Missing	0
Mean		3.72
Median		4.00
Mode		4
Sum		223

Figure 10: Belief in the Effectiveness of Self-Talk for Faster and More Efficient English Language Learning

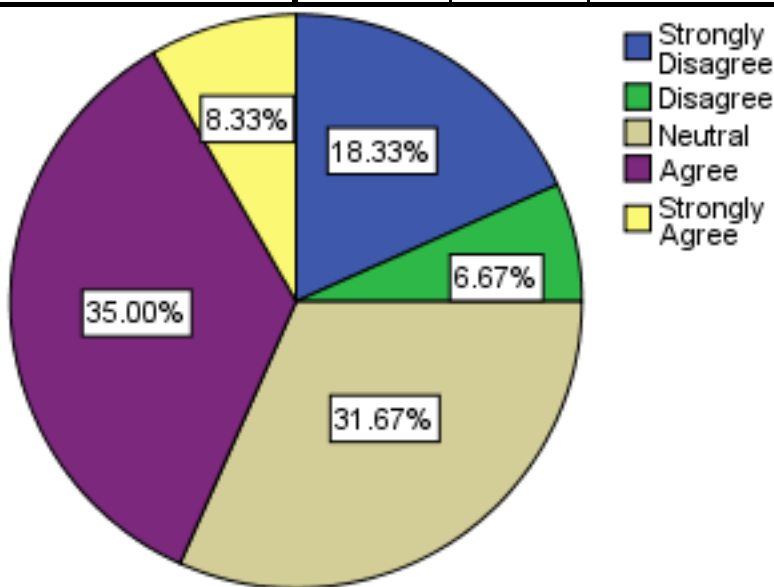
The data indicates that a majority of participants (61.66%) agree or strongly agree that self-talk can enhance English language learning efficiency. A smaller fraction (13.3%) disagreed, while 25% remained neutral. These findings suggest a widespread belief in the effectiveness of self-talk for accelerated language acquisition. Further research is needed to validate these results and gain deeper insights.

The following table and graph depict the responses of participants regarding their belief in the effectiveness of self-talk for practicing and understanding English grammar rules.

Table 11

Belief in the Effectiveness of Self-Talk for Practicing and Understanding English Grammar Rules

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	11	18.3	18.3	18.3
Disagree	4	6.7	6.7	25.0
Neutral	19	31.7	31.7	56.7
Agree	21	35.0	35.0	91.7
Strongly Agree	5	8.3	8.3	100.0
Total	60	100.0	100.0	



Statistics

N	Valid	60
	Missing	0
Mean		3.08
Median		3.00
Mode		4
Sum		185

Figure 11: Belief in the Effectiveness of Self-Talk for Practicing and Understanding English Grammar Rules

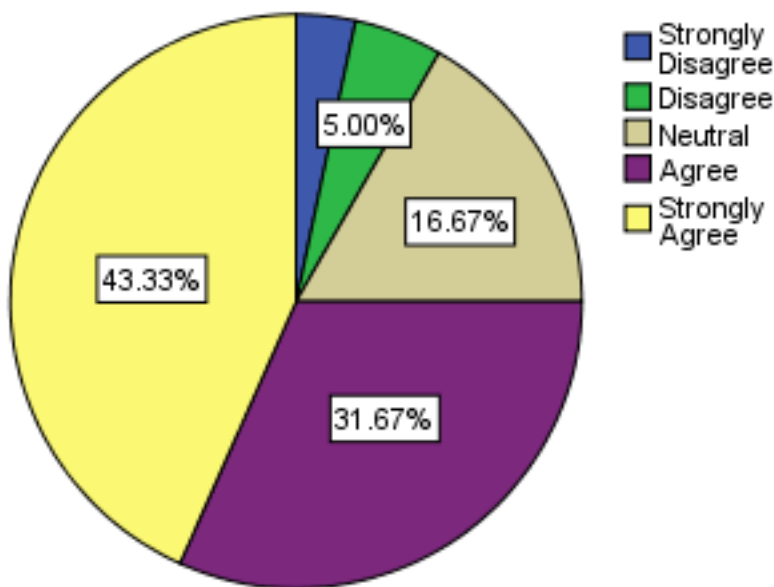
Based on the provided data, 43.3% of participants agree or strongly agree that self-talk can improve their understanding and practice of English grammar rules. Contrariwise, 25% disagree or strongly disagree, while 31.7% remain neutral. These findings indicate a belief among respondents in the effectiveness of self-talk for grammar learning. However, further research is necessary to consider the study's limitations and gain a more comprehensive understanding of the topic.

The following table and graph present the responses of respondents regarding their belief in the effectiveness of self-talk for facilitating the memorization of English vocabulary.

Table 12

Belief in the Effectiveness of Self-Talk for Memorizing English Vocabulary

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	3.3	3.3	3.3
Disagree	3	5.0	5.0	8.3
Neutral	10	16.7	16.7	25.0
Agree	19	31.7	31.7	56.7
Strongly Agree	26	43.3	43.3	100.0
Total	60	100.0	100.0	



Statistics

N	Valid	60
	Missing	0
Mean		4.07
Median		4.00
Mode		5
Sum		244

Figure 12: Belief in the Effectiveness of Self-Talk for Memorizing English Vocabulary

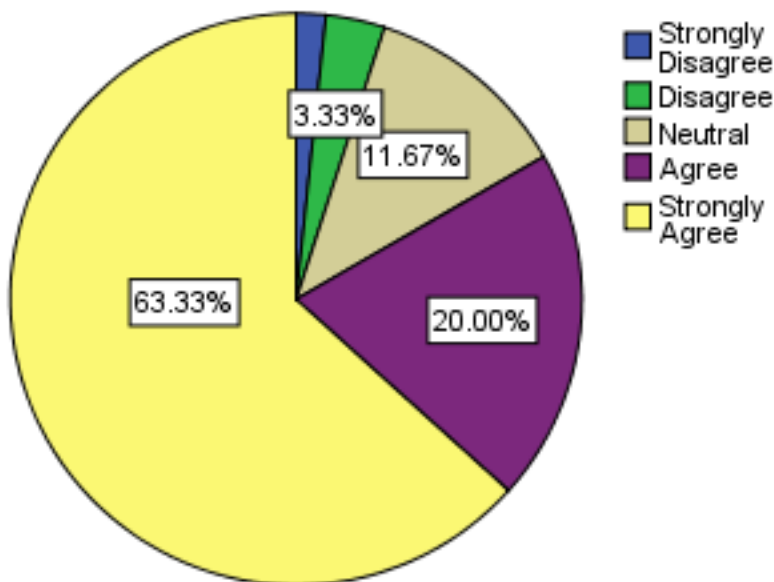
According to the data, 75% of participants agree or strongly agree that self-talk can aid in easier memorization of English vocabulary. In contrast, 8.3% disagree or strongly disagree, while 16.7% remain neutral. These findings indicate a widespread belief in the efficacy of self-talk as a tool for vocabulary retention. However, additional research is needed to further explore this topic and consider factors such as study design and participant demographics.

The following table and graph illustrate the opinions of participants regarding the potential improvement of their English pronunciation through self-talk.

Table 13

Opinions on the Improvement of English Pronunciation through Self-Talk

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.7	1.7	1.7
	Disagree	2	3.3	3.3	5.0
	Neutral	7	11.7	11.7	16.7
	Agree	12	20.0	20.0	36.7
	Strongly Agree	38	63.3	63.3	100.0
	Total	60	100.0	100.0	



Statistics

N	Valid	60
	Missing	0
Mean		4.40
Median		5.00
Mode		5
Sum		264

Figure 13: Opinions on the Improvement of English Pronunciation through Self-Talk

Based on the data, an overwhelming majority of participants (83.3%) agree or strongly agree that self-talk can enhance their English pronunciation. In contrast, only 5% express disagreement or strong disagreement, while 11.7% maintain a neutral stance.

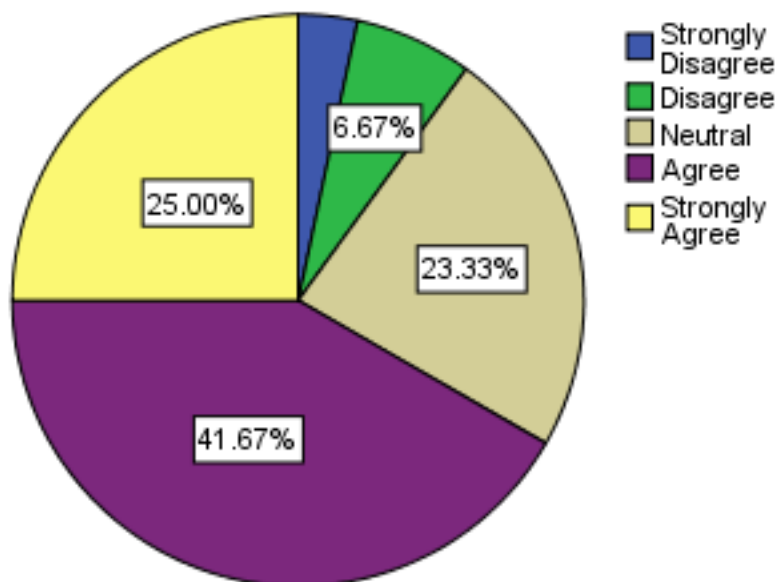
These findings highlight a widespread belief among respondents in the efficacy of self-talk as a valuable tool for improving English pronunciation.

The following table and graph measure the Perception of Self-Talk in Improving English Critical Thinking Skills

Table 14

Perception of Self-Talk in Improving English Critical Thinking Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	3.3	3.3	3.3
	Disagree	4	6.7	6.7	10.0
	Neutral	14	23.3	23.3	33.3
	Agree	25	41.7	41.7	75.0
	Strongly Agree	15	25.0	25.0	100.0
	Total	60	100.0	100.0	



Statistics

N	Valid	60
	Missing	0
Mean		3.78
Median		4.00
Mode		4
Sum		227

Figure 14: Perception of Self-Talk in Improving English Critical Thinking Skills

Based on the data, a significant majority of participants (66.7%) express agreement or strong agreement regarding the effectiveness of self-talk in improving their English critical thinking skills. Conversely, a smaller fraction (10%) disagree or strongly disagree with this statement, while 23.3% remain neutral.

The widespread agreement suggests that many individuals perceive self-talk as a practical and beneficial approach in developing their critical thinking abilities within an English language Context.

3. Discussion of the Findings:

The discussion of the findings reveals important insights into learners' attitudes towards the use of the self-talk strategy in EFL learning and its implications for instruction. The analysis is organized based on the key themes that emerged from the data analysis, highlighting the interconnections between different aspects of the study.

The findings indicate that a significant proportion of participants reported using self-talk frequently in their EFL learning process. This highlights the popularity and effectiveness of self-talk as a strategy employed by learners to enhance their language learning experience. Participants utilized self-talk in various ways, such as talking to oneself in English during study sessions, using inner dialogue to clarify language rules, and practicing conversations or presentations.

The positive attitudes expressed by participants towards self-talk further support its effectiveness in language learning. Participants perceived self-talk as a valuable tool that helped them improve their English language skills, boost their confidence, and enhance their overall learning experience. This positive perception of self-talk can be attributed to the benefits experienced by learners, such as increased language proficiency and improved self-confidence.

The analysis also revealed that participants' attitudes towards self-talk were influenced by factors such as their level of English proficiency and gender. Participants with higher proficiency levels generally held more positive attitudes towards self-talk, indicating that proficiency plays a role in the effective utilization of this strategy. On the other hand, some participants with lower proficiency levels expressed concerns about making mistakes and sounding unnatural, which affected their attitudes towards self-talk. This suggests that providing support and guidance tailored to the needs of learners at different proficiency levels is crucial in promoting positive attitudes towards self-talk.

Furthermore, gender differences were observed in participants' attitudes towards self-talk. Female participants tended to exhibit more positive attitudes towards self-talk compared to their male counterparts. This aligns with previous research suggesting that females are more open to

self-reflection and self-expression, which may contribute to their favorable attitudes towards self-talk. Understanding these gender differences can help educators create an inclusive learning environment that caters to the diverse attitudes and needs of learners.

The findings have significant implications for EFL instruction. The positive attitudes towards self-talk indicate the need for incorporating explicit instruction and guidance on self-talk strategies into language learning programs. By promoting awareness and understanding of self-talk, learners can better utilize this strategy to enhance their language acquisition process. Additionally, teachers should strive to foster a classroom atmosphere that encourages risk-taking and self-expression, providing opportunities for students to practice self-talk in a safe and supportive setting.

In conclusion, the findings of this study provide valuable insights into learners' attitudes towards the use of self-talk in EFL learning. The results emphasize the effectiveness and popularity of self-talk as a strategy in language learning, with positive associations between self-talk and language learning outcomes. Understanding the interconnections between different aspects, such as proficiency level and gender, allows for tailored instruction and support. Incorporating self-talk strategies in EFL instruction and creating a supportive learning environment can maximize the benefits of self-talk and contribute to learners' language proficiency and confidence. Further research is needed to explore the effectiveness and long-term impact of self-talk on learners' language acquisition.

4. Limitations and Recommendations of the Study:

4.1. The limitations of the study are as follows:

1. Small Sample Size: The study had a limited number of participants, which may restrict the generalizability of the findings to a larger population of EFL learners.
2. Single Context: The study focused on EFL learners from a specific language institute, limiting the applicability of the results to other educational settings or learner populations.
3. Self-Reported Data: The data collected relied on self-reported measures, which can be subject to biases and inaccuracies.
4. Short Duration: The study was conducted over a relatively short period, potentially overlooking the long-term effects of self-talk on language learning.

Addressing these limitations in future research will help strengthen the validity and applicability of findings related to self-talk in EFL learning.

4.2. Suggestions and recommendations:

Based on the research findings, here are some suggestions and recommendations on how to utilize and apply the results:

1. Integrate Self-Talk Strategies: Include clear instruction and guidance on self-talk techniques into language learning programs. By raising awareness and understanding of self-talk, learners can effectively use this strategy to enhance their language acquisition process.

2. Foster a Supportive Environment: Create a classroom atmosphere that encourages a supportive and non-judgmental approach to language learning. Address participants' concerns about making mistakes and sounding unnatural by promoting a safe space for students to take risks and express themselves through self-talk.

3. Customize Instruction for Proficiency Levels: Recognize the impact of proficiency levels on attitudes towards self-talk. Provide tailored support and guidance that meets the specific needs of learners at different proficiency levels. This will help cultivate positive attitudes and effective use of self-talk.

4. Conduct Further Research: Expand on this study by conducting additional research to explore the long-term effects and efficacy of self-talk in language acquisition. Address the limitations identified, such as increasing the sample size, including various educational settings, using diverse data collection methods, and examining the lasting impact of self-talk.

By implementing these suggestions, language educators and institutions can maximize the benefits of self-talk and improve learners' language proficiency, confidence, and critical thinking skills.

General Conclusion

This research study provides comprehensive insights into the perceptions and attitudes of English as a Foreign Language (EFL) learner regarding the use of self-talk strategies in language learning. The findings demonstrate the significant impact and widespread popularity of self-talk as a powerful tool for enhancing language acquisition.

The study reveals that a substantial number of participants actively engage in self-talk during their EFL learning process, employing a variety of techniques such as inner dialogue, conversational practice, and clarification of language rules. This widespread adoption of self-talk highlights its effectiveness and utility as a strategy embraced by learners to enhance their language skills and overall learning experience.

Furthermore, the participants exhibit overwhelmingly positive attitudes towards self-talk, recognizing its inherent value in improving language proficiency, boosting confidence, and fostering critical thinking skills. These positive perceptions align with the observed benefits reported by learners, including increased language proficiency and enhanced self-assurance.

Drawing from the research findings, several crucial recommendations emerge. Language learning programs should incorporate explicit instruction and guidance on self-talk strategies, enabling learners to effectively utilize this technique. Moreover, it is imperative to create a supportive and inclusive learning environment that encourages risk-taking and self-expression, enabling learners to engage in self-talk without fear of making mistakes or sounding unnatural. Tailored support should be provided to learners at different proficiency levels, and educators should take into account the gender-specific preferences and learning styles of their students when designing language learning activities and strategies.

Additionally, it is recommended that further research be conducted to explore the long-term effects and overall efficacy of self-talk in language acquisition. Addressing the limitations of the current study, such as the small sample size and the single context focus, will strengthen the validity and generalizability of future research findings.

In summary, the research findings underscore the significant role of self-talk strategies in language learning and highlight their positive impact on learners' language proficiency, confidence, and critical thinking skills. By implementing the recommendations and addressing the identified limitations, language educators and institutions can harness the full potential of self-talk, contributing to the continuous improvement of learners' language abilities and overall educational experience.

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{Appendix A

The questionnaire}

–\Context:

Self-talk is a cognitive strategy that involves engaging in a dialogue with oneself to enhance learning and performance. In the context of learning English as a foreign language (EFL),

Self-talk can be a useful tool to help students overcome challenges, build confidence, and improve their language skills.

–\What is your gender?

-MALE ☐ -FEMALE ☐

–\What is your level of English proficiency?

A) Beginner

B) Intermediate

C) Advanced

D) Fluent

–\For each statement, please indicate your level of agreement using:

“Strongly Disagree”, “Disagree”, “Neutral”, “Agree”, and “Strongly Agree”:

<i>–The Statement–</i>	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. I speak to myself in English outside of Formal Learning Environments.					
2. I have used self-talk to build confidence in my English speaking abilities.					
3. Self-talk has helped me to overcome anxiety and fear while practicing the English language					
4. I have used self-talk to boost my English listening skills.					
5. I have tried self-talk to help me prepare for an oral presentation.					
6. I think self-talk can help me learn					

English in a more fun and engaging way.					
7. I think self-talk can help me learn English faster and more efficiently.					
8. I have used positive affirmations while studying English.					
9. I think self-talk can help me understand English grammar rules better.					
10. I think self-talk can help me memorize English vocabulary more easily.					
11. I believe self-talk can improve my English pronunciation.					
12. I think self-talk can help me improve my English critical thinking skills.					

***Visualization techniques:** involve using your subconscious mind to see your goal in the future. Using a vision board can help you do this. A vision board is a picture or collection of words that help you visualize the goal you're attempting to achieve.

ملخص

الهدف من هذه الدراسة هو مناقشة تأثير استخدام قدرة التحدث الداخلية على تطوير الكفاءة الشفوية لمتعلمي اللغة الإنجليزية كلغة أجنبية. تركز الدراسة أيضاً على الحوار الداخلي المستمر الذي يخطر فيها لأفراد وكيف يمكن أن يساعد متعلمي اللغة الإنجليزية كلغة أجنبية للتغلب على الصعوبات مثل "التوتر والقلق والاكتئاب وانعدام الثقة بالنفس" التي تمنعهم من التحدث والتواصل داخل وخارج القسم. كما يستهدف كيف يمكن لاستخدام مثل هذه القدرة أن يساعد متعلمي اللغة الإنجليزية كلغة أجنبية على تطوير مهارات التحدث لديهم من خلال تحفيزهم على تعلم اللغة الإنجليزية بشكل أكثر فعالية. استخدمنا لدراسة لحالية منهج بحث كمي مع نهج وصفي. كانت طريقة جمع البيانات المستخدمة عبارة عن مسح، حيث استخدم الاستبيان كأداة أساسية لجمع المعلومات. تم إجراء الاستبيان مع 60 مشاركاً من طلاب السنة الثالثة وافقت نتائج الدراسة على أن جامعي في قسم اللغة الإنجليزية بجامعة المسيلة. متعلمي اللغة الإنجليزية كلغة أجنبية لديهم مواقف داعمة تجاه استخدام الحديث الداخلي في تعزيز مهارات التحدث لديهم. يمكن أن يؤدي إجراء مناقشات داخلية والاستماع إلى الأفكار الداخلية إلى تحفيز الطلاب على اكتساب المزيد من المعرفة، مما يسمح لهم بتحسين نطقهم وتحفيز قدراتهم المعرفية وتعزيز الطلاقة. تشير النتائج إلى أن المحادثات الذاتية يمكن أن تبني الثقة عند ممارسة اللغة الإنجليزية عن طريق تقليل القلق والتوتر والعوامل النفسية الأخرى، وذلك باعتبارها طريقة فعالة لتعزيز الكفاءة الشفوية لمتعلمي اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: الحوار الداخلي، الكفاءة الشفوية،
متعلمي اللغة الانجليزية، القدرات الكلامية، طلاب السنة الثالثة جامعي، جامعة
المسيلة، العوامل النفسية.