CHANGE IN USAGE OF COGNITIVE WORDS, AFFECT WORDS, DISCOURSE MARKERS, AND FIRST PERSON PRONOUN POSITION AMONG CLIENTS IN PSYCHOTHERAPY PROCESS

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This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Doctor of Philosophy.

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ABSTRACT

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Aim of present study was to understand changes in speech of clients with regard to certain linguistic features from 5th to 15th session of psychotherapy. Cognitive mechanism words, affect words, usage of the most common discourse markers and usage of first person pronoun in information structure positions were analyzed in speech of clients. Participants of this study were 11 psychotherapists (clinical psychology master and doctorate students) and 16 clients (applicants to AYNA Psychotherapy Unit). In present study word count results of clinets' speeches were analyzed by mix design ANOVA method. According to results, clients' usage of affect words, cognitive mechanism words and discourse markers increased from 5th to 15th session of psychotherapy and first person pronoun usage changed significantly in preverbal position from 5th to 15th sessions of psychotherapy. Findings of this study suggest that, psychotherapy leads to certain linguistic changes, and these changes discussed to be means of understand change of clients during psychotherapy.

Keywords: Psychotherapy, Linguistics, Affect, Cognitive Mechanism, Information Structure, Discourse Markers

ÖZ

PSİKOTERAPİ SÜRECİNDEKİ DANIŞANLARIN BİLİŞSELKELİMEİ, DUYGUSAL KELİME, SÖYLEM BELİRLEYİCİLERİ VE BİRİNCİ KİŞİ ZAMİRİ POZISYONUNDAKI DEĞİŞİM

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Bu çalışmanın amacı, 5. Psikoterapi seansı ile 15. Psikoterapi seansı arasında danışanların konuşmalarında meydana gelen belirli dilbilimsel değişimleri anlamaktır. Çalışmada, danışanların konuşmlarındaki duygular ile ilişkili kelimeler, bilişsel mekanizmalar ile ilişkili kelimler, en sık kullanılan eylem belirleyiciler ve birinci şahıs zamirlerinin, bilgi yapısı konumlarında kullanımı analiz edilmiştir. Katılımcılar 11 psikoterapist (klinik psikoloji yüksek lisans ve doktora öğrencileri) ve 16 danışandan (Ayna Psikotrapi Merkezine başvurmuş olan) oluşmuştur. Danışanların konuşmaları karışık desen ANOVA yöntemi ile analiz edilmiştir. Sonuçlar psikoterapi sürecinde danışanların, duygular ile ilişkili kelime kullanımında, bilişsel mekanizmaları ile ilgili kelime kullanımında, söylem belirleyici kelime kullanımlarında ve birinci şahıs zamirlerinin eylem öncesi pozisyonda kullanımlarında anlamlı fark olduğunu ortaya koymaktadır. Sonuçlara göre, psikoterapi süreci belirli dilbilimsel değişimlere yol açmaktadır ve bu değişimler, psikoterapi sürecinde danışanda ortaya çıkan değişimi anlamak için bir araç olarak tartışılmıştır.

Anahtar Kelimeler: Psikoterapi, Dil Bilimi, Duygu, Bilişsel Mekanizma, Bilgi Yapısı, Söylem Belirleyiciler

To My Lovely Family

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CHAPTER I

INTRODUCTION

"The limits of my language are the limits of my mind.

All I know is what I have words for."

Ludwig Wittgenstein

Language is the main medium for people to express their feelings and thoughts to other human beings. Language is the key communication medium of the self, through which one also discovers their own self. Language is the client and the therapist's tool of communicationin psychotherapy (Streeck, 2002) and as language is the basic element of communication, coordination of its actions is essential for psychotherapy . Clients could know and manifest their psychological problems only through language. Psychotherapists understand clients' psychological states by listening. Psychotherapists' major intervention tool to the client's own sphere is language. Psychological change in the client is observed, recorded and even measured by language. Of course it is not true and indeed not possible to reduce the entire psychotherapy process to language. Throughout the process some feelings are guessed by mere observation, body language reading and other nonlinguistic elements. However, the cognitive processes only start when people start to express their feelings simultaneously to the therapist and themselves through language. The solution of all psychological issues starts when a person becomes aware of their own feelings while naming them (Habermas & Fultner,

2002; De Shazer, 1994; Streeck, 2002; Whorf, Carroll, Levinson, & Lee, 2012; Wittgenstein, 1958).

Analysis of language in the field of psychotherapy began in the early days of the field. In 1901 Freud wrote about slips of tongue; repressed thoughts and feelings would expose themselves in linguistic mistakes (Freud, 1914). Jacques Lacan (1981) took Freud's idea forward and suggested that unconsciousness asserted itself through language. In 1987 Russell published the first book that emphasizes the importance of language in psychotherapy. In his view client's language use was seen as an indicator of psychological well-being. De Shazer (1994) argued that psychotherapeutic change happens within limits of language and stated in his book entitled 'Words Were Originally Magic' that "what we talk about and how we talk about it makes a difference" (De Shazer, 1994, p.10). With his words, De Shazer emphasized the importance of word choice as well as choice of linguistic structure to express one's self.

1.1. Studies on Language Usage and Psychology

How people use language gives out the information about their personalities, social situations, emotional and cognitive states (Pennebaker, Francis, & Booth, 2001). There are many studies conucted on usage of personal pronouns. An increase in usage of the first person pronoun can be seen as a sign of emotional distancing, whereas the increased usage of the second and the third person pronoun can be a sign of social engagement (Pennebaker & Lay, 2002). Another study conducted by Bucci & Freedman (1981) demonstrated that individuals with higher depression scores used the first person singular pronouns more often and the second or the third person pronouns less frequently. Weintraub (1981) and Rude, Gortner, & Pennebaker (2004) found similar results with Bucci & Freedman (1981). Raskin and Shaw (1988) studied the relation between the usage of the first person singular/plural pronoun usage and narcissistic symptoms. Individuals with higher narcissistic scores used the first person singular pronoun more often and the first person plural pronoun less frequently.

Another commonly used concept in linguistic analysis of psychological content in texts is affect. Gottschalk and his colleagues (Gottschalk & Gleser, 1969) developed a content-analysis method to analyze psychological state in texts. The clients' speeches of the duration of 5 minutes were recorded and transcribed. Judges decided how words were relevant to specific affects. After analyzing the transcripts the team reported research results concerning personal disorganization, hostility, achievement, hope and anxiety. Another study about emotional word usage suggests that people with higher neuroticism scores use more negative emotion words and less positive emotion words (Pennebaker & King, 1999).

1.1.1. Reliability of Language Usage

In order to study language usage it should be known that language usage of a person stays consistent over time. There have been studies to understand stability of language usage over a time of period. In 1959 Gleser and his colleagues measured consistency of language use over 5 minute conversations. He found that linguistic properties of language remained stable. In 1986, Schnur and his colleagues supported Gleser's hypothesis with their research. Research findings confirmed that language usage remained temporarily stable. Pennebaker and King (1999) analyzed texts from different sources and written periodically over a time interval of a year. All texts were analyzed in 36 language dimensions and language usage was proven to be consistent. In 2003, Mehl & Pennebaker studied on everyday conversation of students over a period of 4 weeks along with their linguistic analysis, and demonstrated that students' usage of language remained stable over time. These studies demonstrate that people's language usage was reliable across time, topic and text source.

1.1.2. Age and Language Usage

Pennebaker & Stone (2003) conducted a study, to understand the word usage differ in life. The study of Pennebaker & Stone also contained language usage analysis of novelists, poets, and play writers. Their findings indicated that language usage changed in periods of life. As their age increased, people used more cognitively complex words

(long words, causation words, insight words), fewer first person singular pronouns, fewer negative emotion words, more positive emotion words, less past tense and more future tense.

1.1.3. Gender and Language Usage

Lakoff (1973), studied language usage patterns of men and women. She found that women used more polite words (e.g., please), more hedge words (e.g., maybe, perhaps) and less swear words. Other studies replicated these findings and in addition also argued that men used more directive words and precise words as well as less emotion words (Haas, 1978; Jay, 1980). In another study (Mulac, Bradac, & Gibbons, 2006), it was found that men used more quantity words, judgmental adjectives, directive words and more "I" when compared to women. On the other hand, women were proven to use more intensive adverbs (e.g., so, really), more uncertainty verbs and more negation words (e.g., not, never) (Mulac et al., 2006).

1.1.4. Quantitative Analysis of Language Usage in Psychotherapy

In 1984 Reynes, Martindale & Dahl analyzed psychotherapy session from linguistic perspective and found that in successful sessions of psychotherapy there was significantly more primary process content less secondary process content and higher lexical variety in successful sessions. In analysis of psychotherapy texts McMullen (2009) found that the clients used more figurative language when they were under stress.

Bucci and Mergenthaler used psychoanalytic approach to reflect their interest in language use in psychotherapy and they thus identified word patterns that predict positive outcomes in psychotherapy (Bucci, 1995; Mergenthaler, 1996; Mergenthaler & Bucci 1999). They used 3 word categories in computer analysis: emotional tone, abstraction and referential activity. They argue that a high level of abstraction determines a successful therapeutic outcome rather than a high level of referential activity or an emotional tone. (Mergenthaler, 1996; Bucci 1995) These findings are consistent with

Pennebaker’s (Pennebaker, Mayne, & Francis, 1997) findings about cognitive word usage and mental health improvement.

Van Staden (2004) conducted a study to understand psychotherapy's effect on clients' word usage. Based on the transcripts of the first 2 and the last 2 psychotherapy sessions of 20 clients a change in semantic, syntactic and pragmatic usage of the 1st person pronoun was analyzed. Based on the linguistic analysis of clients who had benefited from psychotherapy it was shown that the meaning the clients expressed by the first person pronoun (semantic usage) had changed, but no difference was found in syntactic or pragmatic usage of the first person pronoun. Referring to his findings, van Staden argues that only semantic variables of language can be markers of recovery (van Staden, 2004). Van Staden bases his studies to the linguistic theories of Frege. According to Frege (1966) a sentence expresses a relation and there are 2 positions in this relation. When the relation is symmetric 2 positions can change place, like in (1a) and (1b).

1

a. Ayşe is a friend of Fatma's.

b. Fatma is a friend of Ayşe's.

If the two positions change place, the relation is asymmetric, therefore the meaning of the sentence changes, as illustrated in (2a) and (2b).

2

a. Ayşe hurts Fatma.

b. Fatma hurts Ayşe.

The first position in the relation is an agent and the position is named as alpha, whereas the second position is the target position which named as omega (Frege, 1966). According to the findings by van Staden, the first person pronoun is in omega position in the beginning of psychotherapy and with recovery the first person pronoun moves to

alpha position (van Staden, 2004). The first person pronoun expresses agentic features of meaning. Illness is related with loss of agency and recovery is related to autonomy (hence the agency). Frege's semantic theory connects semantic variables with agency.

Pennebaker is another researcher who worked in the field of mental health improvement and language usage. Pennebaker based his research on psychological effects of writing. Pennebaker's findings suggested that systematic writing about emotions improves physical and mental health. According to his findings improvement in mental health was related to a decreased usage of negative emotion words and an increased usage of positive emotion words. In addition he found that an increase in the usage of cognitive words was proven to be related to mental health improvement. The striking point of their study was that cognitive words were proven to be more related to psychological health improvement than emotion words (Pennebaker &Tausczik, 2010).

1.2. Computer Based Text Analysis Programs for Psychology

Before computer based text analysis programs were developed, independent judges were reading texts to evaluate language usage. In order to obtain unbiased data independent judges needed to be experienced in studying texts from a linguistic point of view. Judges evaluated the writings and defined categories for analysis. However, it was not ethical for judges to read certain texts, like psychotherapy texts. Judges disagreed on content of some major categories. Their analysis also required a lot of time and money. Furthermore the judges suffered from depression after reading the depressing transcripts. To overcome these kinds of difficulties, computer based text analysis programs were developed to analyze psychological aspects of texts (Pennebaker & Stone, 2003).

1.2.1. General Inquirer

Philip Stone and his colleagues developed a computer text analysis program, General Inquirer in 1966 (Stone, Dunphy, & Smith, 1966). Program had a complex word count categories. The program was developed for many purposes and the development itself

was based on the need-based and the psychoanalytic theories. The program used 3 dictionaries: the Harvard III Psychosociological Dictionary, the Stanford Political Dictionary, and the Need-Achievement Dictionary. General Inquirer was able to identify ambiguous words depending on context. It was the first known computer based program that could analyze psychological aspect of texts.

1.2.2. Therapeutic Cycle Model (TCM)

Mergenthaler (1996) developed Therapeutic Cycle Model (TCM), a computer assisted text analysis program that characterized key moments in psychotherapy. TCM identified emotion-abstraction patterns in psychotherapy sessions. Emotional events were emotional and insight speeches were labeled as abstraction. The program's dictionary included 2000 items for emotion words and 3900 entries for abstraction. Emotional tone was measured by emotionally toned verbs (e.g., leaving, giving), adverbs (e.g., alone, gladly) and adjectives (e.g., sad, bad, evil, beautiful, wonderful). Abstract entries were categorized by the use of suffixes such as -ity, -ness, -ment, -ing or -ion. TCM emotion-abstraction patterns were used to understand psychotherapy sessions (Mergenthaler, 1996; Mergenthaler, 2008).

1.2.3. Computerized Referential Activity

Mergenthaler and Bucci (1999) developed a computer assisted language analysis technique to model Referential Activity scales. Referential activity can be explained as an expression of non-verbal experiences through language. 181 words were used in the dictionary in order to detect referential activity. The correlation between the scores of judges and computer output was .05. In 2004 Bucci updated the dictionary to 696 words (Bucci & Maskit, 2004).

1.2.4. Weintraub's Analysis of Verbal Behavior

Weintraub developed a computer program, which would understand the reflection of behavior on speech. Weintraub (1981) states that defense mechanisms can be observable in speech during mildly stressful periods. To assess defense mechanisms participants were given 10 minutes to perform a free speech. Transcripts of those speeches were submitted to linguistic analysis. Unbiased judges scored the transcripts. Weintraub was interested in observing psychopathology in the clients' language use. He focused on 15 linguistic dimensions including pronoun categories (I, we, me), negatives (e.g., not, no, never), qualifiers (kind of, what you might call), expressions of feelings (e.g., I love, we were disgusted) and adverbial intensifiers (really, so). He argued that first-person singular pronouns (e.g., I, me, my) were related to depressive symptoms (Weintraub, 1989)

1.2.5. Linguistic Inquiry and Word Count

Pennebaker and Beall (1986) based their research on survivors of traumatic life events. According to the team's findings, writing about the traumatic event improved individuals' mental and physical health. To obtain a detailed understanding about the relation of words and psychology Pennebaker and colleagues developed a computerized text analysis program named Linguistic Inquiry and Word Count (LIWC). The program counted text files word by word and each word was compared to the dictionary database. LIWC had a dictionary composed of 2300 words and 85 linguistic categories. These dimensions contained language categories (e.g., articles, pronouns), psychological processes (e.g. positive and negative emotion), relativity-related words (e.g., time, space, and motion) and content dimensions (e.g., occupation, death, sex, home). LIWC hierarchically organized words. If the word was "laughed", it was categorized under "happiness", "positive emotion", "overall affect," and "past-tense verb."

The program ignored synonym, sarcastic, idiomatic, and ironic usage of words. These usages were thus as problematic as in any other computerized program.

1.2.5.1. Steps of Development

For each category's creation the first step was the choice of words. Dictionaries and related scales examined the word choice and 3-6 judges would participate in brainstorming sessions regarding the word choice for categories. 3 independent judges rated each dictionary category. Inclusion and exclusion criteria for each category were determined. Each word in category list was evaluated whether it should be included in or excluded from the category. They also added some new words to the categories. 2 of the 3 judges were to agree on whether a particular word should remain in a particular category. If 2 out of 3 judges agreed on the word to be excluded from a category, word was removed from the category. Words were added to specific categories if 2 out of the 3 judges shared the same idea. After the judges completed their evaluations between 1992 and 1994, in 1997 first version of LIWC was established.

1997 version of LIWC analyzed 8 million words in conversations. Words with poor reliability and validity, as well as categories that were underrepresented were removed from the dictionary. Some new categories such as social processes, personal concern categories, and relativity dimensions were added to LIWC2001 (Pennebaker, Francis,.& Booth 2001). After analyzing thousands of words four independent judges added or removed certain categories and certain words. Some categories had consistently low base rates and were only used seldomly. Positive Feelings, Communication Verbs, Optimism, Other References, Metaphysical, Television, Sleeping, and School were the categories that were removed. However Conjunctions, Adverbs, Quantifiers, Auxiliary Verbs, Commonly-used Verbs, Impersonal Pronouns, Total Function Words and Total Relativity Words were added as new categories.

The 3rd person pronoun was divided into 2 categories: the 3rd person singular and the 3rd person plural. With these changes LIWC2007 was established as the final version. Improvement in mental health proved a relation between a decreased usage of negative emotion words and an increased usage of positive emotion words. Increase in the usage of cognitive words was also found to be related with mental health improvement. The

striking point of the study was that cognitive words were shown to be more related to psychological health improvement than emotion words (Tausczik & Pennebaker, 2010).

Studies suggest that first person pronoun usage is worth studying to understand change in psychological features. Previous studies suggest that first person pronoun usage changes with age (Pennebaker & Stone, 2003), and gender (Mulac et al., 2006) Other studies claim that first person pronoun usage is related to depression (Bucci & Freedman, 1981) and narcissism symptoms (Raskin & Shaw, 1988). Comperatively recent study argues that semantic usage of first person pronoun changes who benfit from psychotherapy (Van Satden, 2004). In the light of previous studies, present study aims to understand first person pronoun usage in another grammatical structure, namely information structure. Present study investigates first person pronoun usage in different information structure positions (sentence initial, preverbal and post verbal positions) during different sessions of psychotherapy.

1.3. Information Structure

Halliday (2000) defines organization of spoken sentence as information structure. According to him any spoken sentence has information units which are not determined by structure. The information structure of a sentence consists of two parts. These parts are more informative parts and less informative parts. Many researches have used different terminologies for this informational dichotomy: psychological subject - psychological predicate (Gundel, 1988), theme-rheme, topic-comment (Reinhart 1982), topic-focus (Hajičová, 1983), presupposition-focus (Chomsky, 1971, Jackendoff, 1972), background-focus (Chafe, 1976), old/given-new (Halliday, 1967; Chafe, 1976), open proposition-focus (Prince, 1981). Present study will use the terminology of Modern Prague School. It will call less informative/old information structure as topic and more informative/new information structure as focus. This dichotomy can be illustrated as:

3.

a. Mehmet tatile gitti. (Mehmet went on holiday.)

b. Tatile Mehmet gitti. (On holiday Mehmet went.)

Sentence (3a) and (3b) are equivalent, they do not differ at the level of what they say about the world, however they differ at the level of how they say what they see. The difference occurs at the level of how the message sent. The sentences (3a) and (3b) have different ways of saying what they say. (3a) is about Mehmet, as the sentence gives information about where he went. However, (3b) is about holidays, as the sentence gives an information on who went to holiday. Components of information structure the topic and the focus. In (3a) Mehmet is the topic whereas in (3b) holiday is the topic. In (3a) holiday is the focus whereas in (3b) Mehmet is the focus.

(3a) and (3b) have different contexts, so they cannot be interchanged.

4. Where did Mehmet go? (Mehmet nereye gitti?)

   a. Mehmet went on holiday. (Mehmet tatile gitti.) (appropriate answer)

   b. On holiday Mehmet went. (Tatile Mehmet gitti.) (not appropriate answer)

5. Who went on holiday? (Tatile kim gitti?)

   a. Mehmet went on holiday. (Mehmet tatile gitti.) (not appropriate answer)

   b. On holiday Mehmet went. (Tatile Mehmet gitti.) (appropriate answer)

(4) and (5) demonstrate how (a) and (b) have different contexts and how they cannot be interchanged. Information structure is an organization of information according to context of sentence. Chafe (1976) uses packaging metaphor for this organization - information structure is like packaging a product. Different packages are not related to the features of the product, at its best packaging raises sales. Prince (1986) uses tailoring metaphor to indicate how the speaker blusters information to the audience.

Vallduví (1994) grounds information structure on File Change Semantics of Heim (1983), and finds information structure responsible for the organization of information

given to the listener. According to Vallduví (1994) the information structure given by the speaker reflects the speaker's usage of instructions to the listener in order for the listener to grasp and store the meaning of the sentence. Each sentence gives information determined by the information structure. Listeners interpret the meaning of the sentence by following this information. The information structure therefore plays a role of the speaker’s instructions that guide the listener to interpret information that is packaged in the sentence.

1.3.1. Topic Centered Research

Before 1900s linguists were mostly studying the semantic meaning of a sentence. In 1900s linguistic researchers began to study the context of a sentence. The two most important features of the context were proved to be the focus and the topic. Amman is known to be the first researcher who used the term topic (İşsever, 2000). For the first time it was shown that a sentence can consist in other meanings than simply a semantic one. It was proven that a sentence can hold two different types of information. Various researches had different definitions about the topic of a sentence. Three major definitions were defining topic according to aboutness, frame, and hierarchy in the sentence. Aboutness model is the oldest one and it assumes that the subject of the sentence is the topic. The sentence is telling us something about the subject, so the topic of the sentence is the subject. The definition of aboutness was proved to be intuitional.

The second definition of the topic was based on frame Chafe (1976). According to this approach the topic of a sentence is the first word of the sentence. The first word of the sentence is the frame of the whole sentence. The theory does not clarify whether the first word is the topic or the frame.

According to hierarchy approach of Prague school, each unit in the sentence carries different levels of old and new information. Their communicative value in sentence can be rated according to communicative dynamism. The sentence unit that carries the lowest value of communicative dynamism is the topic of the sentence (Vallduví, 1994).

Relation between the topic of a sentence and sentence intial position has been studied. In 1891 Von der Gabelentz defined “psychological subject” (which will be replaced by the topic): the first thing that appears in the mind of the speaker; it derives the speaker to think and it is the thing that speaker wants the listener to think. Hockett (1958), Fairbas (1971, 1975) and Vallduví (1994) suggest that the first word of a sentence is the topic. Halliday (1967) creates the definition of the topic by giving reference to its place in the sentence. According to him the topic is what is being talked about. It is positioned at the beginning of the sentence and it is thus uttered prior to all other information.

1.3.2. Focus Centered Research

Focus centered research can be rooted back to 19th century as well. Psychological predicate (focus) is understood to be the most important component of a sentence. Psychological predicate (focus) is also seen as the communicative aim of a sentence and it carries the strongest stress in the sentence (İşsever, 2000).

6.

Öğrenciler salı günü müzeye gidecek. (Students will go to a museum on Tuesday.)

The stress, the focus in the sentence (6) is museum and it is the psychological predicate of the sentence. The speaker creates this sentence in order to communicate or to give information about the psychological predicate (focus). According to Wegener the psychological predicate can be determined by a question that could be answered by the sentence (cited in İşsever, 2000). That is the most frequent method used for information structure studies. The unit of a sentence that is asked by the question determines the psychological predicate, whereas the other parts of the sentence are the topic. The question for the sentence (6) is *Where are the students going on Tuesday?*

The Prague school created the contextual-freeness theory based on the conversational dynamics approach (Fairbas, 1971). According to this theory the focus is composed of context free sentence units. The units that are dependent on the context are accessible to

the listener's memory, whereas sentence units that are free from context are not in the memory of the listener (Hajičová, 1983). This approach defines information structure according to contextual dependence and contextual freeness. Hajičová was criticized for ambiguousness of this theory. Theory's ambiguity makes it open to interpretations.

Prince (1981) suggests a different approach for the units of information structure. Prince divides sentence into the focus and the open-proposition. Prince discusses a possibility of shared information. He states that the speaker cannot know what is in the memory of the listener.

Gundel (1988) discusses that the topic carries old information according to the focus and the focus carries new information according to the topic. At the same time Gundel evaluates the information loaded in a sentence according to discourse's familiarity or activation in the listener's mind.

7.

a. Sinem Ahmet'e ne dedi? (What did Sinem say to Ahmet?)

b. Sinem Ahmet'e seni seviyorum dedi. (Sinem said I love you to Ahmet)

Both of the speakers know that Sinem said something to Ahmet. That is an old piece of information. But *I love you* is not a piece of information shared by both speakers and is therefore a new piece of information. Sometimes a word can be the focus and the topic at the same time. This is why determining the focus as a new piece of information and the topic as an old piece of information does not always work. This can be seen in sentence (8).

8.

Ayşe saçlarını kendisi taradı. (Ayşe, combed her hair herself.)

In sentence (8) Ayşe is both topic and focus. Most of the research suggests that the focus carries new information, however Guntel differentiates newness of information at two

levels, namely the communicational level and the referential level. More researchers agree that information that the focus carries should be at communicational level (İşsever, 2000).

1.3.3. Vallduví and Information Packaging

Vallduví (1994) developed a study to clarify missing components of topic and focus centered research. On the one hand context-sentence relation includes only nonlinguistic factors that belong to context. On the other hand context-discourse relation is related to both nonlinguistic context and linguistic context. Based on this information Vallduví (1994) makes discrimination between sentential pragmatic and discourse pragmatics. He defines information structure under sentential pragmatics. Vallduví states that old and new information can be both the focus and the topic in a sentence and therefore explains that information structure is not related to discourse pragmatics but to sentential pragmatics. According to Vallduví information structure belongs to informatics, an autonomous component of linguistics. This component is in indirect relation with other components of linguistics such as syntactic and semantic components (Vallduví, 1994). As stated above from Vallduví's perspective information packaging is responsible for the organization of information that goes to the listener’s information storage. Information in a sentence changes according to different speakers. The reason of the existence of a sentence (consequently existence reason of communication) is information. A listener cannot obtain this information unless the speaker communicates it. Different listeners have different knowledge; information in a sentence is shaped according to the knowledge of the listener. Vallduví emphasizes the missing point of the previous research the definitions about the topic and the open-proposition are problematic and data related observations are scarce. Vallduví defines the open-proposition (not as knowledge of listener but) as the speaker's thought about the listener's knowledge (Vallduví, 1994).

1.3.4. Information Structure in Turkish Language

Previous research defined 4 syntax locations in Turkish language. These 4 positions constitute the information structure of Turkish language. The word order in spoken language is free and this freedom has certain discourse functions.

9.

Ali o kadar da rahat olmamalı gibi geliyor bana da. (According to me Ahmet should not be that relaxed)

Sentence Initial Position: Although there are alternative thoughts, it is widely accepted that in Turkish the topic is located at the beginning of a sentence (Vallduví, 1994). The topic of the sentence (9) is Ali.

Preverbal Position: Some researchers argue that preverbal position determines the location of the focus (Vallduví, 1994), but other researchers reject this hypothesis. The focus of the sentence (9) is 'rahat olmamalı' (should not be relaxed).

Postverbal Position: Researchers agree that postverbal position determines the location of the background information. The postverbal position in this sentence (9) is 'bana' (to me) (İşsever, 2000).

Position between the Sentence Initial Position and the Preverbal Position: this position resembles the postverbal position. For the researcher this position appears to be functionless. This position in the sentence (9) is 'o kadar da' (that much) (İşsever, 2000).

1.3.4.1. Syntax and Meaning

The sentence initial position is highly related to meaning (Erguvanlı, 1984). the sentence initial position makes the word definite.

10.

a. Çocuk parka girdi. (The child entered the park.)

b. Parka çocuk girdi. (The park the child entered.)

The word “child” in (10b) leads to ambiguity, as the child can be both definite and indefinite. However, in (10a) “child” can be perceived as definite. The definite meaning of the word child is due to its sentence initial position. Erguvanlı (1984) discusses that in certain conditions indefinite nominal clause can be in the sentence initial position. According to Erguvanlı when the nominal clause is alive (10a) or specific (10b) it can be indefinite, even if it is in the initial position of the sentence.

10.

a. Bir çocuk ağaçtan düştü.

b. Mavi kaplı bir kitabı Murat aceleyle okuyor.

(Erguvanlı, 1984:17)

1.4. Discourse Markers

In 1987 Schiffrin defined the term Discourse Marker. Discourse markers can be defined as “linguistic, paralinguistic, or nonverbal elements that signal relations between units of talk’’ (Schiffrin, 1987, p.40). Discourse markers organize discourse into coherent units. Discourse markers do not make any contribution to informational content of discourse, they does not have any meaning (Schiffrin, 1987). Discourse markers can be adverbs like ‘well’, lexical phases like ‘you know’, ‘I mean’ and conjunctions like ‘since’, ‘but’ (Fox, Tree & Schrock, 2002). Discourse markers are syntactically independent; they can be detached from sentence, they are syntactically flexible; they can be in the beginning, in the middle or at the end of a sentence and since they lack meaning; they do not affect syntactic or semantic structure of the sentence. However, discourse markers affect the pragmatic structure of a sentence and they are used in communicative context. Discourse markers carry procedural and indirect information about communication (Yılmaz, 1994). Discourse markers are mainly conversational phenomenon (Biber, 1988).

Discourse markers have wide range of purposes and these purposes can be summarized under two approaches; discourse/conversational approach and functional approach. According to discourse/conversational approach, role of discourse markers can be connecting past utterance with present one like ‘beside’, ‘however’. Discourse markers can be que to listener how to connect past and present discourses (Aijmer, 1986), parallel to this function they are also called as ‘discourse connecters’. Discourse markers can also have turn initiation, floor holding and turn completion function in conversation (Trillo, 1997).

According to functional approach discourse markers regulate interpersonal relations in conversation; discourse markers have interactive goals (Östman, 1981; Schourup, 1985; Wierzbicka, 1976). They express the attitude and feelings of the speaker to listener (Özbek, 1995; Wierzbicka, 1976). Discourse makers can be related to speaker’s interactive needs (Östman, 1981). Discourse markers can indicate politeness of speaker or they can show that speaker is thinking and gaining time by discourse particles before contributing to discourse (Schourup, 1985; Östman, 1981). Östman (1981) use concept of politeness in both traditional and the stylistic strategies of distancing and names these properties as ‘indirect accomplishments’. Bazzanella (1990) argues that politeness and indirectness of conversation are hidden in discourse marker.

1.4.1. Analysis of Most frequently used Discourse Markers

‘Yani’, ‘işte’, and ‘şey’ are accepted to be most frequently used discourse markers and there are articles (Furman & Özyürek, 2007; Özbek, 1995) and a thesis (Yılmaz, 2004) focusing on functions of these 3 discourse markers. Şey corresponds approximately to ‘uhhh’ or ‘thing’, yani to ‘I mean’, and işte to ‘y’know’ (Furman & Özyürek, 2007).

‘You know’, ‘I mean’, and ‘uhh’ are all used to avoid negative effect of pause in conversation, when speaker is thinking about what to say or when speaker is starting to repair last utterance. These 3 discourse markers demonstrate interactional style of speaker. The three particles organize discourse and contribute to overall achievement of interaction (Yılmaz, 2004).

1.4.1.1. Functions of Discourse Marker 'Şey'

1) Primary function of şey is that speaker needs a pause in conversation to think or plan about next message. In example (11) by using 'şey' (uhh) speaker implies to listener that speaker is planning rest of the message (Özbek, 1995).
2) Second function of 'şey' (uhh) is turn initiation in conversation; it is the speaker's intention of beginning a new discourse with novel content (Özbek, 1995).
3) Apart from discourse marker functions suffixed şey (thing) has nominal filler function for a new referent. That function of 'şey' allows new information to appear in postverbal position in the sentence (Özbek, 1995).
4) Interperonal role of 'şey' is related to politeness in literature (Özbek, 1995; Yılmaz, 2004).

5) 'Şey' can also be used as a marker of caution in certain topics of conversations (Erdoğan 2013).

1.4.1.2. Functions of Discourse Marker 'Yani'

1) First function of yani is expansion of previous utterance, either to support the idea and explain the event or to help listener's comprehension (Ilgın & Büyükkantarcıoğlu, 1994; Özbek, 1995; Yemenici, 2002). By using 'yani' speaker modifies or elaborates prior ideas.
2) 'Yani' is also used as emphatic marker and self-repair. With this function 'yani' marks boundaries of topics and to signal speaker's introduction of a new point to discourse.
3) 'Yani' is also argued to produce rhetoric and emotive effects (Özbek, 1995).

1.4.1.3. Functions of Discourse Marker 'İşte'

1) Primary function of 'işte' is to index shared knowledge. When 'işte' is used, that means knowledge about referent is shared between speaker and listener (Özbek, 1995).

2) ‘İşte’ can also be used as indicator of end of discourse unit, topic resumption, and emphasis of speaker’s point (Özbek, 1995).

Discourse markers ‘yani’, ‘işte’ and ‘şey’ are mostly mark politeness, emphasis, and holding speaker’s turn for thinking or correcting self. Present study expects increase of these functions in proceeding sessions of psychotherapy.

Politeness is related to psychological distancing (Stephan, Liberman & Trope, 2011). Kadushin (1962) studied social distance between professionals and clients, and he concluded that, relation psychotherapist and clients has the most social distance. Client’s internalization of psychoterapist’s distance might result in increased politeness in proceeding psychotherapy sessions.

Emphasis found to be correlated with emotional arousal. People emphasise word when they are emotionally aroused (Erickson, Fujimura & Pardo, 1998). Emotional arousal increases in mid-phase of psychotherapy and it decreases late-phase of psychotherapy (Missirlian et. al., 2005). In present study 15th session was mid-phase of psychotherapy, therefore clients are expected to have increased emotional arousal and use more discourse markers with emphasis function.

Studies indicate that psychotherapy creates space for client to increase generative thinking. Clients get engaged in intense thinking about their problems in psychotherapy process (Bohart & Tallman, 1999). During proceeding sessions of psychotherapy with increase in thinking process clients’ usage of discourse markers can be expected to increase.

1.5. The Aims of the Present Study

Language is a complex structure and there are various approaches to the study of language usage. However, studying language can be grouped under two major research categories, qualitative and quantitative. Qualitative domain that mainly includes discourse and conversational analysis is not going to part of this research. Present research focuses on quantitative analysis of client’s speech in psychotherapy.

The present study aims to understand the influence of the psychotherapy process on language usage of the clients. The focus of the present study will be on the quantitative analysis of language usage. The language usage of the clients is going to be analyzed with the help of computer based word count technique in order to understand the effects of psychotherapy on affect and cognitive mechanism categories of language usage. Another aim of the present study is to analyze a change in usage of the first person pronoun in different positions of the information structure. Finally the study aims to analyze the change in usage of the discourse particle usage of the clients in proceeding sessions of psychotherapy. The Clients accepted to change their language usages in three areas (word count, information structure and discourse markers) from 5^{th} to 15^{th} sessions of psychotherapy. The present study analyzes qualitative data based on the use of quantitative methods (Table 1).

Table 1.1. Qualitative and Quantitative Data and Analysis

	Qualitative Data	Quantitative Data
Qualitative Analysis	Interpretive text studies. Hermeneutics. Grounded theory, etc.	A search for and a presentation of the meaning in the results of quantitative processing
Quantitative Analysis	Turning words into numbers. Word counts, pile sots, etc.	A statistical and a mathematical analysis of numeric data

(Bernard & Ryan, 2010 cited in Kuckartz, 2014)

Hypothesis of Study

1. Clients will use significantly more cognitive mechanism words in 15^{th} session when compared with 5^{th} session.

2. Clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session will use more cognitive mechanism words in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score reduction from 5th to 15th session.

3. Clients will use more positive affect words in 15th session when compared with 5th session.

4. Clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session will use more positive affect words in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score reduction from 5th to 15th session.

5. Clients will use less negative affect words in 15th session when compared with 5th session.

6. Clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session will use less negative affect words in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score reduction from 5th to 15th session.

7. Clients' usage of first person pronoun in sentence initial position will increase from 5th to 15th session.

8. Clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session will use more first person pronoun in sentence initial position in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score reduction from 5th to 15th session.

9. Clients' usage of first person pronoun in preverbal position will decrease from 5th to 15th session.

10. Clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session will use less first person pronoun in preverbal position in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score reduction from 5th to 15th session.

11. Clients' usage of first person pronoun in postverbal position will increase from 5th to 15th session.

12. Clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session will use more first person pronoun in postverbal position in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score reduction from 5th to 15th session.

13. Clients' usage of discourse markers 'yani', 'işte' and 'şey' will decrease from 5th to 15th session.

14. Clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session will use less discourse markers 'yani', 'işte' and 'şey' in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score reduction from 5th to 15th session.

CHAPTER II

METHOD

2.1. Participants

The data collection period of the study began in March 2014 and ended in June 2015 (16 months). A total of 28 clients accepted to participate at the study. Among 28 clients, 3 clients ceased to continue their psychotherapy sessions until the 15th session, 5 clients did not complete the questionnaires after 5th or 10th session, and 4 clients refused to give tape recordings of their session. Thus, this study ended up analyzing the data of the 16 clients who completed their questionnaires in the 5th, the 10th, and the 15th sessions and who accepted to give the tape recordings of the 5th, the 10th, and the 15th psychotherapy sessions. 2 male and 14 female clients completed the study.

16 participants of the study applied to psychotherapy clinic for various reasons. Based on the information provided by psychotherapists, possible diagnosis of 3 clients was depression, 3 of the clients had anxiety symptoms, 3 of the clients had possible diagnosis of borderline personality disorder, 2 of the clients had narcissistic personality symptoms, 1 of the clients had an anger management problem, another 1 applied due to low self-esteem, 1 had possible diagnosis of dependent personality and another client had symptoms of hysteric personality disorder.

The inclusion criterion of the study was to obtain a score of 17 or higher either in the BAI, the BDI or the PANAS (negative affect score) (Table 2.1.). The exclusion criteria were schizophrenia diagnosis and mental retardation.

Table 2.1. First Session Baseline Psychometric Evaluation of Clients

Clients	BDI Score	NA Score	BAI Score
T1-C1	16	41	34
T1-C2	15	19	4
T2-C1	5	14	17
T3-C1	12	21	11
T4-C1	13	23	36
T6-C1	23	22	19
T6-C2	17	32	19
T7-C1	16	22	32
T8-C1	34	43	51
T8-C2	25	16	27
T9-C2	14	26	14
T9-C4	25	35	35
T10-C1	20	32	12
T11-C1	12	21	4
T12-C1	13	19	8
T12-C2	12	27	5

2.2. Instruments

In order to have an idea about psychological characteristics of sample, and clients' progress throughout the psychotherapy session, several psychological well-being measures were utilized, along with working alliance measure to assess the therapeutic relationship between the therapist and the client.

2.2.1. Beck Depression Inventory (BDI)

The scale has 21 multiple-choice questions to measure symptoms of depression (Beck et al., 1979). Questions rated on 4-point scale ranging from 0 to 3. Higher scores indicate higher levels of depression symptoms and possible total scores range between 0 and 63. The internal consistency of the BDI was found to be ranged between .73 and .95. Test-retest reliability was between .60 to .83 for non-clinical sample and between .48 and .86 for clinical sample (Beck, Steer and Garbin, 1988).

.Turkish psychometric properties of BDI were first examined by Tegin (1980) and coefficient alphas were found to be .78 for the sample of university students and .61 for the sample of depressed patients. Moreover, the split-half reliability coefficient was .65. Secondly, psychometric properties of BDI were examined by Hisli with clinical sample (1988) and university sample (1989). The criterion validity of the latest version of the scale was found to be ranged between .65 and .68 whereas the split-half reliability of the scale was .74. Hence, the scale was considered as a statistically reliable and valid instrument (see Appendix A).

2.2.2. Beck Anxiety Inventory (BAI)

Beck Anxiety inventory assesses anxiety, and aims to differentiate anxious individuals from nonanxious individuals. Beck Anxiety Inventory was developed with a sample of psychiatry patients. It aims to differentiate anxiety from depression (Beck, Epstein, Brown & Steer, 1988). Beck Anxiety Inventory is a 21-item self-report inventory. Each item is scored between 0 and 3. Subjects can obtain scores between 0 and 63, where scorings between 0 and 21 indicate low anxiety, scores between 22 and 35 indicate moderate anxiety and scores exceeding 36 indicate severe anxiety (Beck, Epstein, Brown, & Steer, 1988) Beck and colleagues defined the internal consistency of the inventory as .92 and the test-retest reliability as r = .75. Ulusoy et al. adapted the inventory to Turkish in 1998. Internal consistency of the Turkish version of the scale was .93 and the item total correlations ranged between .46 and .72 (see Appendix B).

2.2.3. Positive and Negative Affect Schedule (PANAS)

The Positive and Negative Affect Schedule (PANAS) was developed by Watson, Clark, & Tellegen (1988). In PANAS, the items are grouped separately into a positive affect (PA) scale and a negative affect (NA) scale. Each PANAS scale is composed of 10 mood-related words. The positive affect mood words include active, alert, attentive, determined, enthusiastic, excited, inspired, interested, proud, and strong. The negative affect mood words are afraid, ashamed, distressed, guilty, hostile, irritable, jittery, nervous, scared, and upset. The high scores in PA are a reflection of enthusiasm,

alertness, and pleasurable engagement with the environment; the low PA scores reflect a state of depression and a lack of vitality. On the other hand, high NA indicates aversive mood states and subjective distress, whereas low NA indicates calmness and relaxation. On a 5-point Likert-type scale, participants are asked to rate how frequently they experience the emotions in a general time frame, ranging from "1 = never" to "5 = always". Researchers (Watson et al., 1988) reported that the two factors, PA and NA together, accounted for the 68.7% of the total variance in general ratings. Internal consistency reliabilities were found as .88 and .87 for PA and NA respectively.

The adaptation of the scale to Turkey was conducted by Gençöz (2000). It was reported that the results of the factor analysis revealed two factors accounting for the 44% of the total variance. Internal consistencies of PA and NA were found as .83 and .86, respectively (see Appendix C).

2.2.4. Working Alliance Inventory (WAI)

The scale was developed by Horvath & Greenberg (1989). WAI is a 36-item scale which includes 3 subscales of task, goal, and emotional bonding related to working alliance. The Goal subscale is determined by an agreement between the client and the therapist on target goals of intervention. The Target Subscale is determined by an agreement between the client and the therapist on behaviors and cognitions that form counseling process. The Bond subscale evaluates the extent to which the client and the therapist share "mutual trust, acceptance, and confidence" (Horvath & Greenberg, 1989, p.224). It is rated on a 7-point Likert scale ranging from 1 (never) to 7 (always). the scale is different for the client, the therapist and the observer. The total scores of WAI range from 36 to 252. Higher scores reflect more positive ratings of alliance between the client and the therapist. Internal consistency estimates of the three subscale scores range from .85 to .92. The Turkish adaptation of the scale was carried out by Soygüt and Işıklı (2008). The internal consistency coefficient of Turkish adaptation was .90 (See Appendix D).

2.2.5. Linguistic Inquiry and Word Count (LIWC)

The linguistic analysis will be conducted by Linguistic Inquiry and Word Count (LIWC), which is a text analysis software program designed by Pennebaker, Francis, & Booth (2001). LIWC calculates the degree to which people use different categories of words across texts. The program classifies the text into categories of positive, negative emotions, self-references, causal words, and 85 other language dimensions (Pennebaker, Francis, & Booth, 2001) (see Appendix E).

2.2.5.1. Formation of Turkish Dictionary for LIWC

Turkish dictionary formation of LIWC was conducted by Serra Müderrisoğlu. A sample of 14.024.404 words was analyzed in order to develop the Turkish dictionary of LIWC. This sample was taken from the following sources novels (53 files, 109.106 words), stories (121 file, 148.396 words), poems (72 files, 39.993 words), newspapers (200 files, 132.938 words), columns (172 files, 76.320 words), news (44 files, 35.206 words), diaries (24 files, 35.304 words), letters (124 files, 19.281 word), essays (40 files, 43.701 word), academic articles (32 files, 84.289 words), articles (14 files, 27,411 word), research (4 files, 2519 words), songs (42 files, 26.777 words), encyclopedia (2 files, 1.806 word), blogs (177 files, 99.431 word), interviews (56 files, 86.406 words), other written texts (26 files, 21.021 word), autobiographies (134 files, 75.616 words), trauma (63 files, 53.697 words), control (59 files, 50.565 words), spoken language (160 files, 232.621 word). The findings were compared to the Turkish Word Frequency Dictionary (Göz, 2003). The words were put into categories of LIWC with an agreement of two independent judges. The words in categories were shared with experts to finalize process.

2.2.5.2. Process of Analyzing Text

LIWC scaned all the words in each text and compared each word to the LIWC Turkish Dictionary. LIWC calculated the percentage of each category by using the total number of words used in each text and the total number of words in a single category. LIWC did

not count synonymous words. Below is an example of how LIWC operated (see Table 2.2., and Table 2.3.)

Sentence Example:

Dünden beri annemle yaptığımız kavgayı düşünüyorum. Hep böyle oluyor. Beni dinlemeden kendi düşüncelerini dayatıyor. Onunla istediğim gibi tartışamıyorum. Nedense söylemek istediklerimi söyleyemiyorum. İçimde kalıyor ve bu beni sıkıyor.

2.2.5.3. Coding of Example Sentence By Using LIWC

dünden beri annemle yaptığımız kavgayı düşünüyorum hep böyle oluyor beni dinlemeden kendi düşüncelerini dayatıyor onunla istediğim gibi tartışamıyorum nedense söylemek istediklerimi söyleyemiyorum içimde kalıyor ve bu beni sıkıyor

Table 2.2. LIWC Categories

(1)Function	(31)CanPast	(61)See
(2)Pronouns	(32)DesireTotal	(62)Hear
(3)PersPron	(33)DesirePast	(63)Feel
(4)I	(34)Imperative	(64)Biological
(5)We	(35)Descriptive	(65)Body
(6)YouSing	(36)Prepositions	(66)Health
(7)YouPl	(37)Conjunctions	(67)Sexual
(8)HeShe	(38)Quantity	(68)Ingestion
(9)They	(39)Number	(69)Relative
(10)ImpPron	(40)Swear	(70)Motion
(11)Verbs	(41)Social	(71)Space
(12)Negations	(42)Family	(72)Time
(13)PassVerbs	43)Friends	(73)Work
(14)Questions	(44)Human	(74)Achievement
(15)VerbI	(45)Affect	(75)Leisure
(16)VerbYouSing	(46)PosAffect	(76)Home
(17)VerbHeShe	(47)NegAffect	(77)Money
(18)VerbWe	(48)Anxiety	(78)Religion
(19)VerbYouPl	(49)Anger	(79)Death
(20)VerbThey	(50)Sadness	(80)Assent
(21)AoristTense	(51)CogMech	(81)Filler
(22)PresentTense	(52)Insight	(82)Nonflu

(23)PastTotal	(53)Causality	(83)TotalI
(24)FutureTense	(54)Discrepancy	(84)TotalYou
(25)PastDili	(55)Tentative	(85)TotalHeShe
(26)PastMişli	(56)Certainty	(86)TotalWe
(27)Modalities	(57)Inhibition	(87)TotalYouPl
(28)MustTotal	(58)Inclusion	(88)TotalThey
(29)MustPast	(59)Exclusion	(89)TotalMişli
(30)CanTotal	(60)Perception	Numerals

Table 2.3. Distribution of words to categories.

Dünden	69	72				
Beri	1	36	69	72		
Annemle	41	42				
Yaptığımız	11					
Kavgayı	45	47	49	41		
Düşünüyorum	51	52				
Hep	1	51	56	69	72	
Böyle	1	35				
Oluyor	17	22	85	11		
Beni	1	2	3	4	83	
Dinlemeden	11	12	41	60	62	
Kendi	2	3	41	8	85	1
Düşüncelerini	51	52				
Dayatıyor	11	45	47	49		
Onunla	1	2	3	8	85	
Istediğim	11	51	54			
Gibi	36	51	55	1		
Tartışamıyorum	41	45	47	49	11	
Nedense	51	53				
Söylemek	11	41	60	62		
Istediklerimi	11	51	54			
Söyleyemiyorum	11	41	60	62		
Içimde	83					
Kalıyor	17	22	85	11		
Ve	1	37	51	58		
Bu	1	10	2			
Beni	1	2	3	4	83	
Sıkıyor						

2.3. Procedure

The study was initiated after the approval of The Middle East Technical University Ethical Committee. AYNA's coordinator granted permission to complete the research at AYNA, Psychological Support Unit of Psychology Department in Middle East Technical University. All participants were included in the study as volunteers and all of them signed a consent form (see Appendix F).

Each participant completed a, demographic form (see Appendix G) in first session and questionnaire at different time points 3 different time points which after the 5th, the 10th, and the 15th sessions. All questionnaires were collected by the client's psychotherapist. The clients and therapists had nicknames to provide confidentiality. To enable a maximum level of confidentiality, the researcher was given help by an assistant during the study in order to give nicknames to the clients and the therapists as well as to collect questionnaires from psychotherapists. The tape recordings of the 5th, the 10th, and the 15th sessions of the 16 clients were collected by the researcher. The researcher then prepared transcripts, for each of these 48 sessions.

Linguistic Inquiry and Word Count program (LIWC) and MaxQDA was used to analyze transcripts of psychotherapy sessions.

The inclusion criteria as well as the best and the worst symptom reduction were determined by BDI, BAI and PANAS. WAI was used to estimate overall efficacy of and the client therapist relationdhip for these psychotherapy sessions.

All of the psychotherapy sessions were conducted in AYNA Psychological Support Unit of Psychology Department in Middle East Technical University.

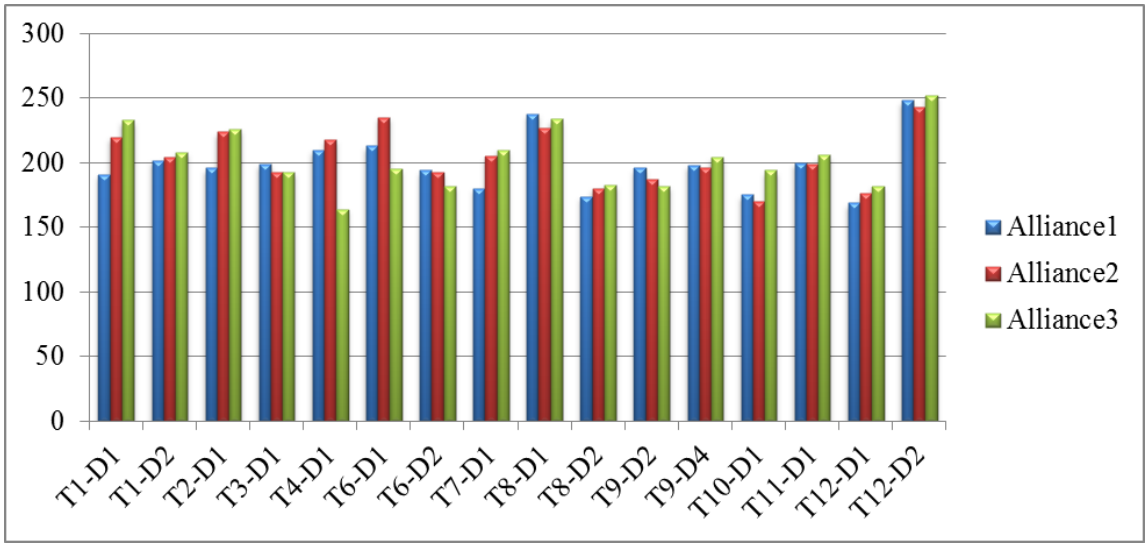
CHAPTER IIIRESULTS

3.1. Descriptive Statistics

The Working Alliance Inventory total scores are summarized in Table 3.1 and Figure 3.1.. The mean score of the Working Alliance in the 5th sessions (Alliance 1) was M = 198.94, SD= 21.32. The mean score of the Working Alliance in the 10th sessions (Alliance 2) was M = 204.37, SD= 21.60. The mean score of the Working Alliance in the 15th sessions (Alliance 3) was M= 203.00, SD= 23.61.

Table 3.1. Working Alliance Inventory Scores

	Alliance1	Alliance2	Alliance3
T1-D1	191	220	233
T1-D2	202	204	208
T2-D1	196	224	226
T3-D1	199	193	193
T4-D1	210	218	164
T6-D1	213	235	195
T6-D2	194	193	182
T7-D1	180	205	210
T8-D1	238	227	234
T8-D2	174	180	183
T9-D2	196	187	182
T9-D4	198	196	204
T10-D1	175	170	194
T11-D1	200	199	206
T12-D1	169	176	182
T12-D2	248	243	252



Firuge 3.1. Therapeutic Alliance Scores of Clients

According to MAQDA the total number of the single words used by the clients was 21.609 and total word usage in 48 sessions was 153.089. Table 3.2. demonstrates the most frequently used words, their frequencies, percentages and distribution based on each session. The most frequently used word in all transcripts was ‘bir’ (one) with a frequency of 5.497 (3.59%). The 2nd most frequently used word was ‘o’ (it) with a frequency of 2.689 (1.76%). The 3rd most frequently used word was ‘şey’ (thing) with a frequency of 2.658 (1.74%). The 4th most frequently used word was ‘çok’ (very) with a frequency of 2.568 (1.68%). The 5th most frequently used word was ‘da’ (also, too) with a frequency of 2.689 (1.76%). The 6th most frequently used word was ‘ama’ (but) with a frequency of 2.360 (1.54%). The 7th most frequently used word was ‘ben’ (I) with a frequency of 2.115 (1.38%). The 8th most frequently used word was ‘de’ (also, too) with a frequency of 2.004 (1.31%). The 9th most frequently used word was ‘bu’ (this) with a frequency of 1.620 (1.06%). The 10th most frequently used word was ‘yani’ (I mean) with a frequency of 1.537 (1.00%).

Table 3.2. Frequency of words used by the clients

Word	Frequency	%	5th Session	10th Session	15th Session
Bir	5497	3.59	1977	1873	1647
O	2689	1.76	1007	876	806
Şey	2658	1.74	937	929	792
Çok	2568	1.68	979	924	665
Da	2549	1.67	912	811	826
ama	2360	1.54	787	836	737
Ben	2115	1.38	777	767	571
De	2004	1.31	696	655	653
Bu	1620	1.06	643	513	464
yani	1537	1.00	648	545	344
gibi	1518	0.99	559	476	483
böyle	1375	0.90	577	449	349
Için	1087	0.71	382	362	343
daha	1081	0.71	425	372	284
Ne	995	0.65	336	394	265
Var	956	0.62	365	301	290
öyle	939	0.61	308	338	293
sonra	910	0.59	345	331	234
benim	874	0.57	319	275	280
diye	867	0.57	306	320	241
falan	835	0.55	313	346	176
Yok	762	0.50	274	239	249
kadar	747	0.49	247	250	250
Onu	720	0.47	258	275	187
Ya	706	0.46	203	278	225
bana	688	0.45	240	233	215
evet	629	0.41	210	213	206
değil	593	0.39	197	193	203
Işte	575	0.38	258	238	79
bunu	556	0.36	182	175	199
Ve	552	0.36	223	216	113
onun	547	0.36	218	171	158
zaten	545	0.36	180	196	169

beni	542	0.35	203	185	154
Ki	542	0.35	167	204	171
zaman	527	0.34	182	188	157
Iyi	507	0.33	197	157	153

3.2. Information Structure Analysis

Psychotherapist speeches were removed from 48 transcripts in order for the clients' speeches to be analyzed. All clients' documents were placed in MAXQDA. Each transcript was coded according to the first person pronoun usage in 3 information structure positions. The first person pronouns under each position were discussed with two linguists. The usage of the first person pronouns ben (I), biz (we), and kendim (myself) were analyzed under the topic, the focus or the postverbal positions. For descriptive analysis, 3 clients who had the best score reduction (BDI, BAI, PANAS) between the 1st and the 15th session and 3 clients who had the worst score reduction (BDI, BAI, PANAS) between the 1st and the 15th session were chosen. Their usage of the first person pronoun in preverbal, postverbal and sentence initial positions was calculated.

Findings were analyzed with the use of Statistical Package for the Social Sciences (SPSS 20). Data analysis based on 2(Scores) x 2(Time) Mixed Factorial Design repeated measures on the last factor. The first independent variable of the study was scores. The scores were calculated by comparing BDI, BAI and PANAS scores from the 1st session to BDI, BAI and PANAS scores from the 15th session. Continues scores of scales were divided in to two categories by using cumulative percentages. The score group 1 had 8 subjects with the better score reduction and the score group 2 had 8 subjects with the worse score reduction. The second independent variable of the study was Time. The Variable Time had 2 levels as well: time 1 is the 5th session and time 2 is the 15th session. The Mix design ANOVA analysis was conducted for 3 different dependent variables. The first dependent variable was the usage frequency of the first person pronoun in the initial position of a sentence, the second dependent variable was the usage frequency of

the first person pronoun in the preverbal position, and the third dependent variable was the usage frequency of the first person pronoun in the postverbal position.

3.2.1. Descriptive Statistics

'Ben' (me) was proven to be the most frequently used first person pronoun in all texts; it was used 4632 (3.2%) times in 14 different forms (Table 3.3.). The most frequent form used was the singular 'ben'; it was used 2116 (1.36%) times in 48 texts. The 2nd most frequent usage form of ben was 'benim' (mine) with the usage frequency of 874 (0.57%) times. The 3rd most frequent usage form of ben was 'bana' (to me) with the usage frequency of 688 (45%) times. 'Kendim' (myself) was the 2nd most frequent used first person pronoun, with the frequency of 726 (0.48%) times and in 14 different forms (Table 3.3). The most frequently used form was 'kendimi' (myself) with the usage frequency of 356 (0.23%) times. The 2nd most frequent usage form of ben was 'kendime' (to myself) with the usage frequency of 198 (0.13%) times. The 3rd most frequent usage form of ben was 'kendim' (myself) with the usage frequency of 89 (0.06%) times. 'Biz' (we) was the 3rd most frequent used first person pronoun, with the frequency of 276 (0.18 %) times and in 16 different forms (Table 3.3). The most frequently used form was 'biz' (we) with the usage frequency of 96 (0.06%) times. The 2nd most frequent usage form of ben was 'bizim' (our) with the usage frequency of 84 (0.06%) times. The 3rd most frequent usage form of ben was 'bizi' (us) and 'bize' (to us) with the same usage frequency of 27 (0.02%) times.

Table 3.3.: Overall Frequencies and Percentages of First Person Pronoun Usage According to Sessions

1st Pronoun	Frequency	%	5th Session	10th Session	15th Session
Ben	2116	1,38	778	767	571
Benim	874	0,57	319	275	280
Bana	688	0,45	240	233	215
Beni	543	0,35	203	186	154
Bende	210	0,14	54	87	69
Bence	102	0,07	26	37	39
Benimle	87	0,06	31	31	25
Benden	86	0,06	30	26	30

Benle	12	0,01	4	2	6
Benimki	5	0,00	2	0	3
Benimde	5	0,00	0	2	3
Benmişim	2	0,00	1	1	0
Bendim	2	0,00	2	0	0
Bensiz	1	0,00	1	0	0
Benimkinden	1	0,00	0	0	1
Total	**4734**	**3,09**	**1691**	**1647**	**1396**

1st Pronoun	**Frequency**	**%**	**5th Session**	**10th Session**	**15th Session**
Kendimi	356	0,23	131	128	97
Kendime	198	0,13	73	76	49
Kendim	89	0,06	21	42	26
Kendimden	25	0,02	10	9	6
Kendimle	23	0,02	10	6	7
Kendimde	12	0,01	6	2	4
Kendimce	11	0,01	4	5	2
Kendimin	5	0,00	1	3	1
Kendimize	2	0,00	1	1	0
Kendimizin	1	0,00	0	0	1
Kendimizi	1	0,00	0	1	0
Kendimizde	1	0,00	0	0	1
Kendimiz	1	0,00	1	0	0
kendiminkini	1	0,00	0	0	1
Total	**726**	**0,48**	**258**	**273**	**195**

1st Pronoun	**Frequency**	**%**	**5th Session**	**10th Session**	**15th Session**
Biz	96	0,06	35	35	26
Bizim	84	0,06	31	28	25
Bizi	27	0,02	10	14	3
Bize	27	0,02	8	12	7
Bizde	18	0,01	6	9	3
Bizimle	7	0,01	3	2	2
Bizden	4	0,00	2	1	1
Bizimkilerle	2	0,00	1	0	1
Bizimkileri	2	0,00	1	0	1
Bizimki	2	0,00	1	1	0
Bizdeydi	2	0,00	2	0	0
Bizlerden	1	0,00	0	1	0
Bizle	1	0,00	1	0	0

Bizimkinin	1	0,00	0	0	1
Bizimkilerde	1	0,00	1	0	0
Bizimkiler	1	0,00	1	0	0
Total	**276**	**0,18**	**103**	**103**	**70**

Table 3.4. demonstrates the total number of the first person pronoun usages during each session, the number of the first person pronoun usages in the sentence initiation position during each session, the number of the first person pronoun usages in the preverbal position during each session, the number of the first person pronoun usages in the postverbal position during each session, the percentage of the first person pronoun usages in the sentence initiation position during each session, the percentage of the first person pronoun usages in the preverbal position during each session and the percentage of the first person pronoun usages in the postverbal position during each session. The average usage of the first person pronoun during all 5th sessions was 128.44, the average usage of first person pronoun during all 10th sessions was 126.5 and the average usage of the first person pronoun during all 15th sessions was 103.81. The average usage of the first person pronoun in the sentence initial position during all 5th sessions was 31.25 (%26.44), the average usage of the first person pronoun in the preverbal position during all 5th sessions was 20 (%15.2), the average usage of the first person pronoun in the sentence initial position during all 5th sessions was 8.38 (%7.27). The average usage of the first person pronoun in the sentence initial position during all 10th sessions was 29.75 (%24.85), the average usage of the first person pronoun in preverbal position during all 10th sessions was 17.56 (%13.5), the average usage of the first person pronoun in the sentence initial position during all 10th sessions was 8.13 (%8.81). The average usage of the first person pronoun in the sentence initial position during all 15th sessions was 29.63 (%28.56), the average usage of the first person pronoun in the preverbal position during all 15th sessions was 13.69 (%12.57), the average usage of the first person pronoun in the posteverbal position during all 15th sessions was 7.25 (%8.06).

Table 3.4. Number and Percentage of First Person Pronouns

Client/Session	Total	Sentence Initiation Position	Preverbal Position	Postverbal Position	% Sentence Initiation Position	% Preverbal Position	% Postverbal Position
T1-C1 - 6th Session	156	35	47	21	22,44	30,13	13,46
T1-C2 - 5th Session	142	23	26	7	16,2	18,31	4,93
T2-C1 - 5th Session	184	43	29	8	23,37	15,76	4,35
T3-C1 - 5th Session	130	27	21	5	20,77	16,15	3,85
T4-C1 - 5th Session	101	40	16	10	39,6	15,84	9,9
T6-C1 - 5th Session	262	29	36	19	11,07	13,74	7,25
T6-C2 - 5th Session	150	26	18	5	17,33	12	3,33
T7-C1 - 5th Session	62	9	16	2	14,52	25,81	3,23
T8-C1 - 5th Session	116	30	17	3	25,86	14,66	2,59
T8-C2 - 5th Session	159	53	27	8	33,33	16,98	5,03
T9-C2 - 7th Session	183	43	24	10	23,5	13,11	5,46
T9-C4 - 6th Session	93	34	9	5	36,56	9,68	5,38
T10-C1 - 5th Session	34	14	2	7	41,18	5,88	20,59
T11-C1 - 5th Session	77	19	7	9	24,68	9,09	11,69
T12-C1 - 5th Session	128	47	12	8	36,72	9,38	6,25
T12-C2 - 6th Session	78	28	13	7	35,9	16,67	8,97
Average	**128,44**	**31,25**	**20**	**8,38**	**26,44**	**15,2**	**7,27**

T1-C1 – 10th Session	33	6	6	10	18,18	18,18	30,3
T1-C2 – 10th Session	187	24	27	5	12,83	14,44	2,67
T2-C1 – 10th Session	156	35	24	16	22,44	15,38	10,26
T3-C1 – 10th Session	177	22	23	5	12,43	12,99	2,82
T4-C1 – 10th Session	263	41	49	0	15,59	18,63	0
T6-C1 – 10th Session	122	25	17	6	20,49	13,93	4,92
T6-C2 – 10th Session	127	27	14	4	21,26	11,02	3,15
T7-C1 – 10th Session	106	26	19	7	24,53	17,92	6,6
T8-C1 – 10th Session	164	44	23	11	26,83	14,02	6,71
T8-C2 – 12th Session	128	54	13	5	42,19	10,16	3,91
T9-C2 – 11th Session	93	24	8	2	25,81	8,6	2,15
T9-C4 – 11th Session	76	20	8	15	26,32	10,53	19,74
T10-C1 – 10th Session	65	19	11	7	29,23	16,92	10,77
T11-C1 – 10th Session	87	23	4	19	26,44	4,6	21,84
T12-C1 – 12th Session	149	50	23	11	33,56	15,44	7,38
T12-C2 – 12th Session	91	36	12	7	39,56	13,19	7,69
Average	**126,5**	**29,75**	**17,56**	**8,13**	**24,85**	**13,5**	**8,81**

T1-C1 – 15th Session	43	13	8	8	30,23	18,6	18,6
T1-C2 – 15th Session	137	36	23	5	26,28	16,79	3,65
T2-C1 – 15th Session	88	16	16	2	18,18	18,18	2,27
T3-C1 – 15th Session	141	35	20	6	24,82	14,18	4,26
T4-C1 – 14th Session	167	45	21	0	26,95	12,57	0
T6-C1 – 16th Session	81	10	6	5	12,35	7,41	6,17
T6-C2 – 16th Session	134	33	19	6	24,63	14,18	4,48
T7-C1 – 15th Session	132	45	19	10	34,09	14,39	7,58
T8-C1 – 15th Session	118	26	25	15	22,03	21,19	12,71

T8-C2 – 17th Session	162	53	18	9	32,72	11,11	5,56
T9-C2 – 15th Session	89	28	13	5	31,46	14,61	5,62
T9-C4 – 16th Session	42	16	4	2	38,1	9,52	4,76
T10-C1 – 15th Session	70	19	3	16	27,14	4,29	22,86
T11-C1 – 15th Session	33	12	2	3	36,36	6,06	9,09
T12-C1 – 16th Session	149	67	17	16	44,97	11,41	10,74
T12-C2 – 17th Session	75	20	5	8	26,67	6,67	10,67
Average	**103,81**	**29,63**	**13,69**	**7,25**	**28,56**	**12,57**	**8,06**

Table 3.5. compares the clients who had the highest score reduction in BDI, BAI and PANAS to the clients who had the lowest score reduction. The clients who had the highest score reduction used 20.94% of the first person pronouns in the initiation sentence position, 23.53% of the first person pronouns in the preverbal position and 6.42% of the first person pronouns during the 5th sessions. The clients who had a higher score reduction used 23.18% of the first person pronouns in the initiation sentence position, 16.17% of the first person pronouns in the preverbal position and 14.54% of the first person pronouns during the 10th sessions. The clients who the lowest score reduction used 20.94% of the first person pronouns in the initiation sentence position, 18.06% of the first person pronouns in the preverbal position and 6.42% of the first person pronouns during 15th sessions. The clients who had a higher score reduction used 31.36% of the first person pronouns in the initiation sentence position, 11.19% of the first person pronouns in the preverbal position and 10.59% of the first person pronouns during the 5th sessions. The clients who had a higher score reduction used 25.21% of the first person pronouns in the initiation sentence position, 15.60% of the first person pronouns in the preverbal position and 6.94% of the first person pronouns during the 10th sessions. The clients who had a higher reduction used 32.80% of the first person pronouns in the initiation sentence position, 10.83% of the first person pronouns in the preverbal position and 12.42% of the first person pronouns in during the 15th sessions.

Table 3.5. First Person Pronoun Usage in Higher and Lower Score Reduction Outcome groups of Clients

Psychotherapy Sessions	% Sentence Initiation Position	% Preverbal Position	% Postverbal Position
5th Session Total	26,44	15,20	7,27
5th Session Best Score Red.	20,94	23,53	6,42
5th Session Worst Score Rd.	31,36	11,19	10,59

10th Session Total	24,85	13,50	8,81
10th Session Best Score Rd.	23,18	16,71	14,54
10th Session Worst Score Rd.	25,21	15,60	6,94
15th Session Total	28,56	12,57	8,06
15th Session Best Score Rd.	28,79	18,06	12,96
15th Session Worst Score Rd.	32,80	10,83	12,42

3.2.2. Analyses on First Person Pronoun Usage Information Structure Positions

First person pronoun usage in preverbal position was investigated by 2 (Scores) x 2 (Time) mix design ANOVA with repeated measures on the last factor. According to 2 (Scores) x 2 (Time) mix design ANOVA with repeated measures on the last factor results significant Time effect was found for first person pronoun usage in preverbal postion (see Table 3.6. and Table 3.7.)

Table 3.6. Effects of Time and Scores on Usage Percentage of First Person Pronoun in Preverbal Position

	SS	Df	MS	F	Partial η^2
Score	63.28	1	63.28	1.36	.09
Error	650.94	14	46.50		
Time	57.78	1	57.78	4.40*	.24
Score x Time	22.78	1	22.78	1.73	.11
Error	183.94	14	13.14		

Note. *$p \leq .05$

Table 3.7. 2 (Score) x 2 (Time) Interaction Effect for Usage Percentage of First Person Pronoun in Preverbal Position

	5th Session	15th Session
Better Outcome Group	17.50_{a}	13.13_{b}
Worse Outcome Group	13.00_{ab}	12.00_{b}

Note. The mean scores that do not share a common letter subscript on each raw are significantly different from each other.

The clients used the first person pronoun in the preverbal position significantly more during the 5th session when compared to the 15th session $F(1,14)=4.40$, $p=.05$, $\eta^2 = .24$. During the 5th session the clients in the higher outcome group used the first person pronoun in the preverbal position more often than the clients in the lower outcome group but the difference was not significant $F(1,14)=2.38$, $p>.05$, $\eta^2 = .15$. During the 15th session the clients in higher outcome group used the first person pronoun in the preverbal position more often than the clients in the lower group but the difference was not significant $F(1,14)=0.2$, $p> .05$, $\eta^2 = .01$. The usage of the first person in preverbal position pronoun decreased in the lower outcome group between the 5th and the 15th sessions, but the difference was not significant: $F(1,14)=0.3$, $p>.05$, $\eta^2 = .02$.The usage of the first person in preverbal position pronoun significantly decreased in the higher outcome group from the 5th to the 15th sessions: $F(1,14)=5.83$, $p< .05$, $\eta^2 = .29$ (see Figure 3.2.).

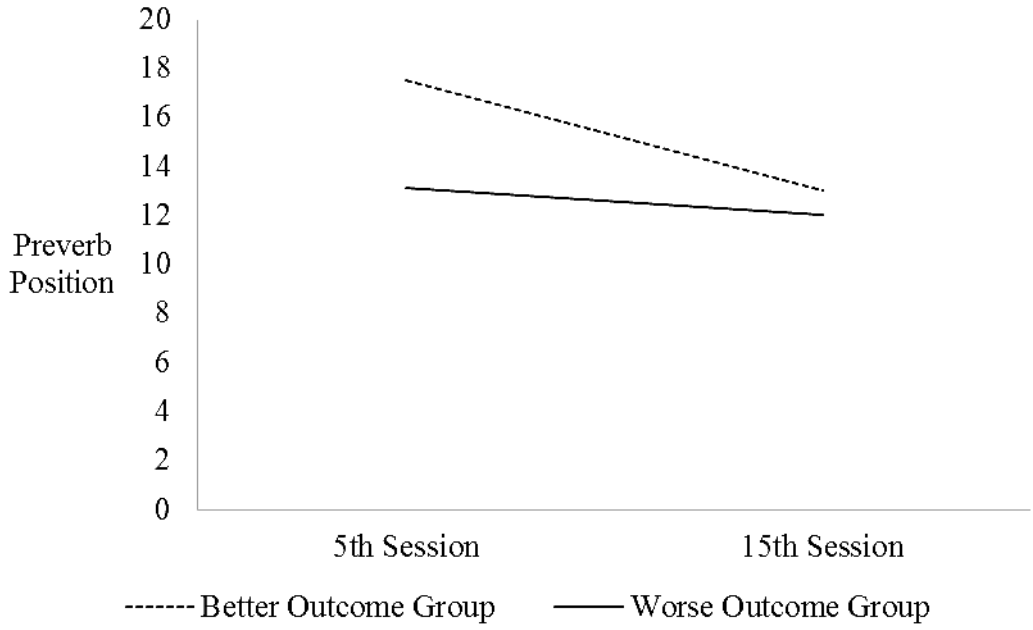


Figure 3.2. Usage First Person Pronoun During 5th and 15th Sessions

Clients had different diagnosis; however their diagnosis can be categorized under two major kategories. About half of the clients had anxiety, depression realted disorders (Axis I) and the other half had personality disorders (Axis II). Nature of disorder could have change results of analysis. To understand the effect of diagnosis mix design ANOVA analysis conducted. First independent variable of analysis was diagnosis, which had two cateogies, namely Axis I and Axis II. Second independent variable was time, which also had two categories, namely 5th session and 15th session. Dependet variable was usage offirst person pronoun in information structure positions. Acording to 2 (Diagnosis) x 2 (Time) mix design ANOVA with repeated measures on the last factor results it was found that clients with Axis I and Axis II did not differentiate on using first person pronoun in sentence initial position $F(1,14)=0.65$, $p> .01$, $\eta^2=.04$.

According to 2 (Diagnosis) x 2 (Time) mix design ANOVA results in 15th session clietns with Axis I disorder used significantly less first person pronoun in preverbal position ‘in 15th session when compared with 5th session $F(1,14)=8.31$, $p< .05$, $\eta^2=.37$.

3.3. LIWC Analysis

LIWC2007 was used for transcripts of the 48 speeches (16 clients' speeches, 3 sessions of each client). Some systematic spelling errors and some missing words in the dictionary were recognized in the first analysis. After correcting the spelling errors and adding missing words to the dictionary, the LIWC2007 analysis was done for the second time. In order the o cross check findings of LIWC2007, the researcher chose 4 random transcripts and codded words in the transcripts based on the dictionary categories of LIWC2007.

Each word of each client's transcribed speech was counted under 2 basic categories of LIWC2007. Keeping literature in mind, 2 major categories, which were proven to be the most effective on psychology, namely affect and cognitive mechanism categories, were chosen to be analyzed. The affect category had 5 subcategories: negative emotion, positive emotion, anxiety, anger and sadness. The cognitive mechanisms had 2 subcategories: insight and causality. The affect and the cognitive mechanisms were analyzed with the use of Statistical Package for the Social Sciences (SPSS 20). The data analysis based on the 2(Scores) x 2(Time) Mixed Factorial Design repeated the measures on the last factor. The first independent variable of the study was scores. The scores were calculated by comparing the BDI, BAI and PANAS scores from 1st session to the BDI, BAI and PANAS scores from the15th session. Continues scores were divided in to two categories by using cumulative percentages. The score group 1 had eight subjects with the best score reduction and the score group 2 had eight subjects with the worst score reduction. The second independent variable of the study was time. The Variable Timehad 2 levels as well: time 1 was the 5th session and time 2 was the 15th session. The dependent variable of the present study was the LIWC word count scores of the Affect and the Cognitive mechanism categories (Appendix B). A Post Hoc analysis was conducted with the use of Bonfforoni.

The word count of the 4 transcripts handled by the researcher was proven to be 87.2% consistent with the findings of LIWC2007. LIWC2007 could not classify names of

people (e.g., Ahmet, Mehmet, Fatma) and places (e.g., Ankara, Armada, Italya), daily slang (e.g., salak, aptal), synonymous words (e.g., yüz, gül, yaz), quoted usage of personal pronouns (e.g., annem ‘eve gedim’ dedi (my mother said that ‘I came home’), Sinem ‘ben böyle şeylerden anlamam’ diyerek odadan çıktı (Sinem said: ‘I don’t understand this kind of things’ while she was living room) and metaphors. On avarage LIWC coded 90% of word in all texts.

The average usage of the total affect words was 5.99 % during the 5th sessions, 6.44% during the 10th sessions and 6.89% during the 15th sessions. The average usage of positive affect words was 2.54% during the 5th sessions, 2.41% during the 10th sessions and 2.57% during the 15th sessions. The average usage of negative affect words was 3.30% during the 5th sessions, 3.52% during the 10th sessions and 3.66% during the 15th sessions. The average usage of anxiety words was 0.83% during the 5th sessions, 0.86% during the 10th sessions and 0.97% during the 15th sessions. The average usage of anger words was 0.73% during the 5th sessions, 0.89% during the 10th sessions and 0.92% during the 15th sessions. The average usage of sadness words was 1.19% during the 5th sessions, 1.09% during the 10th sessions and 1.31% during the 15th sessions. The average usage of cognitive mechanism words was 20.96% during the 5th sessions, 21.76% during the 10th sessions and 21.83% during the 15th sessions. The average usage of insight words was 4.44% during the 5th sessions, 4.78% during the 10th sessions and 4.94% during the 15th sessions. The average usage of causality words was 2.90% during the 5th sessions, 3.21% during the 10th sessions and 3.29% during the 15th sessions (Table 3.8.).

Table 3.8. LIWC Results of Affect and Cognitive Mechanism Words

Percentages of Categories during the 5th Session									
Client	**Affect**	**Pos. Affect**	**Neg. Affect**	**Anxiety**	**Anger**	**Sadness**	**CogMech**	**Insight**	**Causality**
T1_C1	7,98	2,11	4,81	1,48	0,82	1,59	23,57	6,02	4,57
T1_C2	1,04	1,85	2,23	0,58	0,48	0,94	22,5	5,08	3,34
T10_C1	7,81	2,48	4,8	0,98	0,3	1,95	26,43	6,91	1,03
T11_C1	3,48	1,96	1,33	0,28	0,15	0,78	18,07	3,26	2,96
T12_C1	6,67	2,83	3,36	0,48	0,87	1,57	24,02	5,27	2,75
T12_C2	7,4	3,16	4,12	0,54	1,01	2,09	20,94	3,52	3,64
T2_C1	6,48	2,86	3,13	0,78	0,75	0,9	21,85	5,68	1,04
T3_C1	6,58	3,42	2,86	0,62	0,67	1,16	22,32	3,89	2,67
T4_C1	5,34	2,11	2,71	0,92	0,46	0,92	20,37	3,98	3,22
T6_C1	7,61	1,89	4,72	0,89	1,87	1,24	20,84	4,85	3,26
T6_C2	5,27	2,1	3,01	0,78	0,73	0,73	19,02	3,59	2,62
T7 _C1	5,92	2,81	2,77	0,87	0,37	1,08	20,4	3,85	2,73
T8_C1	6,29	1,99	3,77	1,34	0,81	1,21	17,35	3,18	3,08
T8_C2	5,86	2,47	3,14	0,92	1,08	1,02	16,67	3,98	3,24
T9_C2	5,37	2,85	2,16	0,91	0,36	0,61	19,81	3,1	2,99
T9_C4	6,8	2,25	3,87	0,87	1,01	1,22	21,22	4,9	3,28
Average	**5,99**	**2,45**	**3,30**	**0,83**	**0,73**	**1,19**	**20,96**	**4,44**	**2,90**

Percentages of Categories during the 10th Session									
Client	**Affect**	**Pos. Affect**	**Neg. Affect**	**Anxiety**	**Anger**	**Sadness**	**CogMech**	**Insight**	**Causality**
T1_C1	9,04	2,95	5,58	3,27	0,45	1,54	22,88	5,58	4,17
T1_C2	4,86	1,59	2,74	0,75	0,18	1,55	21,61	5,49	2,76
T10_C1	6,6	2,44	3,53	1,3	0,94	0,78	30,34	8,21	3,64
T11_C1	2,69	1,03	1,55	0,59	0,34	0,52	17,61	3,99	3,06
T12_C1	6,38	2,2	3,73	1,28	0,54	0,91	23,32	5,05	3,48
T12_C2	7,83	3,37	3,92	0,34	1,68	1,26	19,84	3,66	2,82
T2_C1	8,14	3,12	4,62	0,45	1,35	1,66	20,13	4,22	3,07
T3_C1	6,16	2,99	2,86	1,02	0,29	1	23,06	4,37	3,03
T4_C1	6,54	1,98	4,02	0,89	1,1	1,29	19,63	3,64	3,74
T6_C1	6,7	1,98	4,13	0,35	1,41	0,92	19,72	4,41	2,36
T6_C2	5,05	2,3	2,43	0,98	0,45	0,93	21,8	3,97	3,35
T7 _C1	5,69	2,85	2,69	0,19	0,72	0,41	23,97	5,94	4,07
T8_C1	8,2	2,49	4,99	0,85	1,87	1,21	19,65	4,13	3,35
T8_C2	5,08	2,59	2,13	0,32	0,68	0,54	21,45	5,44	2,99
T9_C2	6,82	2,71	3,02	0,35	0,74	1,79	21,28	4,55	2,27
T9_C4	7,21	2,04	4,34	0,87	1,51	1,09	21,9	3,85	3,13
Average	**6,44**	**2,41**	**3,52**	**0,86**	**0,89**	**1,09**	**21,76**	**4,78**	**3,21**

Percentages of Categories during the 15th Session									
Client	**Affect**	**Pos. Affect**	**Neg. Affect**	**Anxiety**	**Anger**	**Sadness**	**CogMech**	**Insight**	**Causality**
T1_C1	7,57	1,84	4,84	3,73	0,23	0,73	24,59	5,69	3,65
T1_C2	4,35	2,12	1,97	0,52	0,33	0,64	24,06	5,52	3,28
T10_C1	6,75	3,3	2,38	0,83	0,39	0,49	32,17	9,38	3,64
T11_C1	4,86	2,29	1,02	0,61	0,42	0,89	21,44	4,81	3,55
T12_C1	5,67	1,74	3,56	0,63	0,93	1,41	22,47	5,01	3,11
T12_C2	10,84	2,8	7,58	0,47	1,98	4,08	21,45	4,08	3,9
T2_C1	10,01	4,76	4,7	1,16	1,95	1,34	22,53	5,92	2,93
T3_C1	7,58	4,7	2,44	0,99	0,56	0,48	24,09	4,38	3,41
T4_C1	7,56	2,66	4,32	0,81	1,09	1,62	20,65	4,9	3,7
T6_C1	8	2,12	5,13	0,59	1,53	2,32	22,31	5,18	2,81
T6_C2	5,62	2,19	3,12	0,82	0,6	1,05	20,12	3,35	3,94
T7 _C1	7,96	2,77	4,77	0,59	1,27	2,51	21,41	5,74	3,46
T8_C1	6,5	2,17	4,08	1,46	1,28	0,89	15,94	3,27	2,95
T8_C2	5,5	1,02	3,16	0,54	1,01	0,95	16,24	3,54	2,94
T9_C2	5,53	1,98	3,13	1,11	0,52	1,08	17,78	3,48	2,47
T9_C4	5,9	2,6	2,28	0,65	0,65	0,46	22,03	4,83	2,97
Average	**6,89**	**2,57**	**3,66**	**0,97**	**0,92**	**1,31**	**21,83**	**4,94**	**3,29**

3.3.1. Analyses on Usage Percentage of Affect Words

The time and the score variables were proven to be significantly different for the 2 categories of LIWC: the Affect and the Insight. In the Affect category the main effect of time was proven to be significant. The clients used significantly more affect words between the 5th session (6.58%) and the 15th session (7.49%) $F(1,14)=4.71$, $p< .05$, $\eta^2 = .25$ (See Table 3.9.).

Table 3.9. Effects of Time and Scores on Usage Percentage of Affect Words

Source	SS	Df	MS	F	Partial η^2
Score	11.31	1	11.31	2.50	.15
Error	63.22	14	4.52		
Time	6.39	1	6.39	4.71*	.25
Score x Time	0.01	1	0.01	0.00	.00
Error	19.02	14	1.36		

Note. *p ≤ .05

In negative emotion category the main effect of time $F(1,14)=1.10$, $p> .05$ and the main effect of the score $F(1,14)=1.65$, $p> .05$ were proven to be insignificantly different. In the positive emotion category the main effect of the time $F(1,14)=0.30$, $p> .05$ and the main effect of the score $F(1,14)=0.02$, $p> .05$ were proven to be insignificantly different. In the anxiety category the main effect of the time $F(1,14)=0.81$, $p> .05$ and the main effect of the score $F(1,14)=1.47$, $p> .05$ were proven to be insignificantly different. In the anger category the main effect of the time $F(1,14)=0.81$, $p> .05$ and the main effect of the score $F(1,14)=2.41$, $p> .05$ were proven to be insignificantly different. In the sadness category the main effect of the time $F(1,14)=0.31$, $p> .05$ and the main effect of the score $F(1,14)=2.90$, $p> .05$ were proven to be insignificantly different.

Clients had different diagnosis; however their diagnosis can be categorized under two major kategories. About half of the clients had anxiety, depression realted disorders

(Axis I) and the other half had personality disorders (Axis II). Nature of disorder could have change results of analysis. To understand the effect of diagnosis mix design ANOVA analysis conducted. First independent variable of analysis was diagnosis, which had two cateogies, namely Axis I and Axis II. Second independent variable was time, which also had two categories, namely 5th session and 15th session. Dependet variable was usage of affect words. Acording to 2 (Diagnosis) x 2 (Time) mix design ANOVA with repeated measures on the last factor results it was found that clients with Axis I disorder used significantly more insight words in 15th session when compared with 5th session $F(1,14)=5.18$, $p< .05$, $\eta^2=.27$. However, clients' use of affect words in Axis II disorder group, did not change when 5th session and 15th session compared.

3.3.2. Analyses on Usage Percentage of Cognitive Mechanism Words

In the cognitive mechanisms category the main effect of the time $F(1,14)=3.24$, $p> .05$ and the main effect of the score $F(1,14)=2.80$, $p> .05$ were proven to be insignificantly different. In the causality category the main effect of the time $F(1,14)=2.92$, $p> .05$ and the main effect of the score $F(1,14)=3.00$, $p> .05$ were proven to be insignificantly different. In the insight category the main effect of the time $F(1,14)=5.51$, $p< .05$, $\eta^2=.28$ (Table 3.10.) were proven to be significant. The clients used the insight words significantly more between the 5th session (4.44%) and the 15th session (4.94%)

Table 3.10. Effects of Time and Scores on Usage Percentage of Insight Words

Source	SS	Df	MS	F	Partial η^2
Score	2.14	1	2.14	0.68	.05
Error	44.46	14	3.18		
Time	2.01	1	2.01	5.51*	.28
Score x Time	0.92	1	0.92	0.25	.02
Error	5.11	14	0.37		

Note. *p ≤ .05

Clients had different diagnosis; however their diagnosis can be categorized under two major kategories. About half of the clients had anxiety, depression realted disorders (Axis I) and the other half had personality disorders (Axis II). Nature of disorder could have change results of analysis. To understand the effect of diagnosis mix design ANOVA analysis conducted. First independent variable of analysis was diagnosis, which had two cateogies, namely Axis I and Axis II. Second independent variable was time, which also had two categories, namely 5th session and 15th session. Dependet variable was usage of insight words. Acording to 2 (Diagnosis) x 2 (Time) mix design ANOVA with repeated measures on the last factor results it was found that clients with Axis I disorder used significantly more insight words in 15th session when compared with 5th session $F(1,14)=5.80$, $p< .05$, $\eta^2=.28$. However, clients' use of insight words in Axis II disorder group,did not change when 5th session and 15th session compared.

3.4. Discourse Markers

3.4.1. Descriptive Statistics

In transcripts of 48 client speeches frequency of 'şey' was 2.658 (1.74%), and usage frequency of total suffixed 'şey' was 4.429 (2.87%). Frequency of discouse marker

'yani' was 1.545 (1%) and frequency of discourse marker 'işte' was 688 (0.45%) (see Table 11).

Table 3.11. Frequency and Percentage Distribution of Discource Particles Yani, İşte, Şey

Word	**Frequency**	**%**	**5th Session**	**10th Session**	**15th Session**
Yani	1545	1	648	551	346
Word	**Frequency**	**%**	**5. seans**	**10th Session**	**15th Session**
Işte	688	0,45	317	270	101
Word	**Frequency**	**%**	**5. seans**	**10th Session**	**15th Session**
Şey	2658	1,74	937	929	792
Şeyler	470	0,31	140	173	157
Şeyi	371	0,24	123	145	103
Şeyleri	184	0,12	56	68	60
Şeye	155	0,10	50	59	46
Şeyde	57	0,04	25	16	16
Şeyden	50	0,03	24	11	15
Şeydi	49	0,03	23	17	9
Şeylere	48	0,03	16	17	15
Şeyin	43	0,03	20	13	10
Şeyim	41	0,03	16	12	13
Şeyle	35	0,02	14	12	9
Şeylerin	32	0,02	9	12	11
Şeylerle	29	0,02	8	7	14
Şeylerden	22	0,01	8	7	7
Şeyini	20	0,01	6	9	5
Şeylerde	20	0,01	7	11	2
Şeydir	19	0,01	3	12	4
Şeyine	11	0,01	5	4	2
Şeyse	11	0,01	5	4	2
Şeyimiz	9	0,01	4	4	1
Şeyimi	8	0,01	4	3	1
Şeyinde	8	0,01	2	4	2
Şeylerim	8	0,01	4	2	2
Şeymiş	8	0,01	4	0	4

Şeydim	6	0,00	2	3	1
Şeyinden	6	0,00	4	2	0
Şeyiyle	5	0,00	1	2	2
Şeyime	3	0,00	1	0	2
Şeyimin	3	0,00	0	2	1
Şeylerdi	3	0,00	1	0	2
Şeylerini	3	0,00	3	0	0
Şeyimle	2	0,00	0	0	2
Şeyindeyim	2	0,00	0	0	2
Şeyinin	2	0,00	0	1	1
Şeyken	2	0,00	1	1	0
Şeylerimi	2	0,00	1	1	0
Şeylerinden	2	0,00	1	1	0
Şeylermiş	2	0,00	1	1	0
Şeysi	2	0,00	0	2	0
Şeysin	2	0,00	1	1	0
Şeydeki	1	0,00	0	0	1
Şeydeyken	1	0,00	1	0	0
Şeyimde	1	0,00	0	0	1
Şeyimden	1	0,00	1	0	0
Şeyimdi	1	0,00	1	0	0
Şeyimdir	1	0,00	1	0	0
Şeyimizi	1	0,00	1	0	0
Şeyindeydim	1	0,00	0	0	1
Şeyiniz	1	0,00	0	1	0
Şeyleride	1	0,00	0	1	0
Şeylerimiz	1	0,00	1	0	0
Şeylerimizde	1	0,00	1	0	0
Şeylerken	1	0,00	0	0	1
Şeyliği	1	0,00	1	0	0
Şeylik	1	0,00	1	0	0
Şeymiş	1	0,00	1	0	0
Total	**4429**	**2,87**	**1540**	**1570**	**1319**

3.4.2 Analyses on Usage Percentage of Discourse Markers

Usage percentage of discourse markers were investigated by 2 (Score) x 2 (Time) mixed design ANOVA with repeated measures on the last factor. According to 2 (Score) x 2 (Time) mixed design ANOVA with repeated measures on the last factor results, significant time main effect was found for usage percentage of 'şey' $F(1,14)=11.35$, $p<.01$, $\eta^2 = .45$ (see Table x). The clients' usage percentage of 'şey' during 15th session was significantly more than the clients' usage percentage of 'şey' during 5th session $F(1,14)=11.35$, $p. \leq .005$, $\eta^2 = .45$. The clients in better outcome group used less 'şey' than the clients in worse outcome group, however difference was not significant $F(1,14)=0.03$, $p>.05$, $\eta^2 = .01$.

Table 3.12. Effects of Time and Scores on Usage of 'şey'

	SS	df	MS	F	Partial η^2
Score	.09	1	.09	.03	.01
Error	40.89	14	2.92		
Time	17.16	1	17.16	11.35*	.45
Score x Time	2.49	1	2.49	1.65	.11
Error	21.58	14	1.51		

Note. *p ≤ .005

The clients' usage of 'şey' in better outcome group was significantly more than during 15th session when compared with 5th session. The clients' usage of 'şey' in better outcome group was more during 15th session when compared with 5th session, however difference was not significant. During 5th sessions better outcome group's usage percentage of 'şey' was less than worseoutcome group's usage percentage of 'şey', however the difference was not significant. During 15th sessions better outcome group's usage percentage of 'şey' was higher than worse outcome group's usage percentage of 'şey', however the difference was not significant (see Table x and Figure 2).

Table 3.13. 2 (Score) x 2 (Time) Interaction Effect for Usage Percentage of 'şey'

	5th Session	15th Session
Better Outcome Group	$2{,}17_{a}$	$4{,}19_{b}$
Worse Outcome Group	$2{,}76_{ab}$	$3{,}67_{b}$

Note. The mean scores that do not share a common letter subscript on each raw, are significantly different from each other.

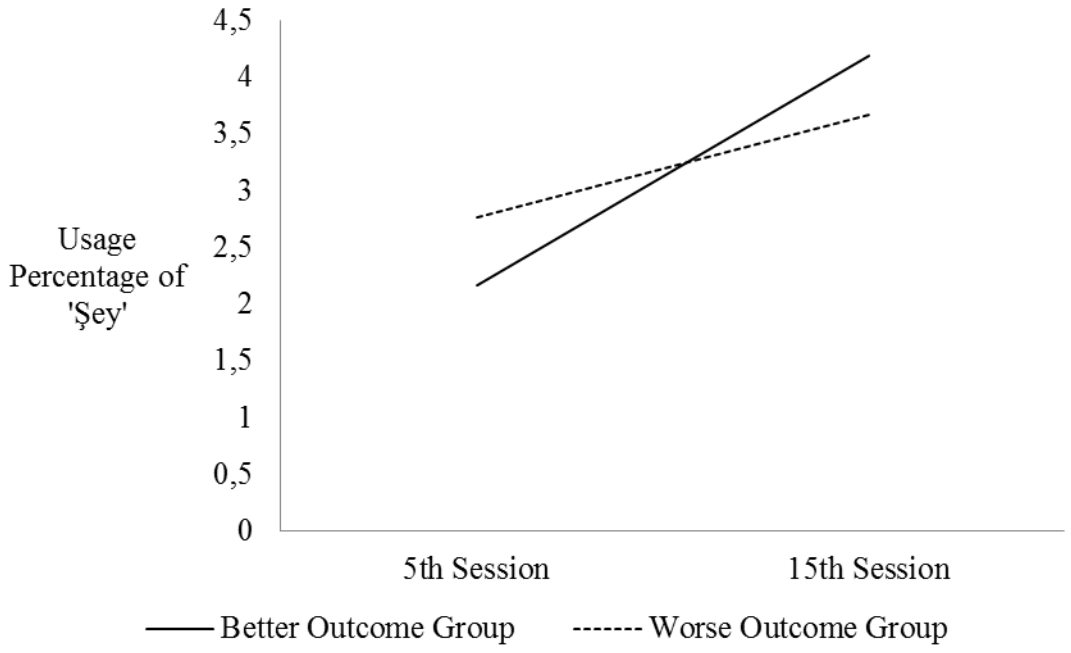


Figure 3.3. Usage Percentage of 'şey' during 5th and 15th Session

The clients' usage percentage of 'yani' during 15th session was less than the clients' usage percentage of 'yani' during 5th session, however the diffecence was not significant $F(1,14)=1.5$, $p>.05$, $\eta^2 = .10$. The clients in better outcome group used less 'yani' than the clients in worse outcome group, however difference was not significant. $F(1,14)=3.84$, $p=.07$, $\eta^2 = .22$.

The clients' usage percentage of 'işte' during 15th session was less than the clients' usage percentage of 'işte' during 5th session, however the diffecence was not significant

$F(1,14)=2.67$, $p=.12$, $\eta^2 = .16$. The clients in better outcome group used less ‘işte’ than the clients in worse outcome group, however difference was not significant. $F(1,14)=2.62$, $p=.13$, $\eta^2 = .16$.

Clients had different diagnosis, however their diagnosis can be categorized under two major kategories. About half of the clients had anxiety, depression realted disorders (Axis I) and the other half had personality disorders (Axis II). Nature of disorder could have change results of analysis. To understand the effect of diagnosis mix design ANOVA analysis conducted. First independent variable of analysis was diagnosis, which had two cateogies, namely Axis I and Axis II. Second independent variable was time, which also had two categories, namely 5th session and 15th session. Dependet variable was usage of discourse markers. Acording to 2 (Diagnosis) x 2 (Time) mix design ANOVA with repeated measures on the last factor results it was found that clients with Axis I disorder used significantly more ‘yani’word in 15th session when compared with 5th session $F(1,14)=8.18$, $p< .01$, $\eta^2=.45$.

According to 2 (Diagnosis) x 2 (Time) mix design ANOVA results in 15th session clietns in Axis II group significantly less ‘işte’ word when compared with clients in Axis I group $F(1,14)=9.26$, $p< .01$, $\eta^2=.40$. Clients with Axis I disorder used significantly more ‘işte’ word in 15th session when compared with 5th session $F(1,14)=5.18$, $p< .05$, $\eta^2=.37$.

According to 2 (Diagnosis) x 2 (Time) mix design ANOVA results in 15th session clietns in Axis II group significantly less ‘şey’ word when compared with clients in Axis I group $F(1,14)=9.54$, $p< .01$, $\eta^2=.41$. Clients with Axis I disorder used significantly more ‘şey’ word in 15th session when compared with 5th session $F(1,14)=12.24$, $p< .005$, $\eta^2=.47$.

CHAPTER IV DISCUSSON

First hypothesis of the present study was that clients will use significantly more cognitive mechanism words in 15th session when compared with 5th session. First hypothesis of present study was not approved; clients did not use significantly more cognitive mechanism words in 15th session when compared with 5th session. Second hypothesis of present study was that clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session will use more cognitive mechanism words in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score reduction from 5th to 15th session. Second hypothesis of present study was not approved, clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session did not use more cognitive mechanism words in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score reduction from 5th to 15th session

Third hypothesis of present study was clients will use more positive affect words in 15th session when compared with 5th session. Third hypothesis of present study was not approved, clients did not use more positive affect words in 15th session when compared with 5th session. Fourth hypothesis of present study was clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session will use more positive affect words in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score reduction from 5th to 15th session. Fourth hypothesis of present study was not approved, clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session did not use more positive affect words in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score reduction from 5th to 15th session.

Fifth hypothesis of present study was that clients will use less negative affect words in 15th session when compared with 5th session. Fifth hypothesis of present study was not approved, clients will use less negative affect words in 15th session when compared with 5th session. Sixth hypothesis of present study was that clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session will use less negative affect words in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score reduction from 5th to 15th session. Sixth hypothesis of present study was not approved, clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session did not use less negative affect words in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score reduction from 5th to 15th session.

Seventh hypothesis of presnt study was that, clients' usage of first person pronoun in sentence initial position will increase from 5th to 15th session. Seventh hypothesis was not approved, clients' usage of first person pronoun in sentence initial position will increase from 5th to 15th session. Eighth hypothesis of present study was that clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session will use more first person pronoun in sentence initial position in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score reduction from 5th to 15th session. Eighth hypothesis of present study was not approved clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session used significantly more first person pronoun in sentence initial position in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score reduction from 5th to 15th session.

Nineth hypothesis of present study was that, clients' usage of first person pronoun in preverbal position will decrease from 5th to 15th session. Nineth hypothesis of present study was approved, clients' usage of first person pronoun in preverbal position siginificanly decreased from 5th to 15th session. Tenth hypothesis of present study was

that, clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session will use less first person pronoun in preverbal position in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score reduction from 5th to 15th session. Tenth hypothesis of present was approved, clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session l used significantly less first person pronoun in preverbal position in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score reduction from 5th to 15th session.

Eleventh hypothesis of present study was that, clients' usage of first person pronoun in postverbal position will increase from 5th to 15th session. Eleventh hypothesis of present study was not approved, clients' usage of first person pronoun in postverbal position did not increase from 5th to 15th session. Twelveth hypothesis of present study was that, clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session will use more first person pronoun in postverbal position in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score reduction from 5th to 15th session. Twelveth hypothesis of present study was not approved, clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session did not use more first person pronoun in postverbal position in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score reduction from 5th to 15th session.

Thirteenth hypothesis of present study was that clients' usage of discourse markers 'yani', 'işte' and 'şey' will decrease from 5th to 15th session. Thirteenth hypothesis of present study was not approved; clients' usage of discourse markers 'yani', 'işte' and 'şey' did not decrease from 5th to 15th session. Fourteenth hypothesis of present study was that clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session will use less discourse markers 'yani', 'işte' and 'şey' in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score

reduction from 5th to 15th session. Fourteenth hypothesis of present study was not approved, clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session did not use less discourse markers ‘yani’, ‘işte’ and ‘şey’ in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score reduction from 5th to 15th session.

There were four unexpectional findings of present study. Even though usage of negative affect words did not increase nor usage of positive affect words did not increased in 15th session compared with 5th session, usage of affect words (emotion total category) significantly increase in 15th session when compared with 5 th session. Second unexpectional finding was that, even though percentage of words in cognitive mechanisms category did not increased in 15th session compared with 5th session, percentage of insight words (which is subcategory of cognitive mechanism words) significantly increase in 15th session when compared with 5th session. Third unexpectional finding was that usage ‘şey’ increased significantly in 15th session when compared with 5th session. Fourth unexpectional finding was that clients who had more BDI, BAI and PANAS score reduction from 5th to 15th session used significantly more ‘şey’ in 15th session when compared with 5th session than clients who had less BDI, BAI and PANAS score reduction from 5th to 15th session.

Present study analyzed word frequencies in 48 transcripts. 153.089 words counted and ‘bir’ (one) found to be most frequently used word with frequency of 5.497 (%3.59). ‘Şey’ was most frequently used 3rd word with frequency of 2.658 (1.74%). ‘Ben’ was 7th most frequently word with frequency of 2.115 (1.38%). Word ‘yani’ had a frequency of 1.537 (1.00%). Frequency of ‘işte’ was 575 (0.38%) and frequency of word ‘ve’ (and) was 552 (0.36%).

İlyas Göz (2003) published word frequency dictionary of written Turkish. İlyas Göz analyzed 1.006.306 words in media, novel, science, popular science, fine arts, biography, hobby, religion, text book and other texts. According to his analysis ‘bir’ found to be

most frequently used word in written Turkish with a frequency of 29.29 (2.9%). Word ‘ve’ was the 2nd frequently used one with frequency of 22.86 (2.28%). Word ‘ben’ was used 5.83 times with percentage of 0.58; it was the most frequently used 7th word in analysis of Göz. Word ‘şey’ was used for 2.55 times (0.25%), word ‘yani’ had frequency of 950 (0.09%) and word ‘işte’ had a frequency of 789 (0.08).

When word frequencies of recent study compared with Göz’s dictionary study; in both of the studies ‘bir’ found to be most frequently used word with similar percentages (0.69 differences in percentage). In both of the studies ben had a frequency rank of 7 with a percentage difference of 1.16. This 1.16% difference between usages of ‘ben’ in two studies might be resulted from context. In a self-focused conversation (psychotherapy) first person pronouns are accepted to be used more often (Pennebaker & Graybeal 2001) than in in media, novel, science, popular science, fine arts, biography, hobby, religion, text book and other texts.

Conjunction ‘ve’ is used more frequent in study of Göz (about 2% more frequent than present study), whereas disourse particles ‘yani’ (about 1%) and ‘şey’ (about 1.5%) were used more frequent in present study. It is known that one of the functions of discourse particles’ is conjunction function (Hansen, 1998) and discourse particles ‘yani’ and ‘şey’ are most frequently used discourse particles in conjunction position (Yılmaz, 2004). Discourse particles occur primarily in spoken language, discourse particle are found to be informal to be used in written language (Jucker & Ziv, 1998; Schourup, 1985). So, it might be possible to claim that conjunction function of ‘ve’ in written language might be replaced by discourse particles ‘yani’ and ‘şey’ in spoken language.

4.1. Information Structure

There was a significant difference in the first person pronoun usage in the preverbal position. The clients in the higher outcome group used the first person pronoun in the preverbal position significantly less often during the 15th session when compared to the 5th session. However, the usage of the first person pronoun in other positions showed a

change in the different direction (increased) in all conditions, which was also worth discussing.

In the present study an average of the clients' uses of the first person pronoun in the sentence initial, preverbal and postverbal positions during the 5th, the 10th and the 15th sessions of psychotherapy was calculated. According to the results the average number of uses of the first person pronoun in the initial positions of the sentence changed by 2.12% between the 5th and the 15th session. The average number of uses of the first person pronoun in the preverbal positions changed by 2.63% between the 5th and the 15th session. The average number of uses of the first person pronoun in the postverbal positions changed by 0.80% between the 5th and the 15th session. At the second level, the use of the first person pronoun in the sentence initial, preverbal and postverbal positions during the 5th, the 10th and the 15th sessions was calculated among the clients who had a higher score reduction in BDI, BAI and PANAS. In this study they were named as highest scores. Among the highest scores, the average number of the uses of the first person pronoun in the sentence initial positions changed by 7.85% between the 5th and the 15th session. The average number of uses of the first person pronoun in the preverbal positions changed by 5.47% between the 5th and the 15th session. The average number of uses of the first person pronoun in the postverbal positions changed by 6.54% between the 5th and the 15th session. At the third level, the use of the first person pronoun in the sentence initial, preverbal and postverbal positions during the 5th, the 10th and the 15th sessions was calculated among the clients who had a higher score reduction in BDI, BAI and PANAS. In this study they were named as lowest scores reduction. Among the highest scores, the average number of the use of the first person pronoun in the sentence initial positions changed by 1.43% between the 5th and the 15th session. The average number of uses of the first person pronoun in the preverbal positions changed by 0.36% between the 5th and the 15th session. The average number of uses of the first person pronoun in the postverbal positions changed by 1.83% between the 5th and the 15th sessions.Based on these findings it can be stated that under all conditions (all scores,

highest score reduction and lowest score reduction) and after having 10 sessions of psychotherapy, the usage of the first person pronoun in the sentence initiation position increases, the usage of the first person pronoun in the preverbal position decreases and the usage of the first person pronoun in the postverbal position increases.

Research found a close relation between topic and subject words. It is discussed that a topic becomes a subject when the topic is an agent (Givon, 1976; Mallinson & Blake, 1981). In the present study all topic words are first person pronouns, namely agents, so all topic words are also subjects of sentences. It can be stated that the use of the first person pronoun in the subject position increases after 10 sessions of psychotherapy. This could be related to subjectification of self in the process of psychotherapy. Post-structural research also supports the relation of subjectification and psychotherapy (Frewin, 2002).

While there was increase in the usage of the first personal pronoun in the sentence initial (topic) position, the usage of the first person pronoun in the preverbal (focus) position decreased after 10 sessions of psychotherapy. In linguistic studies the preverbal postion in sentence belongs to an object (Gundel & Fretheim, 2004). Accordingly it can be stated that psychotherapy can be leading to a decreased objectification of self. In previous research self-objectification was proven to be related to psychopathology (especially to eating disorders) and a decrease in self-objectification was proven to be related to recovery (Morry & Staska, 2001; Calogero, Davis & Thompson, 2005).

4.2. LIWC

Other categories of LIWC were also analyzed as dependent varibles but consistent with literature there was not significance difference on any categories of LIWC in time and score variables.

The main effect of time was proven to be insignificant in the categories of positive affect, negative effect, anxiety, anger and sadness. However, the main effect of time was

proven to be significantly different in general affect category. The clients used affect words significantly more during the 15th session when compared to the 5th session.

The usage percentage of both negative and positive affect words increased between the 5th and the 15th session; however this increase was not significant. There was a significant increase in the general affect category between the 5th and 15th session. This could result from the effect of cumulative increase of negative and positive affect.

According to the findings of Tausczik and Pennebaker (2010), an effective psychological intervention leads to a decrease in the negative affect word usage and an increase in the positive affect word usage. Findings of the present study support Pennebaker's findings about the positive affect words, but do not support Pennebaker's findings regarding the negative affect words.

There was an increase in usage of general cognitive words and its subcategories: insight and causality between the 5th and the 15th session. However, the main effect of time was proven to be significant only for insight words. The main effect of scores was also significant for insight words. The clients used more insight words during the 15th session than during the 5th session. The clients in the higher symptom reduction group used more insight words during the 15th session than during the 5th session.

Literature suggests that the usage of causal and insight words increases with mental health improvement. This was proven to be related with reconstruction of experiences. Reconstruction of experiences leads to mental health improvement (Harter, 1988; Pennebaker & Francis 1996; Pennebaker, Mehl, & Niederhoffer, 2003). Pennebaker states that cognitive words are proven to be more related to mental health than the affect words (Pennebaker & Tausczik, 2010).

Many approaches of psychotherapy emphasized the importance of insight as one of the main targets of psychotherapy (McAleavey & Castonguay, 2014). The present study

proved that the clients with higher score reduction used more insight words during the 15th session than during the 5th session.

However, according to the literature (Pennebaker & Tausczik, 2010) causal words were also shown to increase during the psychotherapy process. There was an increase in the average usage percentage of causal words between the 5th (2.90%) and the 15th (3.29) session; however this increase was not significant. This could be due to the small sample size of study; the increase in the usage of causal words might be significant if the sample size of study increased.

4.3. Discourse Markers

Although the frequencies of discourse markers decreased from 5th to 15th session their usage percentage increased. This increase can be understood by understanding functions of discourse particle. Present study did not analyze discourse particle according to their functions, however further research can have deeper understaning of functions of these particles.

4.4. Further Suggestions

To have deeper understanding of psychotherapy, more studies should be conducted on analysis of psychotherapy texts. Present study focused on client speech. Similar linguistic properties can be investigated in speech of psychotherapist. These results would give clue about change in speech of psychotherapist. Future studies can also compar psychotherapist's speech with client's speech to understand how psychotherapist effects the change in client's speech.

Understanding the use of language and phonology is an important component and gives a grammatical structure. The information structure is mainly a combination of syntax and phonology. The focus and the topic can be better understood in this combination (Steedman, 2000). Further studies can be implemented in order to understand

psychology and information structure relation by combining text analysis and phonology with a larger sample. People can use their voices in order to put an emphasis on a specific part of a sentence.

4.5. Weaknesses & Strengths

A major limitation of the study was the sample size, as it was limited to 16 clients. The data collection period was 15 months. Each client, who visited AYNA, was asked to participate, however some clients did not accept to to be a part of the study. Some of them did not want to share their type recordings, others did not pursue the psychotherapy process for 15 sessions and some of the clients accepted to participate in study, but changed their mind during the 15 week period. A 4 month time period had to be completed in order to collect the data from a single client.

The second step of the study was a transcription of the type recordings. This was a labor intensive period as well. The transcription of each type record took about 7 hours; approximately 336 hours were thus spending for the transcription process in the period of about 50 days (more than 1.5 month). The third step of the study was coding the transcribed data and discussing the codes with linguists, which was a time consuming step as well. The data collection process of the present study was labor intensive and time demanding, which is what makes the study valuable and limited at the same time.

The second limitation of the present study was the use of a word count program. Word count programs have both advantages and disadvantage. Like most of the computer based word count programs LIWC misses synonymous words, sarcastic words and metaphors. However, having a valid and reliable tool to analyze text overcomes other difficulties. When the word count is done by people, it becomes nearly impossible to work on large number of texts. People get tired and can have subjective interpretations while coding words. With experience, judges get used to overcoming this difficulty. However, due to the labour intensive nature of coding it always becomes limited.

4.6. Clinical Implications

Regardless of different theoretical models of therapists, some variables lead psychotherapies of all approaches to success (Wampold, 2007). In 1936 Saul Rosenzweig argued that common factors were effective for a success of different kinds of psychotherapies and all therapies were equally effective. A successful psychotherapy is associated with change in the client (Bandler & Grinder, 1975; Kiesler, 1973). Necessary and sufficient factors leading to the change in psychotherapy are known to be therapeutic relationship, empathy and unconditional positive regard (Rogers, 1992). In addition to these factors, it is known that a successful psychotherapy is also dependent on the communication between the therapist and the client, as the primary means of communication is language (Buehler & Richmond, 1965; Kiesler, 1973). Language is the client's and the therapist's tool of communication during therapy (Streeck, 2002) and as language is the basic element of communication, coordination of its actions is essential in order to attain change in therapy (Habermas, 2001).

As Lacan stated, language can be perceived as the bridge to reality (Lacan, 1968). Through communicational interaction the client and the therapist are building a new reality, which is a psychological change of client (Reyes et al., 2008). The message is not transmitted from the client to the therapist but "constructed between, like an ideological bridge; it is constructed in the process of their interaction" (Bakhtin, 1986, p. 49). The way to a new reality is through creation of meaning. Specification of meaning and the constitution of a new reality become possible through the usage language.

Language usages provide significant cues about the way people process information and interpret it to make sense of their environment and experiences. A change in thought reflects itself in the words people use to connect thoughts. Language usage changes when people reevaluate a past experience and create new meanings based on it. The experience itself does not have a meaning; the meaning is created through language. The

recreation of meaning is made possible by putting experiences into linguistic symbols, namely words (Clarke, 1989). A client lives an experience and then creates linguistic symbols to represent this experience. The meaning is formed by an interaction of experience and something that symbolizes that experience (Gendlin, 1962). In other words, the creation of meaning is a formation of linguistic symbols for the experience felt. The crucial point in psychotherapy is the meaning not the word. The word is just a signifier, but without words one cannot have meaning. For most of the psychotherapy systems, a creation of meaning leads to a change in the client and this change is a means of treatment for many disorders. The creation of meaning involves perceptual, affective and cognitive processes and leads to the therapeutic change (Clarke, 1989; Janoff-Bulman, 1985).

Other important aspects of psychotherapy the increase in self-awareness and the insight are possible through the creation of meaning by language (Pennebakar & Graybeal, 2001; Morin, 2006). From Freud to Cognitive Behavioral Psychotherapy many approaches of psychotherapy emphasized the importance of self-awareness and insight as one of the main targets of psychotherapy. The crucial aspects of mental health such as self-awareness, insight and introspection can only be possible through language-experience connection (Musacchio, 2002; Wittgenstein, 1958).

The therapists listen to the clients in order to understand what they say. The present study stresses the importance of how the clients use language to say what they say. A sentence can be verbalized in various ways. The way the client chooses to compose a sentence gives out information about the client's psychology. The psychological change then follows a different construction of language. By changing the language usage the clients can change their meaning of reality. So it is important to understand change in the language usage of the clients in order to understand the psychological change.

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APPENDICES

APPENDIX A

Beck Depression Inventory

Aşağıda kişilerin ruh durumlarını ifade ederken kullandıkları bazı cümleler verilmiştir. Her madde, bir çeşit ruh durumunu anlatmaktadır. Her maddeye o ruh durumunun derecesini belirleyen 4 seçenek vardır. Lütfen bu seçenekleri dikkatle okuyunuz. Son iki hafta içindeki (şu an dahil) kendi ruh durumunuzu göz önünde bulundurarak, size en uygun olan ifadeyi bulunuz. Daha sonra, o maddenin yanındaki harfi işaretleyiniz.

1. (a) Kendimi üzgün hissetmiyorum.

   (b) Kendimi üzgün hissediyorum.

   (c) Her zaman için üzgünüm ve kendimi bu duygudan kurtaramıyorum.

   (d) Öylesine üzgün ve mutsuzum ki dayanamıyorum.

2. (a) Gelecekten umutsuz değilim.

   (b) Geleceğe biraz umutsuz bakıyorum.

   (c) Gelecekten beklediğim hiçbir şey yok.

   (d) Benim için bir gelecek yok ve bu durum düzelmeyecek.

3. (a) Kendimi başarısız görmüyorum.

   (b) Çevremdeki birçok kişiden daha fazla başarısızlıklarım oldu sayılır.

(c) Geriye dönüp baktığımda, çok fazla başarısızlığımın olduğunu görüyorum.

(d) Kendimi tümüyle başarısız bir insan olarak görüyorum.

4. (a) Her şeyden eskisi kadar zevk alabiliyorum.

(b) Her şeyden eskisi kadar zevk alamıyorum.

(c) Artık hiçbir şeyden gerçek bir zevk alamıyorum.

(d) Bana zevk veren hiçbir şey yok. Her şey çok sıkıcı.

5. (a) Kendimi suçlu hissetmiyorum.

(b) Arada bir kendimi suçlu hissettiğim oluyor.

(c) Kendimi çoğunlukla suçlu hissediyorum.

(d) Kendimi her an için suçlu hissediyorum.

6. (a) Cezalandırıldığımı düşünmüyorum.

(b) Bazı şeyler için cezalandırılabileceğimi hissediyorum.

(c) Cezalandırılmayı bekliyorum.

(d) Cezalandırıldığımı hissediyorum.

7. (a) Kendimden hoşnutum.

(b) Kendimden pek hoşnut değilim.

(c) Kendimden hiç hoşlanmıyorum.

(d) Kendimden nefret ediyorum.

8. (a) Kendimi diğer insanlardan daha kötü görmüyorum.

   (b) Kendimi zayıflıklarım ve hatalarım için eleştiriyorum.

   (c) Kendimi hatalarım için çoğu zaman suçluyorum.

   (d) Her kötü olayda kendimi suçluyorum.

9. (a) Kendimi öldürmek gibi düşüncelerim yok.

   (b) Bazen kendimi öldürmeyi düşünüyorum, fakat bunu yapamam.

   (c) Kendimi öldürebilmeyi isterdim.

   (d) Bir fırsatını bulsam kendimi öldürürdüm.

10. (a) Her zamankinden daha fazla ağladığımı sanmıyorum.

    (b) Eskisine göre şu sıralarda daha fazla ağlıyorum.

    (c) Şu sıralarda her an ağlıyorum.

    (d) Eskiden ağlayabilirdim, ama şu sıralarda istesem de ağlayamıyorum.

11. (a) Her zamankinden daha sinirli değilim.

    (b) Her zamankinden daha kolayca sinirleniyor ve kızıyorum.

    (c) Çoğu zaman sinirliyim.

    (d) Eskiden sinirlendiğim şeylere bile artık sinirlenemiyorum.

12. (a) Diğer insanlara karşı ilgimi kaybetmedim.

    (b) Eskisine göre insanlarla daha az ilgiliyim.

    (c) Diğer insanlara karşı ilgimin çoğunu kaybettim.

(d) Diğer insanlara karşı hiç ilgim kalmadı.

13. (a) Kararlarımı eskisi kadar kolay ve rahat verebiliyorum.

(b) Şu sıralarda kararlarımı vermeyi erteliyorum.

(c) Kararlarımı vermekte oldukça güçlük çekiyorum.

(d) Artık hiç karar veremiyorum.

14. (a) Dış görünüşümün eskisinden daha kötü olduğunu sanmıyorum.

(b) Yaşlandığımı ve çekiciliğimi kaybettiğimi düşünüyor ve üzülüyorum.

(c) Dış görünüşümde artık değiştirilmesi mümkün olmayan olumsuz değişiklikler olduğunu hissediyorum.

(d) Çok çirkin olduğumu düşünüyorum.

15. (a) Eskisi kadar iyi çalışabiliyorum.

(b) Bir işe başlayabilmek için eskisine göre kendimi daha fazla zorlamam gerekiyor.

(c) Hangi iş olursa olsun, yapabilmek için kendimi çok zorluyorum.

(d) Hiçbir iş yapamıyorum.

16. (a) Eskisi kadar rahat uyuyabiliyorum.

(b) Şu sıralarda eskisi kadar rahat uyuyamıyorum.

(c) Eskisine göre 1 veya 2 saat erken uyanıyor ve tekrar uyumakta zorluk çekiyorum.

(d) Eskisine göre çok erken uyanıyor ve tekrar uyuyamıyorum.

17. (a) Eskisine kıyasla daha çabuk yorulduğumu sanmıyorum.

(b) Eskisinden daha çabuk yoruluyorum.

(c) Şu sıralarda neredeyse her şey beni yoruyor. ,

(d) Öyle yorgunum ki hiçbir şey yapamıyorum.

18. (a) İştahım eskisinden pek farklı değil.

(b) İştahım eskisi kadar iyi değil.

(c) Şu sıralarda iştahım epey kötü.

(d) Artık hiç iştahım yok.

19. (a) Son zamanlarda pek fazla kilo kaybettiğimi sanmıyorum.

(b) Son zamanlarda istemediğim halde üç kilodan fazla kaybettim.

(c) Son zamanlarda istemediğim halde beş kilodan fazla kaybettim.

(d) Son zamanlarda istemediğim halde yedi kilodan fazla kaybettim.

- Daha az yemeye çalışarak kilo kaybetmeye çalışıyor musunuz?

EVET ( ) HAYIR ( )

20. (a) Sağlığım beni pek endişelendirmiyor.

(b) Son zamanlarda ağrı, sızı, mide bozukluğu, kabızlık gibi sorunlarım var.

(c) Ağrı, sızı gibi bu sıkıntılarım beni epey endişelendirdiği için başka şeyleri düşünmek zor geliyor.

(d) Bu tür sıkıntılar beni öylesine endişelendiriyor ki, artık başka hiçbir şey düşünemiyorum.

21. (a) Son zamanlarda cinsel yaşantımda dikkatimi çeken bir şey yok.

(b) Eskisine oranla cinsel konularda daha az ilgiliyim.

(c) Şu sıralarda cinsellikle pek ilgili değilim.

(d) Artık, cinsellikle hiçbir ilgim kalmadı.

APPENDIX B

Beck Anxiety Inventory (BAI)

Aşağıda insanların kaygılı ya da endişeli oldukları zamanlarda yaşadıkları bazı belirtiler verilmiştir. Lütfen her maddeyi dikkatle okuyunuz. Daha sonra, her maddedeki belirtinin bugün dahil son iki haftadır sizi ne kadar rahatsız ettiğini aşağıdaki ölçekten yararlanarak maddelerin yanındaki uygun yere (x) işareti koyarak belirleyiniz.

0. Hiç 1. Hafif derecede 2. Orta derecede 3. Ciddi derecede

	Sizi ne kadar rahatsız etti?			
	Hiç			Ciddi
1. Bedeninizin herhangi bir yerinde uyuşma veya karıncalanma	❶	❷	❸	
2. Sıcak / ateş basmaları.....	❶	❷	❸	
3. Bacaklarda halsizlik, titreme.....	❶	❷	❸	
4. Gevşeyememe.....	❶	❷	❸	
5. Çok kötü şeyler olacak korkusu.....	❶	❷	❸	
6. Baş dönmesi veya sersemlik	❶	❷	❸	
7. Kalp çarpıntısı.....	❶	❷	❸	
8. Dengeyi kaybetme duygusu.....	❶	❷	❸	
9. Dehşete kapılma.....	❶	❷	❸	
10. Sinirlilik.....	❶	❷	❸	
11. Boğuluyormuş gibi olma duygusu.....	❶	❷	❸	
12. Ellerde titreme.....	❶	❷	❸	
13. Titreklik.....	❶	❷	❸	

14. Kontrolü kaybetme korkusu.....⓿ ❶ ❷ ❸
15. Nefes almada güçlük.....⓿ ❶ ❷ ❸
16. Ölüm korkusu.....⓿ ❶ ❷ ❸
17. Korkuya kapılma.....⓿ ❶ ❷ ❸
18. Midede hazımsızlık ya da rahatsızlık hissi.....⓿ ❶ ❷ ❸
19. Baygınlık.....⓿ ❶ ❷ ❸
20. Yüzün kızarması.....⓿ ❶ ❷ ❸
21. Terleme (sıcağa bağlı olmayan) .....⓿ ❶ ❷ ❸

APPENDIX C

PANAS

Bu ölçek farklı duyguları tanımlayan bir takım sözcükler içermektedir. Son iki hafta nasıl hissettiğinizi düşünüp her maddeyi okuyun. Uygun cevabı her maddenin yanında ayrılan yere (puanları daire içine alarak) işaretleyin. Cevaplarınızı verirken aşağıdaki puanları kullanın.

1. Çok az veya hiç
2. Biraz
3. Ortalama
4. Oldukça
5. Çok fazla

1. İlgili 1 2 3 4 5
2. Sıkıntılı 1 2 3 4 5
3. Heyecanlı 1 2 3 4 5
4. Mutsuz 1 2 3 4 5
5. Güçlü 1 2 3 4 5
6. Suçlu 1 2 3 4 5
7. Ürkmüş 1 2 3 4 5
8. Düşmanca 1 2 3 4 5
9. Hevesli 1 2 3 4 5
10. Gururlu 1 2 3 4 5
11. Asabi 1 2 3 4 5
12. Uyanık 1 2 3 4 5

(dikkati açık)

13. Utanmış 1 2 3 4 5
14. İlhamlı 1 2 3 4 5

(yaratıcı düşüncelerle dolu)

15. Sinirli 1 2 3 4 5

16. Kararlı 1 2 3 4 5

17. Dikkatli 1 2 3 4 5

18. Tedirgin 1 2 3 4 5

19. Aktif 1 2 3 4 5

20. Korkmuş 1 2 3 4 5

APPENDIX D

Working Alliance Inventory

Aşağıdaki her bir cümleyi okuduktan sonra, ifadelerle ilgili değerlendirmenizi sağdaki yedi kutucuktan birinin içine (x) işareti koyarak yapınız.

	Hiçbir zaman	Çok Seyrek	Seyrek	Bazen	Sık sık	Çok sık	Her zaman
1 Terapistimin yanında kendimi rahat hissetmiyorum.							
2. Terapistim ve ben sorunlarımın düzelmesi için terapide neler yapmam gerektiği konusunda aynı şekilde düşünüyoruz.							
3. Bu görüşmelerin sonucunda ne olacağı konusunda endişelerim var.							
4. Terapide yaptıklarım, bana sorunumla ilgili yeni bir bakış açısı kazandırıyor.							
5. Terapistim ve ben birbirimizi anlıyoruz.							
6. Terapistim, terapiden neler beklediğimi doğru anlıyor.							
7. Terapide yaptıklarımı kafa karıştırıcı buluyorum.							
8. Terapistimin bana yakın hissettiğine inanıyorum.							
9. Terapistimle görüşmelerimizin amaçlarını belirleyebilmiş olmayı isterdim.							
10. Terapiden ne elde etmem gerektiği konusunda terapistime katılmıyorum.							
11. Terapistimle zamanı etkin kullanmadığımıza inanıyorum.							
12. Terapistim terapide neye ulaşmak istediğimi anlamıyor.							
13. Terapide üzerime düşenlerin ne olduğunu biliyorum.							
14. Bu görüşmelerin amaçları benim için önemli.							
15. Terapide yaptıklarımızın, sorunlarımla ilişkili olmadığını düşünüyorum.							
16. Terapide yaptıklarımın, istediğim değişikliklere							

ulaşmamda bana yardımcı olacağını hissediyorum.							
17. Terapistimin iyiliğimi gerçekten düşündüğüne inanıyorum.							
18. Görüşmelerde terapistimin benden ne beklediğini biliyorum.							
19. Terapistim ve ben birbirimize saygı duyuyoruz.							
20. Terapistimin bana gösterdiği duygularında tam olarak dürüst olmadığını hissediyorum.							
21. Terapistimin bana yardım edebileceğine inanıyorum.							
22. Terapistim ve ben, ortak hedeflerimize doğru ilerliyoruz.							
23. Terapistimin beni takdir ettiğini hissediyorum.							
24. Benim için neyin üzerinde durmamızın daha önemli olacağı konusunda hemfikiriz.							
25. Bu görüşmelerin sonunda neler yaparak değişebileceğimi daha iyi anladım.							
26. Terapistim ve ben birbirimize güveniyoruz.							
27. Terapistim ve ben sorunlarımın neler olduğu konusunda farklı düşünüyoruz.							
28. Terapistimle olan ilişkim benim için çok önemli.							
29. Eğer yanlış şeyler söyler ya da yaparsam, terapistim terapiye devam etmeyecekmiş gibi geliyor.							
30. Terapistim ve ben terapiden neler kazanmam gerektiği konusunda hemfikiriz.							
31. Terapide yaptığım şeyler bana yerimde saydığımı hissettiriyor.							
32. Ne tür değişikliklerin benim yararıma olacağı konusunda anlaşmaya vardık.							
33. Terapistimin yapmamı istediği şeyler bana anlamlı gelmiyor.							
34. Terapimin sonucunda neye ulaşacağımı bilemiyorum.							
35. Sorunumu ele alma yollarımızın doğru olduğuna inanıyorum.							
36. Onun onaylamadığı şeyler yaptığımda da terapistimin beni önemsediğini hissediyorum.							

APPENDIX E

LIWC2007 Output Variable Information

Category	Abbrev	Examples	Number of Words in category
Linguistic Processes			
Word count	Wc		
words/sentence	Wps		
Dictionary words	Dic		
Words>6 letters	Sixltr		
Total function words	Funct		464
Total pronouns	pronoun	I, them, itself	116
Personal pronouns	ppron	I, her, them	70
1st pers singular	I	I, me, mine	12
1st pers plural	We	We, us, our	12
2nd person	You	You, your, thou	20
3rd pers singular	Shehe	She, her, him	17
3rd pers plural	They	They, their, they'd	10
Impersonal pronouns	Ipron	It, it's, those	46
Articles	Article	A, an, the	3
Common verbs	Verb	Walk, went, see	383
Auxiliary verbs	auxverb	Am, will, have	144
Past tense	Past	Went, ran, had	145
Present tense	Present	Is, does, hear	169
Future tense	Future	Will, gonna	48
Adverbs	Adverb	Very, really, quickly	69
Prepositions	Prep	To, with, above	60

Conjunctions	Conj	And, but, whereas	28
Negations	Negate	No, not, never	57
Quantifiers	Quant	Few, many, much	89
Numbers	Number	Second, thousand	34
Swear words	Swear	Damn, piss, fuck	53
Psychological Processes			
Social processes	Social	Mate, talk, they	455
Family	Family	Daughter, husband, aunt	64
Friends	Friend	Buddy, friend, neighbor	37
Humans	Human	Adult, baby, boy	61
Affective Processes	Affect	Happy, cried, abandon	915
Positive emotion	Posemo	Love, nice, sweet	406
Negative emotion	Negemo	Hurt, ugly, nasty	499
Anxiety	Anx	Worried, fearful, nervous	91
Anger	Anger	Hate, killed, annoyed	184
Sadness	Sad	Crying, grief, sad	101
Cognitive Mechanisms	cogmech	cause, know, ought	730
Insight	Insight	think, know, consider	195
Causation	Cause	because, effect, hence	108
Discrepancy	Discrep	should, would, could	76
Tentative	Tentat	maybe, perhaps, guess	155
Certainty	Certain	always, never	83

Inhibition	Inhib	block, constrain, stop	111
Inclusive	Incl	And, with, include	18
Exclusive	Excl	But, without, exclude	17
Perceptual Processes	Percept	Observing, heard, feeling	273
See	See	View, saw, seen	72
Hear	Hear	Listen, hearing	51
Feel	Feel	Feels, touch	75
Biological Processes	Bio	Eat, blood, pain	567
Body	Body	Cheek, hands, spit	180
Health	Health	Clinic, flu, pill	236
Sexual	Sexual	Horny, love, incest	96
Ingestion	Ingest	Dish, eat, pizza	111
Relativity	Relativ	Area, bend, exit, stop	638
Motion	Motion	Arrive, car, go	168
Space	Space	Down, in, thin	220
Time	Time	End, until, season	239
Personal Concerns			
Work	Work	Job, majors, Xerox	327
Achievement	Achieve	Earn, hero, win	186
Leisure	Leisure	Cook, chat, movie	229
Home	Home	Apartment, kitchen, family	93
Money	Money	Audit, cash, owe	173
Religion	Relig	Altar, church, mosque	159
Death	Death	Bury, coffin, kill	62

Spoken Categories			
Assent	Assent	Agree, OK, yes	30
Nonfluencies	Nonflu	Er, hm, umm	8
Fillers	Filler	Blah, I mean, you know	9

APPENDIX F

Demographic Information Form

Yaşınız:

Cinsiyetiniz:

Eğitiminiz (okuduğunuz ya da mezun olduğunuz bölüm):

Mesleğiniz:

Medeni Durumunuz:

Çocuğunuz var mı (kaç çocuğunuz var)?

Daha önce psikolojik destek aldınız mı (ne kadar süre)?

AYNA'ya başvuru sebebiniz nedir?

APPENDIX G

Informed Consent

Bu çalışma, Prof. Dr. Tülin Gençöz danışmanlığında Öğretim Görevlisi Çiğdem Koşe Demiray tarafından yürütülmektedir. Araştırmanın amacı, psikolojik destek sürecinin, kişinin içsel yaşantılarının dilsel süreçlerle ifade edilmesi üzerindeki etkisine ilişkin bilgi edinmek ve buna bağlı olarak psikolojik destek alanındaki çalışmalara katkı sağlamaktır. Deneyimlerinizle ilgili paylaşımlarınız alandaki bilgi birikimini desteklemek amacıyla bilimsel yayınlarda kullanılacaktır. Bu yayınlarda isminiz ya da kimliğinizi belirleyebilecek olabilecek bilgiler tamamıyla gizli tutulacaktır.

İçsel yaşantıların dilsel süreçlerle ifade edilmesi konusunda bilgi edinmek amacı ile size yöneltilecek olan ölçekler ve sorular genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak görüşmeler ya da ölçümler sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz, katılımınızı sonlandırmak için belirtmeniz yeterli olacaktır. Çalışmaya yönelik sorularınızı istediğiniz zaman yönelttiğinizde, çalışmacı size açıklama yapacaktır.

Bu çalışmaya katıldığınız için teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için

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Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad Tarih İmza

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APPENDIX H

CURRICULUM VITAE

PERSONAL INFORMATION

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EDUCATION

Degree	Institution	Year of Graduation
MS	Maltepe University Clinical Psychology	2010
BS	METU Psychology	2004
BS	METU Sociology (Double Major)	2004
High School	VKV Koç High School, Istanbul	1999

WORK EXPERIENCE

Year	Place	Enrollment
2012-still	AREL Univrsity Psycholgy Department	Lecturer

PRESENTATIONS

Koşe, Ç. (2011). Obsesif Kompulsif Bozukluğu Olan Çocuklarda Bilişsel Davranışçı Terapi. 21.Ulusal Çocuk ve Ergen Ruh Sağlığı ve Hastalıkları Kongresi, 25-28 Nisan, Antalya Türkiye.

Bozkurt, H., Mutluer, T.D., **Kose, C.**, Zoroglu, S. (2012). High Psychiatric Comorbidity in Adolescents with Dissociative Disorders: A Non-western Sample from Turkey. American Academy of Cild and Adolescent Psychiatry 59th Annuel Meeting October 23-28, San Francisco, USA.

Kose Demiray, C., Gencoz, T., (2015). Therapeutic Allience and Outcome Relation: Mediation Role of Gap Between Inner Experirnces and Language. 14th European Congress of Psychology. July 7-10 Milona, Italy.

LECTURES

Teories of Personality
Research Methods
Clinical Psychology
Childhood abd Aolescent Psychopathology
Psychopathology
Clinical Interview

RESEARCH PROJECTS

Scholar: Dil ile Düşünce Arasındaki Yarık ve Ruh Sağlığına Etkileri: Günlük Yaşamda ve Psikolojik Yardım Süreçlerinde Dilin Önemi. TÜBİTAK (September 2014 - August 2017). Proje Numarası: 114K16

APPENDIX I

TURKISH SUMMARY

Dil psikoterapinin temel unsuru olan iletişimin önemli bir aracıdır (Streeck & Streeck, 2002). Danışanlar psikolojik problemlerini dili kullanarak aktarır, terapistler danışanları dinleyerek anlar ve yardım ederler. Psikoterapi sonucu değişim de yine dil kullanımı aracılığı ile anlaşılır ve ölçülür. Dil tüm psikoterapi sürecinde oldukça önemli aktördür. Bilişsel süreçler, dilin kullanılıp deneyimin kelimelere dökülmesi ile mümkün olur. Psikolojik sorunların çözümü kişilerin duygularını ve içsel deneyimlerini adlandırması ile başlar (Habermas & Fultner, 2002; De Shazer, 1994; Streeck, 2002; Whorf, Carroll, Levinson, & Lee, 2012; Wittgenstein, 1958). Psikoterapi alanında dile olan ilgi Freud'un dil sürçmelerinin psikolojik anlamına yaptığı vurgu ile başlamıştır. Freud sonrası Lacan bilinç dışının kendini dilde ifade ettiğini ortaya koymuştur. 1987 yılında Russell dilin psikoterapideki önemini anlatan ilk kitabı yayınlamıştır. 1994 yılında ise Shazer psikoterapi sonucu ortaya çıkan değişimin ancak dilin sınırları içinde olabileceğini anlatan ve ne söylendiğinin değil nasıl söylendiğinin önemini vurgulayan bir kitap yayınlamıştır.

Dil kullanımı kişilik özellikleri, sosyal statüler, duygusal ve bilişsel süreçler hakkında bilgi verir. Psikolojik ruh hali ve dil kullanımı ilişkisini inceleyen çalışmalar en çok birinci kişi zamiri kullanımına odaklanmışlardır. Yapılan çalışmalarda, birinci kişi zamiri kullanımı, duygusal mesafe (Pennebaker, 2001), depresyon (Bucci & Freedman, 1981, Rude ve ark., 2002; Weintraub, 1981) ve narsisistik kişilik ile ilişkisi bulunmuştur. Depresyondaki kişilerin birinci şahıs zamirini ikinci ve üçüncü şahıs zamirlerinden daha sık kullandığı düşünülmektedir (Bucci & Freedman, 1981). Ayrıca narsistik kişilik bozukluğu olan kişilerin birinci tekil kişi zamirini, birinci çoğul kişi zamirinden daha sık kullandıkları bulunmuştur (Raskin & Shaw, 1988). Pennebaker ve King 1999'da yaptıkları araştırmada nevrotik kişilerin daha fazla olumsuz kelime ve daha az olumlu kelime kullandıklarını ortaya koymuşlardır.

Dil kullanımını çalışmanın temel koşulu dil kullanımının ve kelime seçimlerinin zaman içinde tutarlılık göstermesidir. Dil kullanımındaki ve kelime seçimindeki tutarlılığı anlamak üzere çeşitli çalışmalar yapılmıştır. Kimi çalışma 5 dakikalık ses kayıtlarının iç tutarlılığını incelemiş, kimi çalışma yazarların ve şairlerin farklı dönemde yaptıkları çalışmalardaki kelime kullanım örüntülerini, kimi çalışmalar ise periyodik olarak bireylerin ses kayıtlarını inceleyerek dilin tutarlılığını anlamaya çalışmıştır. Araştırma sonuçlarına göre dil kullanımı bir yıllık bir zaman diliminde değişim göstermemektedir, ve zaman içinde tutarlılığını korumaktadır (Gleser ve ark., 1959; Mehl ve Pennebaker, 2002; Pennebaker ve King, 1999). Dil kullanımının yaşa göre değişim gösterdiği, yaş yükseldikçe kullanılan karmaşık kelimelerin arttığı, daha fazla birinci tekil şahıs kullanıldığı, daha çok olumlu duygu ifade eden kelime kullanıldığı ve daha çok gelecek zaman kullanıldığı bulunmuştur (Pennebaker ve Stone, 2002). Cinsiyet bakımından dil kullanımı incelendiğinde ise, erkeklere göre daha fazla kibarlık içeren kelime kullandığı, daha az küfür ve belirsizlik ifade eden kelime kullandığı bulunmuştur. Erkeklerin ise kadınlara göre daha fazla yargı kelimesi, direktif kelimesi, daha fazla nicel kelime ve daha fazla birinci tekil kişi zamiri kullandığı bulunmuştur (Lokoff, 1975; Mulac ve ark., 2001).

Psikoterapi sürecindeki dil kullanımı ile ilgili yapılan araştırmalarda, başarılı psikoterapi süreci sonrasında danışanların kullandıkları kelimelerin çeşitlerinde artış bulunmuştur. Danışanların stres altında olduğunda daha figürsel bir dil kullanmaya meyilli oldukları düşünülmektedir (Reynes, Martindale ve Dahl, 1984). Bucci ve Mergenthaler psikoterapiden alınacak olumlu sonuçları dil kullanımı ile öngörmeye çalışmışlar ve psikoterapi seanslarında duygusal tonu, soyut kelime kullanımını ve göndergesel dil kullanımını incelemişlerdir. Sonuç olarak başarılı psikoterapi seansları ile soyut kelime kullanımı artışı arasında ilişki bulmuşlardır (Bucci, 1995; Mergenthaler, 1996; Mergenthaler & Bucci 1999). Penenbaker 1997 yılında yaptığı çalışmada benzer bulgular bulmuş ve psikolojik durumunda iyileşme olan kişilerin daha fazla bilişsel kelime kullandığını ortaya koymuştur.

Van Staden 2004 yılında yaptığı çalışmada, psikoterapinin dil kullanımı üzerindeki etkisini anlamak için, psikoterapi sürecinden iyi sonuç alan danışanlar ile kötü sonuç alan danışanların dil kullanımlarını karşılaştırmıştır. Araştırma 20 danışanın birinci tekil şahıs kullanımına odaklanmıştır. Psikoterapide olumlu sonuç alan danışanların birinci tekil şahıs kullanımlarının söz dizimi ya da pragmatik olarak farklılaşmadığı ancak semantik olarak farklılaştığı bulunmuştur. Bu bulgu doğrultusunda Van Staden kelimelerinin semantik kullanımındaki değişimin psikolojik iyileşme ile ilişki olduğunu ortaya koymuştur. Van Staden bulgusunu Frege (1966)'nin teorisine dayandırmıştır. Frege'nin teorisine göre cümlede iki pozisyon vardır ilişki simetrik olduğunda bu iki pozisyon yer değiştirebilir. Örneğin 'Ayşe Fatma'nın arkadaşıdır.' Cümlesi ele alındığında Ayşe ve Fatma cümlede simetrik pozisyondadırlar ve yer değiştirebilirler bu durumda cümle 'Fatma Ayşe'nin arkadaşıdır.' Şeklinde yeniden kurulabilir. Ancak cümledeki pozisyonlar simetrik olmadığı durumlarda bu değişim mümkün olmaz. Örneği 'Ayşe Fatma'ya vurdu.' Cümleleri ele alınırsa bu cümlede pozisyonlar simetrik değildir. Dolayısı ile pozisyonlar arasında yer değişimi yapılamaz. 'Fatma Ayşe'ye vurdu.' Şeklinde yapılacak olan yer değişimi cümlenin anlamını tamamen değiştirecektir İlişkide ilk pozisyon, eylemi gerçekleştiren kişiye aittir ve bu pozisyon alfa olarak adlandırılır. İkinci pozisyon ise eylemin hedefindeki pozisyondur ve omega olarak adlandırılır (Frege, 1966). Psikoterapiden iyi sonuç alan danışanların dil kullanımları incelendiğinde, birinci tekil şahıs kullanımlarının eylemin sorumlusu olmayan omega pozisyonundan eylemin sorumlusu olan alfa pozisyonuna geçtiğini bulmuştur. Bu geçiş psikoterapi sürecinde kazanılan otonomi ile ilişkilendirilmiştir (Van Staden, 20024).

Pennebaker ve arkadaşları ruh sağlığı iyileşmesi ile dil kullanımı arasındaki ilişki üzerine çalışmış bir diğer araştırma grubudur Pennebaker ve arkadaşları çalışmalarında duygular hakkında yazmanın psikolojik ruh sağlığı üzerindeki olumlu etkisini çalışmışlardır. Grubun bulgularına göre sistematik olarak duyguların yazımı hem ruh hem de beden sağlığını olumlu yönde etkilemektedir. Pennebaker ve arkadaşlarının (2010) gerçekleştirdiği çalışmada psikolojik iyileşmenin daha az olumsuz duygu

(örneğin; acı, mutsuzluk, endişe, korku gibi kelimeler) daha fazla olumlu duygu (örneğin; sevgi, aşk, mutluluk gibi kelimeler) ve daha fazla bilişsel kelime kullanımına yol açtığı bulunmuştur. Ayrıca bulgular bilişsel mekanizma kelimelerinin (örneğin, çünkü, biliyorum, düşünmek gibi kelimeler) kullanımın da ruh sağlığındaki iyileşme ile ilişkili olduğunu göstermektedir.

Metinlerde kelime frekans sayımları bilgisayar programlarından önce bağımsız hakemler tarafından gerçekleştirilmiştir. Ancak bu yöntemle yapılan analizler çok uzun zaman almış, anlaşmazlıklara yol açmış, ekonomik, verimli ve etkin bir yöntem olamamıştır. Metin analizlerini ve kelime sayımını daha hızlı, sistematik ve ekonomik olması amacıyla teknolojiden faydalanılmış ve bilgisayar programları geliştirilmiştir. Psikoloji alanında sözcük sayımı yapan ilk programın adı 'General Inquirer'dır. Bu program 1966 yılında geliştirilmiştir. Program psikanalitik teoriye ve ihtiyaç teorisine dayanır. 1996 yılında Mergenthaler 'Therapeutic Cycle Model' isimli bilgisayar programını geliştirmiştir. Program duygu ifade eden kelimeler ile soyut kelimelerin birlikte görülmesine odaklanmıştır. Kelime kullanım sıklığı saymak için geliştirilen bir diğer bilgisayar programı 'Computerized Referential Activity'dir. Program 1999'da Bucci ve Mergenthaler tarafından geliştirilmiştir. Program kelimelere dökülmesi zor olan deneyimlerin kelimelere dökülme oranına odaklanır. Weintraub 1981'de kelime sayımı amacıyla geliştirdiği bilgisayar programında savunma mekanizmalarının analizine odaklanmıştır. Weintraub bu programı kullanarak yaptığı çalışmada depresyon ile birinci kişi zamiri kullanımı arasındaki ilişkiyi ortaya koymuştur (Weintraub, 1989).

1997 yılında geliştirilen Linguistic Word Inquiry and Word Count (LIWC) programı psikolojik kelime sayımı yapan programlar arasında en kapsamlı olanıdır. Program zaman içinde yenilenmiş ve 2007 versiyonu ortaya çıkmıştır. Programın amacı kelime kullanımı ile psikoloji arasındaki ilişkiyi anlamaktır. Program bir metin içinde kullanılan kelimeleri psikoloji ile ilgili olan 90 ayrı kategoride sınıflandırmaktadır. Bu kategoriler; .işlevsel kelimeler, toplam zamir, birinci kişi zamirleri, birinci tekil kişi zamiri (ben), birinci çoğul kişi zamiri (biz), ikinci tekil kişi zamiri (sen), ikinci çoğul kişi zamiri (siz),

üçüncü tekil kişi zamiri (o), üçüncü çoğul kişi zamiri (onlar), diğer zamirler (bu, şu, o), eylemler (örn; yürümek, görmek, istemek), olumsuzlaştırmalar (örn; hayır, olmaz, asla), geçmiş zaman (örn; gitti, koşu), soru kelimeleri (örn; mi, acaba), birinci tekil kişi tarafından yapılan eylemler (örn; gittim, yapıyorum), diğer kişiler tarafından yapılan eylemler (örn; okumuş, anlayacaklar), -ebil geçmiş zaman (örn; yazabilmişti, konuşabilmiş), istek/arzu toplam (örn; keşke, -se, -sa), istek/arzu geçmiş zaman (örn; yapsaydım, gitseydim) zorunluluk kelimeleri (örn; mecburen, mutlaka), betimleyici kelimeler (örn; uzun, ince) edatlar (örn; gibi, başka), bağlaçlar (örn; ama, çünkü, ancak) , nicel kelimeler (örn; az, çok), sayılar (örn; üç, beş), argo kelimeler (örn; ulan, aptal), sosyal kelimeler (örn; konuşmak, buluşmak), aile ile ilgili kelimeler (örn; anne, abi) arkadaşlık ile ilgili kelimeler (örn, kanka, arkadaş, komşu), insanlarla ilgili kelimeler (örn; yetişkin, çocuk, bebek), duygu kelimeleri (örn; mutluluk, üzüntü, öfke), olumlu duygu (örn; aşk, mutluluk, gülmek), görme ile ilgili kelimeler (örn; manzara, izlemek), duymak ile ilgili kelimeler (örn; dinlemek, duymak), hissetmek ile ilgili kelimeler (örn; dokumak, sıcak), biyolojik kelimeler (örn; yemek, kan, acı), bedenle ilgili kelimeler (örn; yanak, eller, mide), sağlık ile ilgili kelimeler (örn; klinik, grip, ilaç), cinsellik ile ilişkili kelimeler (örn; aşk, ensest), yemek yemek ile ilişkili kelimeler (örn; pizza, kahvaltı), göreceli kelimeler (örn; durmak, çıkmak, dışarısı), hareket kelimeleri (örn, gitmek, varmak), mekan ile ilişkili kelimeler (örn; aşağı, içeri), zaman ile ilişkili kelimeler (örn; yıl, gün, saat), iş ile ilgili kelimeler (örn; işyeri, müdür), başarı kelimeleri (örn; kazanmak, kahraman), ev ile ilişkili kelimeler (örn; apartman, salon, mutfak), boş zamanlar ile ilgili kelimeler (örn; sinema, hobi), üçüncü tekil kişi eylemleri (örn; gitti, satıyor), birinci çoğul kişi eylemleri (örn; konuştuk, alacağız), ikinci çoğul kişi eylemleri (örn; anlamadınız, arayacaksınız), üçüncü çoğul kişi eylemleri (örn, gittiler, gelecekler), geniş zaman (örn; yapar, okur), şimdiki zaman (örn; geliyor, görüyor), geçmiş zaman toplam (örn; yaptım, yapmış), di'li geçmiş zaman (örn; geldi, aldım), miş'li geçmiş zaman (örn; okumuş, anlatmış), kipler, -meli, -malı, toplam, -meli, -malı geçmiş, -ebil toplam, olumsuz duygu kelimeleri (örn; öfke kaygı, korku), anksiyete (örn; endişe,

kaygı), öfke (örn; sinirlenmek, öldürmek), üzüntü (örn; mutsuz, keyifsiz), bilişsel mekanizma kelimeleri (örn; çünkü, bilmek), içgörü kelimeleri (örn; düşünme, bilmek), nedensellik kelimeleri (örn; çünk), çelişki içeren kelimeler , belirsizlik içeren kelimeler (örn; belki, sanki), kesinlik içeren kelimeler (örn; her zaman, asla), dahil eden kelimeler (örn; birlikte, beraber), dışlayan kelimeler (örn, hariç, ama), algı kelimeleri (örn; görmek, duymak), para ile ilişkili kelimeler (örn; satmak, nakit), din ile ilişkili kelimeler (ör; cami, imam), ölüm ile ilişkili kelimler (örn; cenaze, mezar) onaylamak ile ilgili kelimeler, doldurmak için kullanılan kelimeler (yani, işte, şey), akıcılığı olmayan kelimeler (hıh, ıh, hm, gibi) birinci tekil kişi toplam, ikinci tekil kişi toplam, üçüncü tekil kişi toplam, birinci çoğul kişi, ikinci çoğul kişi, üçüncü çoğul kişi toplam miş' li geçmiş zaman ve sayılardan oluşmaktadır. LIWC' da hiyerarşik kategoriler vardır bu hiyerarşik içinde bir kelime birden çok kategoride kodlanabilir. Örneğin güldü kelimesi, hem geçmiş zaman, hem di' li geçmiş zaman, hem duygu hem de olumlu duygu kategorilerinde kodlanır.

Bugüne kadar, psikoloji ve kelime arasındaki ilişkiyi anlamak için yapılan araştırmalarda bilgi yapısının kullanılmadığı görülmüştür. Bu çalışmada psikoterapi sürecinde birinci kişi zamirlerinin bilgi yapısı pozisyonlarında kullanımındaki değişimine odaklanılmıştır. Bilgi yapısı Halliday tarafından tanımlanmış olup konuşulan cümledeki bilginin organizasyonu olarak tanımlanır (Halliday, 1967, 2000). Bilgi yapısına göre odağın, cümledeki yeni ve önemli bilginin yeri eylem öncesi pozisyondur. Cümledeki odak pozisyonu ile ilgili yapılan çalışmalar 19. yüzyılda başlamıştır. Odak cümlenin en önemli öğesidir. Odak cümlenin kurulma amacıdır, karşı tarafa iletilmek istenen temel bilgidir (Paul, 1999). 'Öğrenciler salı günü müzeye gidecek.' Cümlesinde odak müzedir. Cümlenin kuruluş amacı müzeye gidileceğini dinleyiciye iletmektir. Wegener (1885), odağın, bu cümlenin yanıtı olan bir soru ile bulunabileceğini ifade etmiştir ve bu yöntem bilgi yapısı çalışmalarında kullanılan bir yöntem olmuştur. Yukarıda örnek cümlenin sorusu; 'Öğrenciler Salı günü nereye gidiyor? 'dur. Gundel

(1988) cümlenin daha önceden dinleyicinin bildiği, konuşulmuş olan öğeleri barındırdığını, sadece odağın yeni bilgi özelliği taşıdığını ortaya koymuştur.

Bilgi yapısı teorisine göre, cümlenin konusu cümlenin ilk kelimesinde belirlenir. İlk kelime konuyu belirler ancak yeni ve önemli bir bilgi içermez (Vallduvi, 1992). Amman (1928) konu kavramını kullanan ilk araştırmacıdır. Cümlenin semantik anlam dışında başka bir anlam taşıyabileceğini ortaya koyan ilk araştırmacı olmuştur. Konuyu açıklamaya çalışan üç teori olmuştur. Birinci teoriye göre özne cümlenin konusudur. Cümle özne ile ilgili bilgi vermektedir, böyle düşünüldüğünde konu özneden başkası olmamalıdır. Bu yaklaşım sezgisel bulunduğu için fazla kabul görememiştir. Konu ile ilgili ikinci tanım Chafe (1976) aittir. Chafe'nin yaklaşımına göre cümlenin ilk kelimesi cümlenin çerçevesini oluşturur. Teori ilk kelimenin cümlenin çerçevesi mi yoksa konusu mu olduğu ayrımını net olarak yapmadığı için eleştirilmiştir. Prag okulunun yaklaşımına göre cümlenin en az iletişim değeri taşıyan öğesi konudur (Vallduvi, 1992). Von der Gabelentz (1891) cümlenin ilk kelimesini; dinleyicinin aklında ilk beliren düşünce olduğunu ortaya koyar. Yukarıda bahsedilen araştırmalar sonucunda bir çok araştırmacı konunun cümlenin ilk kelimesi olduğu hakkında fikir birliğine varmışlardır (Hockett, 1958; Fairbas 1971, 1975; Vallduví , 1994). Cümlede eylem sonrası pozisyon ise artık bilginin olduğu vurgunun en az olduğu pozisyondur.

Bilgi yapısı cümledeki kelimelerin hangi konumda olduğu hangi kelimenin vurgulanmak istendiğini belirler. Bilgi yapısının daha iyi anlaşılması için bir örnek vermek doğru olabilir. 'Mehmet tatile gitti' ve 'Tatile Mehmet gitti' cümleleri verdikleri bilgi bakımından birbirinden farklılaşmamaktadır. Ancak cümleler hangi bilgiyi ön plana çıkardıkları bakımından birbirlerinden ayrışırlar. İlk cümlede odak tatildir. Cümle Mehmet nereye gitti sorusunun yanıtıdır. Cümlede öğrenilen yeni bilgi tatildir. İkinci cümlede ise odak Mehmet'tir. Cümle tatile kim gitti sorusunun yanıtıdır. Cümlede öğrenilen yeni bilgi Mehmet'tir.

Söylem belirleyiciler bir diğer dilbilimsel yapıya işaret eder. Söylem belirleyiciler 1987 yılında Schiffrin tarafından tanımlanmıştır. Söylem belirleyiciler anlamı olmayan kelimelerdir. ‘Şey’, ‘yani’ ve işte Türkçe ‘de en sık kullanılan söylem belirleyicilerdir. Konuşma sırası alma, konuşma konusunu tutma, düşünme, konuşmayı sonlandırma, söylediğini düzeltme ve açıklama gibi çeşitli işlevleri vardır. Söylem belirleyiciler cümlenin söz diziminden bağımsızdırlar. Söylem belirleyiciler cümleden çıkartılabilirler ya cümle içinde çeşitli konumlarda bulunabilirler. Bir anlamları olmadığı için cümlenin hem başında, hem ortasında hem de sonunda olabilirler ve cümlenin semantik anlamını etkilemezler. Söylem belirleyiciler cümlenin pragmatik anlamı ile ilişkilidirler ve iletişim ile ilgili dolaylı bilgi verirler (Yılmaz, 2004). Temel olarak iletişimsel olgulardır (Biber, 1988).

Söylem belirleyicileri çeşitli amaçlarla kullanılırlar bu amaçlar temel olarak iki farklı yaklaşım ile ele alınabilir; söylem/iletişimsel alan ve işlevsel alan. Söylem/iletişimsel yaklaşıma göre, bir önceki söz/söylem ile bir sonraki sözü/söylemi birbirine bağlar (Blakemore, 1987). Ayrıca söylem belirleyicilerin söze başlama, sözü tutma ya da sözü bitirme işlevleri vardır (Trillo, 1997). İşlevsel yaklaşıma göre söylem belirleyiciler iletişimde kişiler arası iletişimi düzenler. (Özbek, 1995; Wierzbicka, 1976). Söylem belirleyicilerin aynı zamanda konuşan kişinin etkileşim (interactive) ihtiyaçları ile de ilişkili olabileceği düşünülmektedir (Östman, 1981). Söylem belirleyiciler kibarlık göstergesi olarak kullanılabilirler ya da konuşan kişinin düşünmek için zaman kazanmasını sağlayabilirler (Schourup, 1985; Östman, 1981). Bazanella (1990) söylem belirleyicilerin konuşmada dolaylılık ve kibarlık katma işlevleri gördüğünü vurgulamıştır. Türkçe’ de en sık kullanılan söylem belirliyi olan ‘yani’, ‘işte’ ve ‘şey’ en sık nezaket, kibarlık, söylemi vurgulama ve konuşmacının düşünmesi ya da kendini düzeltmesi için kullanılmaktadır.

Bu çalışma, psikoterapinin danışanın dil kullanımı üzerindeki etkisini anlamayı hedeflemektedir. Bu çalışmanın amacı psikoterapi sürecindeki danışanların 5., 10. ve 15. seanslarından alınan ses kayıtlarının transkriptlerde kullandıkları duygu ve bilişsel

kelimelerin kullanım frekanslarındaki değişimini görmek, bilgi yapısı pozisyonlarındaki birinci kişi zamirleri kullanımdaki değişimleri incelemek ve en sık söylem belirleyiciler olarak bilinen ‘işte’, ‘şey’ ve ‘yani’ nin kullanım sıklığındaki farklılaştırmayı araştırmaktır. Araştırmada nitel veriler nicel yöntemlerle incelenmiştir.

Araştırma ODTÜ Psikoloji Bölümü’ ne bağlı olarak çalışan psikolojik destek ünitesinde (AYNA) gerçekleştirilmiştir.16 danışan 5., 10. ve 15. terapi seanslarında 4 ölçek doldurmuştur ve bu seansların ses kayıtları alınmıştır. Danışanlardan 2’si erken 14’ü kadındır. Danışanların yaşları 18 ile 48 arasında değişmiştir (M = 28.69, SD = 8.32). Çalışmaya katılan danışanların eğitim seviyeleri değerlendirildiğinde; beş kişi lisans öğrencisi, dört kişi lisans mezunu, üç kişi yüksek lisans öğrencisi, iki kişi yüksek lisans mezunu ve iki kişi doktora öğrencisiydi. Çalışmada terapileri yapan terapist sayısı on birdir. On bir terapistten 6 tanesi tek danışan ile, 5 tanesi iki danışan ile çalışmaya katılmıştır. 7 psikoterapist doktora öğrencisi iken 4 terapist yüksek lisans öğrencisidir. Danışanlar çeşitli olası tanılar ile takip edilmişlerdir. Danışanların olası tanıları değerlendirildiğinde; üç danışan depresyon, üç danışan anksiyete, üç danışan sınır durum kişilik bozukluğu, iki danışan narsistik kişilik bozukluğu, bir danışan öfke kontrolü problemi, bir danışan özgüven eksikliği, bir danışan da bağımlı kişilik tanılarıyla takip edilmiştir. Bu tanılar terapistler tarafından konulmuş olası tanılardır.

Çalışmaya katılım koşulu danışanların Beck Depsyon Envanteri (BDI), Beck Anksiyete Envanteri (BAI) ya da PANAS ölçeklerinden birinden en az 17 puan almış olmasıdır. Bu sebeple tüm katılımcılara ilk seanslarında Beck Depresyon Envanteri, Beck Anksiyete Envanteri ve PANAS ölçekleri uygulanmıştır. 5. 10. Ve 15. Seanslarda danışanlar Beck Depresyon Envanteri, Beck Anksiyete Envanteri PANAS ve Terapötik İttifak ölçeklerini doldurmuşlardır. Araştırmada kelime frekans hesaplamaları MAXQDA programı kullanılarak istatistiksel hesaplar ise SPSS programını kullanarak yapılmıştır.

LIWC Türkçe sözlüğü ilk kez bu çalışmada kullanılmıştır. Sözlüğü geliştirmek için 14.024.404 kelime analiz edilmiştir. Analiz edilen metinlerin bir kısmı roman (53 roman,

109.106 kelime), bir kısmı hikaye (121 hikaye, 148.396 kelime), bir kısmı şiir (72 şiir, 39.933 kelime), bir kısmı gazete (200 gazete, 132.938 kelime), bir kısmı köşe yazısı (172 köşe yazısı, 76.320 kelime), bir kısmı haber (44 haber, 35.206 kelime), bir kısmı günlük (24 günlük, 35.304 kelim), bir kısmı mektup (124 mektup, 19.281 kelime), bir kısmı deneme (40 deneme, 4.701 kelime), bir kısmı akademik makale (32 akademik makale, 84. 289 kelime), bir kısmı makale (14 makale, 27.411 kelime), bir kısmı araştırma (4 araştırma, 2.519 kelime), bir kısmı şarkı (42 şarkı, 26.777 kelime), bir kısmı ansiklopedi (2 ansiklopedi, 1.806 kelime), bir kısmı blok (177 blok yazısı, 99.431 kelime), bir kısmı görüşme (56 görüşme, 86.406 kelime), bir kısmı diğer yazılı metinler (26 yazılı metin, 21.021 kelime), bir kısmı otobiyografiler (134 otobiyografi, 75.616 kelime), bir kısmı travma (63 travma, 53.697 kelime), bir kısmı kontrol (59 kontrol, 50.565 kelime) bir kısmı konuşma dili (160 konuşma, 232.621 kelime). Bulgular İlyas Göz (2003) tarafından yazılan Yazılı Türkçe 'de Sözcük Frekansları sözlüğü ile karşılaştırılmış ve iki bağımsız hakim tarafından onaylanmıştır. Kelime kategorileri son haline getirilmeden önce bu konudaki uzmanlara danışılmıştır. LIWC' un Türkçe sözlük çalışması Doçent Doktor Serra Müderrisoğlu tarafından geliştirilmiştir.

LIWC programının bir cümleyi nasıl kodlandığını bir örnek ile açıklanmıştır. Örnek: 'Dünden beri annemle yaptığımız kavgayı düşünüyorum. Hep böyle oluyor. Beni dinlemeden kendi düşüncelerini dayatıyor. Onunla istediğim gibi tartışamıyorum. Nedense söylemek istediklerimi söyleyemiyorum. İçimde kalıyor ve bu beni sıkıyor. Dünden kelimesi, göreceli kelimeler ve zaman kategorilerinde kodlanır. Beri kelimesi, işlevsel kelime, edat, göreceli kelime ve zaman kategorilerinde kodlanır. Annemle kelimesi, sosyal kelimeler ve aile ilgili kelimeler kategorilerinde kodlanır. Yaptığımız kelimesi, eylem kategorisinde kodlanır. Kavgayı kelimesi, duygu, olumsuz duygu, öfke ve sosyal kategorilerinde kodlanır. Düşünüyorum kelimesi, bilişsel mekanizmalar ve içgörü kategorilerinde kodlanır. Hep kelimesi, işlevsel kelimeler, bilişsel mekanizmalar, göreceli kelimeler ve zaman kategorilerinde kodlanır. Böyle kelimesi, işlevsel kelimeler ve tanımlayıcı kelimeler kategorilerinde kodlanır. Oluyor kelimesi, üçüncü tekil şahıs

eylem kelimesi, geniş zaman, toplam üçüncü tekil kişi ve eylem kategorilerinde kodlanır. Beni kelimesi, işlevsel kelimeler, zamirler, kişi zamirleri, ben ve toplam ben kategorilerine kodlanır. Dinlemeden kelimesi, eylem, olumsuz kelimeler, sosyal kelimeler, algı ile ilgili kelimeler ve duymak ile ilgili kelimeler kategorilerinde kodlanır. Kendi kelimesi, zamirler, kişi zamirleri, işlevsel kelimeler, o, toplam üçüncü kişi tekil ve sosyal kelimeler kategorilerinde kodlanır. Düşüncelerini kelimesi bilişsel mekanizmalar ve iç görü kelimeleri kategorilerinde kodlanır. Dayatıyor kelimesi, eylem kelimeleri duygu kelimeleri, olumsuz duygu, ve öfke kategorilerinde kodlanır. Onunla kelimesi, işlevsel kelimeler, zamirler, kişi zamirleri, üçüncü tekil kişi ve toplam üçüncü tekil kişi kategorilerinde kodlanır. İstediğim kelimesi, eylem, bilişsel mekanizmalar ve zıtlık içeren kelimeler kategorilerinde kodlanmıştır. Gibi kelimesi, edatlar, bilişsel mekanizmalar, belirsizlik içeren kelimeler ve işlevsel kelimeler kategorilerinde kodlanmıştır. Tartışamıyorum kelimesi, sosyal kelimeler, duygu, olumsuz duygu, öfke ve eylem kategorilerinde kodlanmıştır. Nedense kelimesi, bilişsel mekanizmalar ve nedensellik kategorilerinde kodlanmıştır. Söylemek kelimesi, eylem, sosyal kelimeler, algı kelimeleri ve duyma ile ilgili kelimeler kategorilerinde kodlanmıştır. İstediklerimi kelimesi, eylem, bilişsel mekanizmalar ve zıtlık içeren kelimeler kategorilerinde kodlanmıştır. Söyleyemiyorum kelimesi, eylem, sosyal kelimeler, algı kelimeleri ve duymak ile ilgili kelimeler kategorilerinde kodlanmıştır. İçimde kelimesi, toplam birinci tekil kişi kategorisinde kodlanmıştır. Kalıyor kelimesi eylem, üçüncü tekil kişi tarafından gerçekleştirilen eylem, şimdiki zaman, ve toplam üçüncü tekil kişi kategorilerinde kodlanmıştır. Ve kelimesi, işlevsel kelimeler, bilişsel mekanizmalar, dahil eden kelimeler ve edatlar kategorilerinde kodlanmıştır. Bu kelimesi, işlevsel kelimeler, zamirler ve diğer zamirler kategorilerinde kodlanmıştır. Beni kelimesi, işlevsel kelimeler, zamirler, kişi zamirleri, ben ve toplam ben kategorilerine kodlanır. LIWC programı sıkıyor kelimesini kodlamaya dahil etmez çünkü kelime eş anlamlıdır.

Çalışma öncesinde üniversitenin etik kurulundan ve AYNA koordinatöründen gerekli izin ve onaylar alınmıştır. Danışanlar katılımın gönüllü olduğunun belirtildiği gönüllü

onam formunu imzalamışlardır. Araştırma kapsamında, her danışan ilk seansta demografik bilgi formu, BDI, BAI, PANAS ölçeklerini, 5., 10. ve 15 seanslarda BDI, BAI, PANAS ve Terapötik İttifak formlarını doldurmuşlardır. Gizliliğin sağlanması için çalışma bir asistan yardımı ile gerçekleştirilmiştir. Terapistlerden, danışanların doldurduğu ölçekleri ve ses kayıtlarını toplayan proje asistanı takma isim kullanarak bu bilgileri araştırmacıya ulaştırmıştır.

Çalışmanın bulguları şu şekildedir; 16 danışanın 5. seans terapötik ittifak ortalamaları M = 198.94, SD = 21.32, 10. seans terapötik ittifak ortalamaları M = 204.37, SD = 21.60 ve 15. seans terapötik ittifak ortalamaları ise M = 203.00, SD = 23.61'dir. Danışanların ses kayıtlarından elde edilen transkriptler incelendiğinde 16 danışanın 5., 10, ve 15. seanslarında toplam 21.609 farklı kelime kullandıkları ve 48 transkriptte toplam 153.089 kelime olduğu bulunmuştur. En sık kullanılan kelime 5.497 (%3.59) kullanma sıklığı ile 'bir' kelimesi olmuştur. İkinci en sık kullanılan kelime 2.689 (%1.76) kullanma sıklığı ile 'o' kelimesi olmuştur. Üçüncü en sık kullanılan kelime 2.658 (%1.74) kullanma sıklığı ile 'şey' kelimesi olmuştur. Dördüncü en sık kullanılan kelime 2.568 (%1.68) kullanma sıklığı ile 'çok' kelimesi olmuştur. En sık kullanılan 5. kelime 'da'(2.689, %1.76) , en sık kullanılan 6. kelime 'ama' (2.360, %1.54), en sık kullanılan 7. kelime 'ben'(2.115, %1.38), en sık kullanılan 8. kelime 'de'(2.004, %1.31), en sık kullanılan 9. kelime 'bu' (1.620, %1.06) ve en sık kullanılan 10. kelime 'yani' olmuştur (1.537, %1.00).

16 danışanın 3'er seansın ses dökümü olan toplam 48 transkriptten psikoterapistlerin konuşmaları çıkarılmış ve bu çalışma kapsamındaki analizlerin hepsi danışanların ses kayıtlarının dökümü üzerinden yapılmıştır. Bilgi yapısı ile ilgili analizlerin gerçekleştirmek için birinci kişi zamirleri metinde aratıldı ve her birinci kişi zamiri bilgi yapısı pozisyonuna göre değerlendirildi. Yapılan kodlamalar iki bağımsız dil bilimi uzmanına inceletilip, onaylatıldı. Bulgular 2(Skor) X 2(Zaman) karışık desen ANOVA deseni kullanılarak analiz edilmiştir.

Transkriptler birinci kişi zamiri kullanımı bakımından incelendiğinde ‘ben’ en sık kullanılan birinci kişi zamiri olmuştur. Tüm transkriptlerde ‘Ben’in kullanılma sıklığı toplam 4.734 (%3.09), ‘kendim’ ’in kullanılma sıklığı toplam726 (%0.48) ve ‘biz ’in kullanılma sıklığı toplam 276 (%0.18)’ dır. ‘Ben’ ve ‘’kendim’ zamirlerinin ikisi de 14 ayrı formda kullanılmıştır (ben, benim, bana, beni, bende, bence, benimle, benden, benle, benimki, benimde, benmişim, bendim, bensiz, benimkinden, kendimi, kendime, kendim, kendimden, kendimle, kendimde, kendimce, kendimin, kendimize, kendimizin, kendimizi, kendimizde, kendimiz, kendiminkini) . Üçüncü sıklıkta kullanılan birinci kişi zamiri ‘biz’ ise 16 farklı formda kullanılmıştır. (biz, bizim, bizi, bize, bizde, bizimle, bizden, bizimkilerle, bizimkileri, bizimki, bizdeydi, bizlerden, bizle, bizimkinin, bizimkilerde, bizimkiler)

Birinci kişi zamirinin 5. seanslarda cümle başında kullanım sıklığı ortalaması 31.25 (%26.44), birinci kişi zamirinin 10. seanslarda cümle başında kullanım sıklığı ortalaması 29.75 (%24.85) ve birinci kişi zamirinin 15. seanslarda cümle başında kullanım sıklığı ortalaması 29.63 (%28.56)’dir. Birinci kişi zamirinin 5. seanslarda eylem öncesi pozisyonda kullanım sıklığı ortalaması 20 (%15.12), birinci kişi zamirinin 10. seanslarda eylem öncesi pozisyonda kullanım sıklığı ortalaması 17.56 (%13.5) ve birinci kişi zamirinin 15. seanslarda eylem öncesi pozisyonda kullanım sıklığı ortalaması 13.69 (%12.57)’dir. Birinci kişi zamirinin 5. seanslarda eylem sonrası pozisyonda kullanım sıklığı ortalaması 8.38 (%7.27), birinci kişi zamirinin 10. seanslarda eylem sonrası pozisyonda kullanım sıklığı ortalaması 8.13 (%8.81) ve birinci kişi zamirinin 15. seanslarda eylem sonrası pozisyonda kullanım sıklığı ortalaması 7.25 (%8.08)’dir.

ANOVA testi sonuçlarına göre danışanların eylem öncesi pozisyonda birinci kişi zamiri kullanımları 15. seansta, 5. seansa göre anlamlı olarak azalmıştır $F(1,14) = 4.40$, $p=0.5$, $\eta 2 =.24$. 5. ve 15. seanslarda yapılan ölçek sonuçlarına göre terapiden daha fazla fayda sağlayan danışanların eylem öncesi pozisyonda birinci kişi zamiri kullanımları 15. seansta, 5. seansa göre anlamlı olarak azalmıştır $F(1,14) = 5.83$, $p<0.5$, $\eta 2 =.29$. Ancak, 5. ve 15. seanslarda yapılan ölçek sonuçlarına göre terapiden daha az fayda sağlayan

danışanların eylem öncesi pozisyonda birinci kişi zamiri kullanımları 15. seansta, 5. seansa göre anlamlı bir fark bulunmamıştır $F(1,14) = 0.03$, $p>0.5$, $\eta 2 = .02$.

Bu çalışma dahilinde LIWC' nin 90 kelime kategorisinden 2 üst kategori ve 8 alt kategori olmak üzere toplam 10 kategorideki kelimeler incelenmiştir. Birinci üst grup duygu kelimeleri kategorisidir. Duygu kategorisinin 5 tane alt grubu vardır bunlar; olumlu duygu, olumsuz duygu, öfke, endişe ve üzüntüdür. Bilişsel mekanizmalar kelime kategorisi ikinci üst gruptur. Bilişsel kelime kategorisinin alt kategorileri nedensellik kelime grubu ve içgörü kelime grubudur. LIWC sonuçlarını değerlendirirken 10 kategori için 2(Skor) X 2(Zaman) karışık desen ANOVA analizi uygulanmıştır. Skor bağımsız değişken grubunun iki seviyesi vardır. Birinci seviye 5. seans ve 15. seans BDI, PANAS ve BAI ölçeklerinde daha fazla düşüş olanlar, bu grup daha iyi sonuç alan grup olarak adlandırılmıştır. İkinci seviye ise 5. seans ve 15. seans BDI, PANAS ve BAI ölçeklerinde daha fazla az olanlar, bu grup daha kötü sonuç alan grup olarak adlandırılmıştır. Zaman bağımsız değişkenin de iki seviyesi de vardır, birinci seviye 5. seans, ikinci seviye 15. seans. Zaman bağımsız değişkeni terapinin etkisini ölçerken skor bağımsız değişkeni terapiden daha az fayda gören danışanlarla daha fazla fayda gören danışanları karşılaştırmaktadır.

5. ve 15. seans LIWC sonuçları incelendiğinde danışanların kullandıkları duygu kelimelerinde anlamlı bir artış olduğu görülmektedir $F(1,14) = 4.71$, $p<.05$, $\eta 2 = .25$. Danışanlar 5. Seansta %6.58 oranında duygu kelimesi kullanırken 15. seansta %7.49 oranında duygu kelimesi kullanmışlardır. 5. ve 15. seanslar karşılaştırıldığında olumsuz duygu kelimelerinin kullanımında anlamlı fark görülmemiştir. Benzer şekilde, 5. ve 15. seanslar karşılaştırıldığında olumlu duygu kelimelerinin kullanımında anlamlı fark görülmemiştir. Duygu kategorisinde yer alan öfke, üzüntü ve endişe kelimelerinin frekanslarına bakıldığında 3 duygu kelime grubundan hiç birinin kullanımının 5 ve 15. seans karşılaştırıldığında anlamlı bir farklılık göstermediği görülmüştür. Danışanların bilişsel mekanizma kategorisindeki kelime kullanımları incelendiğinde anlamalı bir fark ortaya çıkmamıştır. Danışanların nedensellik kategorisindeki kelime kullanımları

incelendiğinde anlamalı bir fark ortaya çıkmamıştır. İçgörü kategorisi incelendiğinde ise danışanların 15. seansta, 5. seansa göre anlamlı olarak daha çok içgörü kelimesi kullandığı bulunmuştur $F(1,14) = 5.51$, $p<.05$, $\eta 2 =.28$.

İşte ve yani kelimeleri sadece eylem belirleyici olarak kullanılırken 'şey' kelimesi başka bir nesneyi ya da durumu ifade etmek için kullanılır ve bu kullanımı genellikle ek alır. Bu çalışmada 'şey' kelimesinin 55 ekli haline rastlanmıştır (şeyde, şeydeki, şeyden, şeydeyken, şeydi, şeydim, şeydir, şeye, şeyi, şeyim, şeyimde, şeyimden, şeyimdi, şeyimdir, şeyime, şeyimi, şeyimin, şeyimiz, şeyimizi, şeyimle, şeyin, şeyinde, şeyinden, şeyindeydim, şeyindeyim, şeyine, şeyini, şeyinin, şeyiniz, şeyiyle, şeyken, şeyle, şeyler, şeylerde, şeylerden, şeylerdi, şeylere, şeyleri, şeyleri de, şeylerim, şeylerimi, şeylerimiz,

şeylerimizde, şeylerin, şeylerinden, şeylerini, şeylerken, şeylerle, şeylermiş, şeyliği, şeylik, şeymiş, şeymiş", şeyse, şeysi, şeysin).

Söylem belirleyicileri 'yani', 'şey' ve 'işte' 2 (Skor) X 2 (Zaman) karışık desen ANOVA analizi uygulanarak incelenmiştir. Skor bağımsız değişken grubunun iki seviyesi vardır. Birinci seviye 5. seans ve 15. seans BDI, PANAS ve BAI ölçeklerinde daha fazla düşüş olanlar, bu grup daha iyi sonuç alan grup olarak adlandırılmıştır. İkinci seviye ise 5. seans ve 15. seans BDI, PANAS ve BAI ölçeklerinde daha fazla az olanlar, bu grup daha kötü sonuç alan grup olarak adlandırılmıştır. Zaman bağımsız değişkenin de iki seviyesi de vardır, birinci seviye 5. seans, ikinci seviye 15. seans. Zaman bağımsız değişkeni terapinin etkisini ölçerken skor bağımsız değişkeni terapiden daha az fayda gören danışanlarla daha fazla fayda gören danışanları karşılaştırmaktadır.

'Yani' ve 'işte' kelimelerinin kullanımında zaman ve skor değişkenlerinin anlamlı bir etkisi çıkmazken 'şey' kelimesinin kullanımında anlamlı fark bulunmuştur. 15. Seansta danışanlar 5. Seansa göre anlamlı olarak daha fazla 2 'şey' kelimesi kullanmışlardır $F(1,14) = 11.35$, $p<.01$, $\eta 2 =.45$.

İlyas Göz 2003 yılında yazılı Türkçede kelime sıklıklarını inceleyen bir çalışma yapmıştır. Bu çalışmanın kelime kullanım sıklıkları İlyas Göz 'ün (2003) çalışması ile

karşılaştırıldığında bulgular Göz ‘ün çalışmasını desteklemektedir. Tıpkı Göz’ ün çalışmasında olduğu gibi bu çalışmada da en sık kullanılan kelime bir çıkmıştır. İki çalışmada da ben 7. En sık kullanılan kelime olarak görülmektedir. Söylem belirleyiciler göz önünde bulundurulduğunda ‘yani’ ve ‘şey’ kelimelerinin bu çalışmada İlyas Göz’ ün çalışmasından daha sık kullanıldığı görülmektedir. Bunun nedeni İlyas Göz ‘ün yazılı metinleri incelemesi olarak açıklanabilir. Çünkü söylem belirleyiciler daha çok sözlü dil kullanımında yazılı dil kullanımına göre daha sık kullanıldıkları bilinmektedir (Schourup, 1999; Jucker ve Ziv, 1998).

Bu araştırmanın bulguları psikoterapi sürecinde birinci tekil kişi zamirlerinin eylem öncesi pozisyonda anlamlı olarak azaldığını ortaya koymuştur. Bu azalma özellikle terapiden fayda gören grupta anlamlı çıkmıştır. Eylem öncesi pozisyon aynı zamanda cümlede nesnenin yerine işaret eder. Birinci şahıs zamirlerini nesne pozisyonunda kullanmak ben kullanımının nesnelleştirilmesi olarak düşünülebilir (Gundel ve Fretheim, 2004). Kişinin kendini nesnelleştirmesinin psikopatoloji ile ilgili olduğu bilinmektedir. Psikolojik iyileşme is kişinin kendini nesnelleştirmesinin azalması ile ilişkili bulunmuştur (Morry & Staska, 2001; Calogero, Davis &Thompson, 2005). Bu bulgu ışığında değerlendirildiğinde psikoterapiden iyi sonuç alan danışanların birinci kişi zamirlerini daha az eylem öncesi konumda kullanmaları anlamlı gözükmektedir.

LIWC sonuçları değerlendirildiğinde, Pennebaker ve arkadaşlarının (2010) bulguları psikoterapiden fayda gören danışanların olumsuz duygu kelimelerinde azalma, olumlu duygu kelimelerinde ise artma olmasını öngörmektedir. Bu çalışma Pennebaker ve arkadaşlarının olumlu duygu kelimeleri ile ilgili bulgusunu desteklerken, olumsuz duygu kelimeleri ile ilgili bulgusunu desteklememiştir. Bunun nedeni düşünüldüğünde danışanların psikoterapi süreçlerini tamamlamamış olmaları akla gelebilir. 15. seans danışanların son seansı değildir. Terapi sürecinde hala konuşulan problemli konular devam etmektedir. Bu da olumsuz duygu kelimelerinin 15. seansta azalmamış olmasını açıklayabilir. İçgörü ile ilişkili kelime kullanımının psikoterapi süreci ile arttığını ortaya

koyan bu çalışma psikoterapi süreci ve içgörü kazanma arasındaki ilişkiyi de desteklemiştir.

Söylem belirleyicilerin işlevlerinin incelenmesi bu çalışmanın kapsamına girmemiştir. Ancak söylem belirleyicilerin psikoterapi sürecinde artış göstermesini söylem belirleyicilerin işlevlerine bakmadan anlamlandırmak mümkün olmamıştır. Bundan sonraki çalışmalarda söyle belirleyicilerin işlevlerinin tek tek anlaşılmasının daha aydınlatıcı olacağı düşünülmektedir.

Bu çalışma sadece danışanın kelime kullanımına odaklanmıştır ve psikoterapistten kelime kullanımını incelememiştir. Bundan sonraki çalışmalar psikoterapistin kelime kullanımının psikoterapi sürecindeki değişimini ve bu değişimin danışanın kelime kullanımına nasıl yansıdığını araştırabilir. Böyle bir araştırmanın aydınlatıcı sonuçlar ortaya koyacağı düşünülmektedir.

Bilgi yapısı konuşmada neyin odak olduğunu ortaya koymayı hedeflemektedir. Odak eylem öncesinde gelen kelimededir ancak odak aynı zamanda ses tonundadır (Seedman, 1998). Bu nedenle ses bilim çalışmaları bilgi yapısını anlamanın önemli bir parçasını oluşturmaktadır. Bundan sonra yapılacak çalışmalarda danışanın ses kayıtlarının ses bilim kullanılarak incelenmesi psikoterapi sürecinde bilgi yapısının ve vurgunun daha iyi anlaşılmasına yol açacak ve bu araştırmanın bulgularını zenginleştirir nitelikte olacaktır.

Bu çalışma 16 danışanın verileri kullanarak gerçekleştirilmiştir. Nicel analiz için araştırmanın danışan sayısı azdır. Ancak araştırma verileri boylamsaldır, bu sebeple verilerini toplamak 15 ay sürmüştür. Toplanan veri toplaması zahmetli ve zor bir veridir, bir danışandan veri toplanmasının tamamlanması yaklaşık dört ay sürmüştür. Danışanlardan veri toplamak kadar, danışanlardan alınan ses kayıtlarının transkriptlerinin alınması da oldukça zahmetli ve zaman isteyen bir iştir. Tez çalışmasının zamansal kısıtlılıktan dolayı araştırmanın örneklem sayısı kısıtlı kalmıştır. Çok merkezli yapılacak olan benzer çalışmalara ile benzer araştırmalar örneklem sayısını arttırarak yapılabilir.

Araştırmanın bir diğer kısıtlılığı kelime frekansı ölçümünde bilgisayar programı kullanmış olmasıdır. Kelime sayımı yapan bilgisayar programları, metaforları, eş anlamlı kelimeleri ya da sarkastik kelimeleri kodlayamaz. Bu sebeple kelime kullanım sıklığının bilgisayar ile ölçülmesi az da olsa veri kaybına yol açar. Ancak bilgisayar programı kelime kullanım sıklığı sayımını mümkün kılar. Bilgisayar programı kullanmadan yapılacak sayımın alacağı zaman göz önünde bulundurulduğunda, bilgisayar programından kaynaklanan az miktardaki veri kaybı kabul edilebilir olmaktadır.

Terapi yaklaşımından bağımsız olarak psikoterapi süreçlerinin olumlu sonuç verdiği bilinmektedir (Wampold, 2001). Başarılı bir psikoterapi süreci danışandaki değişim ile ölçülür (Bandler & Grinder, 1975; Kiesler, 1973). Psikoterapinin başarılı olmasının altında yatan temel faktörlerin, terapötik ilişki, empati ve koşulsuz olumlu kabul olduğu bilinmektedir (Rogers, 1992). Ayrıca psikoterapinin danışan ile terapist arasındaki iletişimin önemi de yadsınamaz (Buehler & Richmond, 1965; Kiesler, 1973). Danışan ile terapist arasındaki iyileştirici ilişkinin temeli iletişim, iletişimin temeli de dildir (Streeck & Streeck, 2002).

Dil kullanımındaki değişim geçmişin yeniden yapılandırılması ve anlamlandırılması sonucu ortaya çıkar. Yeni anlam üretilmesi deneyimlerin kelimelere dökülmesi ile mümkündür. Danışan önce deneyimi yaşar sonrasında bu deneyimi kelime dökerek anlamlandırır. Psikoterapide önemli olan yeni anlam yaratmaktır ve bunun aracı dildir. Psikoterapi sürecinde değişimin nasıl ortaya çıktığını anlamanın yollarından biri dili incelemektir ve bu çalışma psikoterapi sürecinde dil kullanımındaki değişimi farklı bir bakış açısı ile incelemiştir. (Detaylı bilgi için tezin orijinaline bakınız.)

APPENDIX J

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ☐

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı :

Adı :

Bölümü :

TEZİN ADI (İngilizce) :

TEZİN TÜRÜ : Yüksek Lisans ☐ Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. ☐

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: