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DOES INNER VALUE OF INDIVIDUALS' WAY OF SPEAKING REFLECT THEIR SPEECH?

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Abstract: This article indicates not only language perception among people but also human feeling emotions by given suitable words between speakers. This research can be used in the branches of Linguistics and covers several fields of human psychology including their culture, age, gender and lifestyle development for searching factual information and using language (common for speaking, rich in acceptance, natural in body)
Keywords: character, inner values, human cognition, psycholinguistic, imagery, self-talk

Inner speech-also known as covert speech or verbal thinking-has been implicated in theories of cognitive development, speech monitoring, executive function, and psychopathology. Despite a growing body of knowledge on its phenomenology, development, and function, approaches to the scientific study of inner speech have remained diffuse and largely unintegrated. This review examines prominent theoretical approaches to inner speech and methodological challenges in its study, before reviewing current evidence on inner speech in children and adults from both typical and atypical populations. We conclude by considering prospects for an integrated cognitive science of inner speech, and present a multicomponent model of the phenomenon informed by developmental, cognitive, and psycholinguistic considerations. Despite its variability among individuals and across the life span, inner speech appears to perform significant functions in human cognition, which in some cases reflect its developmental origins and its sharing of resources with other cognitive processes. People frequently claim that their inner experiences have a speech quality when they think back on them (Baars, 2003). Within the field of developmental disorders involving abnormal language skills or deficiencies in self-regulation, inner speech-also known as verbal thinking, inner speaking, covert self-talk, internal monologue, and internal dialogue-has been implicated in the self-regulation of cognition and behavior in childhood and adulthood. (Diaz & Berk, 1992; Fernyhough, 1996; Vygotsky, 1934/1987). Psychologists and cognitive neuroscientists have paid very little attention to inner speech, despite its obvious significance for human cognition. This is partially because of methodological issues with the research of inner speech. However, a substantial corpus of empirical research on inner speech has emerged. It's becoming more and more prevalent in psychological theorizing, even in fairly different study areas (Dolcos & Albarrac?n, 2014; Fernyhough & McCarthy-Jones, 2013; Hurlburt, Heavey, & Kelsey, 2013; Oppenheim & Dell, 2010; Williams, Bowler, & Jarrold, 2012).

The current article's goal is to summarize the body of empirical research on inner speech and offer a theoretical synthesis of both established and emerging research findings. Firstly, we provide an overview of the main theoretical stances that have been taken regarding the phenomenology, cognitive roles, and evolution of inner speech. Next, we address methodological concerns related to the investigation of inner speech. We then look at how inner speech develops during childhood. The phenomenology of adult inner speech and its cognitive processes are discussed in the fourth section. After reviewing the literature on inner speech in atypical populations, we move on to discuss

neuropsychological data that may be used to inform theories regarding the functional value of inner speech. Lastly, we discuss the potential for an integrated cognitive science of inner speech that would provide a multicomponent model of the phenomena by integrating evidence from developmental, cognitive, psycholinguistic, and neuropsychological studies.

The subjective experience of language in the absence of obvious and audible articulation is known as inner speech. This is an oversimplified definition because experiences of this type differ greatly in their phenomenology, addressivity to others, relation to the self, and resemblance to spoken language, as the following examples will show. In these ideas, subvocal rehearsal-the utilization of phonological coding to retain knowledge in working memory-is included into inner speech but is not reduced to it. Additionally, the term "thinking" is sometimes used synonymously with the notion, to the point that a detailed examination of the phenomenological, developmental, and cognitive aspects of inner speech requires some redefining of the latter term. In the following, we will steer clear of discussing thinking in favor of more precisely defined mental processes.

Riley (2004) notes that "the fact of its insistent indwelling can blind us to its peculiarities," which may be one explanation for the phenomenology of inner speech's relative neglect (p. 8). However, interior speech has always been a significant component of psychological theory. In 1987, Plato observed that having a dialogic conversation with oneself is a common occurrence in the human experience. Though inner speech is discussed in many psychological, neuroscientific, and philosophical debates (Fernyhough, 2013), little theoretical or empirical research has been done on its nature, development, phenomenology, and functional importance.

One explanation for this is that inner speech cannot be directly observed by definition, which restricts the field of empirical research on it and necessitates the creation of indirect study procedures (refer to Methodological Issues). A variety of theoretical stances have been taken on inner speech (e.g., Larrain & Haye, 2012; Morin, 2005; Oppenheim & Dell, 2010), but two in particular have been particularly influential in the development of theories on its cognitive functions. One has to do with how linguistic mediation of cognition and behavior develops, while the other has to do with working memory and rehearsal.

Examining private speech, which Vygotsky believed to be inner speech's observable counterpart, is one indirect way to examine inner speech. Al-Namlah et al. (2006), for instance, looked into whether a domain-general shift to verbal self-regulation would support Vygotsky's theories regarding the formation of verbal mediation in childhood. They discovered that the size of the phonological similarity effect, an indicator of inner speech use in working memory, correlated with the use of self-regulatory private speech on the "Tower of London" task, a widely used planning measure in which participants must move rings on aset of poles to match aspecific arrangement.This shows that covert verbal encoding and private speech are closely related. Nevertheless, there are issues with utilizing private speech as a clear stand-in for inner speech. For example, a child who uses private speech a lot may not have internalized their inner speech, whereas a child who is mute on the outside may be constantly using inner speech. Alongside private communication, subtle indicators of inner speech can also be deciphered. Fernyhough and Fradley (2005) employed a coding frame (derived from Berk, 1986) to differentiate between three types of speech: private speech (unaddressed overt vocalizations), task-relevant external expressions of inner speech (indiscernible lip and tongue movements or silent articulatory behavior during a task), and social speech (vocalizations during a task that were clearly addressed to someone).

Due of the methodological difficulties associated with studying inner speech, attention

has shifted to private speech, which is seen as inner speech's developmental forerunner and can provide insight into its evolution. The rise and seeming decline of private speech, the social setting in which self-directed speech is observed, and the function of verbal mediation in facilitating particular tasks are among the important issues that have been looked into. This section gives a quick summary of the findings on private speech in children, with references to some more recent studies. A large portion of the earlier literature on private speech was summarized in a thorough review by Winsler (2009). As has already mentioned, practically all early children's development involves private speaking. When Piaget first saw it in the 1920s, he saw it as proof of young children's incapacity to modify their speech to suit a listener (hence the term egocentric speech). Subsequent research has demonstrated that private speech has a crucial functional role in the self-regulation of behavior and cognition. Private speech usually takes the form of commentary or accompaniment to an ongoing activity, usually beginning around the age of 2-3 as expressive language skills begin to emerge. Between the ages of 3 and 8, private speech seems to follow a trajectory that starts with overt task-irrelevant speech and progresses to overt task-relevant speech (such as self-guiding remarks made aloud) and finally external manifestations.

Silent reading also seems to involve a significant amount of inner speech (for a recent review, see Perrone-Bertolotti et al., 2014). There is data that suggests that many people recall speech from auditory images when they read, and that this retained speech has certain characteristics of external, audible speech. For example, Alexander and Nygaard (2008) had participants read sentences purportedly written by the individuals whose voices they had heard after they had acted out a dialogue with two voices speaking at different rates (one rapid, one slow). Reading aloud from simple texts revealed that sections "written" in the slow voice were often read more slowly than those in the rapid voice; voice had no influence while reading quietly. However, for texts that were more challenging, reading aloud and silently both demonstrated that they were being read at the same speed as previously heard. This effect also shown individual differences: individuals with good imagery skills demonstrated the impact for both easy and difficult text passages, while those with self-reported low imagery abilities only demonstrated the effect when silently reading challenging texts. Therefore, inner-speech-like sensations seem to be prompted as a supplemental tool when reading under more complicated or hard situations, however this experience may remain for certain people even during easy reading.

It has been suggested elsewhere that self-talk, both overt and covert, is important for maintaining motivation and behavioral control during competition and high-performance sports (for a review, see Hardy, 2006). For example, Hatzigeorgiades, Zourbanos, Mpoumpaki, and Theodorakis (2009) examined how self-talk training affected the anxiety, confidence, and performance of tennis players. Random assignments were made to place participants in three training sessions that focused on using positive and instructive self-talk, such as "go, I can do it" or "shoulder, low," or in control sessions that featured a tactical discourse on how to employ specific shots. In contrast to the control group, players who were taught to employ self-talk reported feeling less anxious and more confident, and they also performed better on a task involving forehand driving.

Numerous studies in organizational and educational psychology have examined the effects of self-talk and "verbal self-guidance" (e.g., Brown & Latham, 2006; Oliver, Markland, & Hardy, 2010). The use of self-talk as a teaching and motivational tool in sports and other performance-related domains is broadly in line with the theory that inner speech plays a central role in self-awareness and self-evaluation (Morin, 2005, 2009a). However, overt and covert forms of speech have not always been separated in

this field of study, making it difficult to draw firm conclusions about the potential function of internal representation of speech in particular.

Lastly, there are situations in which using verbal techniques such as inner speech can work against specific cognitive processes. It has long been known that verbal labels or narratives have the power to alter memories and other cognitive representations. Loftus and Palmer (1974), for instance, showed that when eyewitnesses to an accident used terms like "smashed" rather than "hit," their estimates of the speed of the car collision increased. The phenomenon of "verbal overshadowing," which was first described by Schooler and Engstler-Schooler (1990) in response to evidence that verbal description of a crime's perpetrator was linked to a 25% decrease in face recognition, has been the most widely studied method of verbal redescription of past events.

Verbal labels tend to impair or distort accurate memory, according to data from later experiments utilizing a variety of tasks (Meisner & Brigham, 2001). Several theories have been proposed to explain verbal overshadowing, such as verbal content interference effects, changes in decision criteria brought about by verbal recoding, and a shift in processing focus during the translation of verbal information from global and holistic to local and specific (Chin & Schooler, 2008).

The phenomenon of inner speaking is paradoxical. Although it is a fundamental aspect of many people's daily lives, any attempt to investigate it scientifically faces significant obstacles. However, a variety of techniques and strategies have come together to provide insight into the subjective perception of inner speech as well as its neurological and cognitive foundations. There is proof that inner speech plays a critical role in childhood behavior regulation and the maintenance of sophisticated cognitive processes. Although inner speech is linked to numerous cognitive processes in adults, there seems to be significant interindividual heterogeneity in the cognitive and experiential uses of inner speech. It is important to increase our awareness of the variety of ways that inner speech might function since it can lead to a deeper understanding of our inner lives and have consequences for understanding development, cognition, and psychopathology.

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