

EFFECTS OF SELF-CONSTRUAL PRIMING ON AUTOBIOGRAPHICAL  
MEMORY AND ATTENTIONAL PROCESSES

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EFFECTS OF SELF-CONSTRUAL PRIMING ON AUTOBIOGRAPHICAL  
MEMORY AND ATTENTIONAL PROCESSES

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## Thesis Abstract

Handan Odaman, “Effects of Self-Construal Priming on Autobiographical Memory and Attentional Processes”

Cross-cultural research on perception and attention has shown that Westerners and East Asians use different thinking styles. Studies on autobiographical memory have also demonstrated that culture affects memory content and accessibility. When both of these basic and higher level processes considered, tendency is observed to causally attribute cross-cultural differences to independent and interdependent self-construals. This thesis emerges from the studies having specifically revealed that priming different self-construals affected the response latencies of global or local letter identification and autobiographical memory recall.

Via conducting two experiments, the aim of this thesis is to see how the findings will embody for Turkish university students who are considered to be centrally located on the self-construal dimension. In contrast to the above mentioned studies that are proposed to have small effect sizes, it is expected that priming different self-construals won't affect attentional processes, yet suggestibility is expected for autobiographical memories that directly interact with the self-system.

Both experiments indicated that self-construal priming did not lead to a difference in participants' global or local letter identification latencies, yet it affected the memory recall process. Conducted experiments cumulatively showed that content and recall perspective of remembered memories depended on the type of self-construal prime. However, findings revealed qualitative differences for the two experiments.

Keywords: self-construal, priming, autobiographical memory, attention

## Tez Özeti

Handan Odaman, “Benlik Kurgularını Kısa Süreliğine Erişilebilir Hale Getirmenin Otobiyografik Anı ve Dikkat Süreçlerine Etkisi”

Algı ve dikkat üzerine yapılmış kültürlerarası çalışmalar Batılılarla Doğu Asyalıların farklı düşünce stilleri kullandığını göstermiştir. Otobiyografik anı çalışmaları da kültürün anı içeriği ve erişimini etkilediğini göstermektedir. Hem temel hem üst seviyedeki bu bilişsel süreçler düşünüldüğünde, kültürlerarası farklılıkların sebebinin bağımsız ve bağımlı benlik kurgularına atfetme eğilimi olduğu görülmektedir. Farklı benlik kurgularının vurgulanmasının global veya lokal harf tanımlama hızı ve otobiyografik anı hatırlanışına etki ettiğini özellikle ortaya koymuş araştırmalar, bu tezin çıkış noktasını oluşturmaktadır.

Yürütülen iki deneyle bu tezin amacı, benlik kurgusu ölçütünde ortada yer aldığı düşünülen Türk üniversite öğrencilerinde bulguların nasıl şekilleneceğini görmektir. Yukarıda bahsi geçen ve etki alanlarının küçük olduğu öngörülen araştırmaların aksine, farklı benlik kurgularının vurgulanmasının dikkat süreçlerini etkilemeyeceği, ancak benlik sistemiyle doğrudan etkileşen otobiyografik anıların bu vurgudan etkilenebileceği beklenmektedir.

Her iki deney de göstermiştir ki, bağımlı veya bağımsız benlik kurgularını kısa süreliğine erişilebilir hale getirmek, katılımcıların global veya lokal harf tanımlama hızlarında bir fark yaratmamış, ancak anı hatırlama sürecini etkilemiştir. Yapılan deneyler kümülatif olarak göstermiştir ki, anıların içeriği ve hatırlanma perspektifi odaklanılan benlik kurgusuna göre değişmiştir. Ancak, iki deney için bu bulgular kalitatif olarak farklılık göstermektedir.

Anahtar kelimeler: benlik kurgusu, geçici erişilebilir kılma, otobiyografik anı, dikkat

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I dedicate this thesis to my sister, Hande Odaman. I know she is watching me from between the white clouds of heaven. “Look sister! I hope I have done a good job..and I hope it has approached to the quality of your world-wide known scientific papers..”

Dedicated to my sister, Hande Odaman...

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## CHAPTER 1

### INTRODUCTION

Cross-cultural research on perception and attention has shown that Westerners and East Asians tend to use different styles of thinking (for a review see Nisbett & Masuda, 2003). Immediately engaging in an analytic thinking style, Westerners attend and process information more about the target objects. However, East Asians focus on relationships and background context, because they tend to immediately engage in a holistic style. Cultural differences are also obtained for higher level cognition. Studies on autobiographical memory reveal that culture affects memory content and accessibility (e.g. Wang, 2001). While Westerners recall more personally oriented memories, East Asians recall more relationship-oriented memories. Moreover, Westerners report childhood memories of earlier ages compared to their East Asian counterparts.

For both basic and higher level cognitive tasks, there is a tendency to causally attribute these cultural differences to the dominance of a particular self-construal in each culture (Markus & Kitayama, 1991). Westerners typically have independent self-construals encouraging individuality and personal autonomy, while East Asians typically have interdependent self-construals encouraging relationship and group harmony. Those differing self-construals have been regarded as the reason for cultural differences in various cognitive tasks. Evidence for this position comes from a number of studies in which these self-construals were primed (for reviews see Oyserman & Lee, 2007, 2008). Specifically, some studies reported the effect of self-construal priming on cognition for basic level tasks of attention, and for higher level tasks of memory (for attention tasks, see Kühnen, Hannover, & Schubert, 2001;

Kühnen & Oyserman, 2002 (also for short-term memory); Lin & Han, 2009; for autobiographical remembering, see Wang & Ross, 2005; Wang, 2008).

One aim of this thesis is to investigate whether similar results could be obtained from Turkish university students who appear to be intermediately located on the dimension between independent and interdependent self-construals. The crucial question is whether it is possible to prime Turkish participants towards independency or interdependency and to obtain similar priming effects for attentional processes (as in the Kühnen & Oyserman (2002) and Lin & Han (2009) studies) and autobiographical memory recall (as in the Wang & Ross (2005) and Wang (2008) studies). For this purpose, in this thesis, the effects of different priming techniques were investigated.

Turkish culture is thought to have familial selves (for a review see Fisek, 2003). The two other crucial questions asked in this thesis are whether priming an interdependent self-construal would trigger participants' familial selves and how that would affect their autobiographical memory content. Therefore, we specifically explored memory events and contexts.

For memory recall, it has also been important to observe the effects of priming on phenomenological characteristics of remembered memories. It is probable that priming might be affecting participants' memories (memory content) and their evaluations about these memories (phenomenological characteristics) in different ways. To investigate whether priming leads to such a differentiation between content and phenomenology, in the second experiment, we focused on the effect of priming on the phenomenological characteristics of autobiographical memories.

Paul DiMaggio, an outstanding sociologist, gave a compelling definition of culture through the lens of cognition and sociology in 1997. He described culture as “working through the interaction of shared cognitive structures and supra-individual cultural phenomena (material culture, media messages, or conversation, for example) that activate those structures to varying degrees” (p. 263). Which of these cultural phenomena directly affect cognitive structures and at what levels are those structures affected? These are definitely two of the most critical questions for research of cross-cultural cognition. This thesis contributes to the literature by focusing on the probable effects of cultural self-construals on various cognitive tasks. Using priming as its experimental methodology, it tries to investigate whether activating different cultural self-construals would facilitate the dominant use of a cognitive thinking style for basic (attention) and higher levels of cognition (autobiographical remembering).

### Cultural Differences in Cognition

Perception and attention are typically considered as lower level, basic cognitive processes. Relevant cross-cultural research has reported that Westerners and East Asians tend to use different thinking styles. Because of an analytic way of thinking, Westerners immediately attend more to the target objects rather than the contextual field and process their attributes regardless of their context. However, because of a holistic way of thinking, Easterners immediately attend more to the relationships and less salient objects, and make attributions and judgments depending more on the contextual changes. These observations are based on evidence from studies on object categorization, change blindness, and field dependence (for reviews see Nisbett & Norenzayan, 2002, and Nisbett & Masuda, 2003). I briefly summarize this evidence below.

In a change blindness paradigm, participants are asked to detect what features have changed from one still scene (etc. photograph) to the other when the two scenes are shown one after another with a short pause between them. The task requires the viewer to encode the first scene and to compare it with the following scene for detecting changes. Due to an analytic mode of thinking, Westerners should attend more to the central objects in the scene rather than the contextual information and they should realize more changes about those targets. However, due to a holistic way of thinking, East Asians should attend more to the context and they should detect more changes about relationships and less salient background objects. Using American and Japanese participants, Nisbett and Masuda (2003) found the expected difference between the two cultures. Americans detected changes more in the target objects, while Japanese detected more changes in the contextual background information.

When Nisbett and Masuda (2003) used scenes that were free of cultural elements (e.g. construction and airport scenes as culture-free materials), they replicated their findings. With culture-free scenes, it is possible to keep the saliency of objects and their relationships more neutral as opposed to a scene capturing the attention for its culturally meaningful elements. However, there might still be a cultural response bias that cannot be entirely eliminated and comes from the fact that some content in a given scene is more informative to be reported in one culture compared to the other. As Boduroglu, Shah, and Nisbett (2009) later pointed out, only using *content-free* material could prevent such a response bias and determine whether there are East-West differences in attentional or working memory processes. For this purpose, Boduroglu, Shah, and Nisbett (2009) investigated cognitive differences between East Asian and American participants in a visual change

detection paradigm using content free stimuli. They demonstrated that there were cultural differences in attentional allocation, with East Asians attending to a broader and Americans attending to a more focal region while processing visual information.

Higher level cognition refers to our more complex cognitive abilities such as memory processes. For autobiographical remembering, the processes are also more complicated because long-term storage and retrieval occur and they operate within a complex, social context. There are autobiographical memory studies that report the effect of culture on memory content and accessibility. For instance, in a study conducted by Wang and Conway (2004), European American and Chinese participants recalled twenty personal memories and cultural differences emerged for the content of remembered events. European Americans recalled more individual memories in which their acts and emotional attributes were at the center of their narratives, while Chinese participants recalled more social and collective memories which focused on relationships and other important individuals.

The effect of culture is also present for autobiographical memories which are thought to reflect how a person defines himself/herself. Jobson and O' Kearney (2008) asked their Australian and Asian participants to report their self-defining memories. Their results also provided evidence for the effect of culture, such that Australians emphasized autonomy, yet Asians emphasized being related to others in their memories. For the earliest childhood memory, accessibility was also affected by culture. Wang (2001) reported that American college students, on average, remembered childhood memories dating back to 6 months earlier compared to their Chinese counterparts. Content of those memories showed the same cultural effect such that American students recalled more personally oriented memories, while Chinese students remembered memories of social activities. The reason for the



cultural difference in the content and accessibility of the earliest childhood memories, might be due to their reliance to a particular memory system (Wang, Conway, & Hou, 2004): In Western cultures, an elaborative parent-child dialogue that focuses on the child helps developing memory narratives emphasizing individuality. These in turn lead to the early formation of an autobiographical memory system that enables the recall of individual memories feeding the independent self-construal. However, East Asians' memories are shared with others, and their storage and retrieval do not depend on the existence of an independent self system. This lack of personal memory recall might be the reason for the longer period of childhood amnesia for East Asians compared to their Western counterparts.

In an attempt to explain cultural differences in basic and higher level cognitive processes, some have emphasized differences in self-construals across Asian and Western cultures (Markus & Kitayama, 1991). Westerners have independent self-construals encouraging individuality and personal autonomy. On the other hand, East Asians have interdependent self-construals encouraging relationship and group harmony. It is considered that the two cultures differ in various cognitive tasks because members of these cultures have different self-construals. Indeed, the Semantic-Procedural Interface Model of the Self (SPI) proposed by Kühnen, Hannover, and Schubert (2001) describes how a dominant self-construal in one culture affects different levels of cognitive processes via two basic mechanisms that trigger or feed the self in response to the relevant cues in the present environment. Semantic model of the self gives response to the semantic cues (self- or group-oriented characteristics) such as autonomy or social interaction which are also the key properties of what the relevant self-construal (independent or interdependent) is. Autobiographical memory recall appears to be directly related to this semantic

mechanism with regard to the content of memories that also feed the key properties of the relevant self-construal. Westerners report more personal narratives with a focus on their judgments, feelings and personal activities, since their independent self-construals are fed by individuality and autonomy. However, East Asians recall more social memories because their interdependent self-construals are defined with their shared experiences and interactions. The second mechanism described in the SPI model is a procedural mechanism and this mechanism manages contextual information processing via facilitating a holistic or an analytic mode of thinking. Similar to an independent self holding himself / herself distinct from others, an analytic style of thinking separates and sets the target object and its context apart from each other. A holistic style of thinking processes contextual relationships between objects similar to an interdependent self identifying himself / herself by relatedness to others. The semantic and procedural mechanisms interact because the semantic activation for a specific self-construal automatically activates the procedural mechanism and its relevant mode of thinking.

### Self-Construal Priming and Cognition

Basic level studies presented evidence of a correlational relationship between differing self-construals and cognitive styles such that a person's analytic (holistic) style of thinking is associated with his independent (interdependent) self-construal, but these studies did not establish a causal link between self-construal and thinking style (Lin & Han, 2009). For autobiographical remembering, there was also not enough evidence that supported the effect of cultural self-construal on autobiographical memory recall (Wang, 2008). Priming procedure directly allowed the testing of whether cultural self-construals shaped individuals' cognitive styles (for reviews see Oyserman & Lee, 2007, 2008).

A recent theory on individualism and collectivism suggests that a person holds both independent and interdependent views of the self, yet the culture he/she has grown up constantly feeds one of these selves with its situational cues. These cues work as cultural primes for the person's self-knowledge system and make salient either the independent or interdependent self within that cultural context (Oyserman & Lee, 2007). Priming is a paradigm that temporarily makes salient either the independent or interdependent self for an individual.

There are different types of primes used for making either an independent or an interdependent self salient in a person's self-system, such as the Pronoun Circling (Gardner, Gabriel, & Lee, 1999) or Similarities and Differences with Family and Friends (SDFF) (Trafimow, Triandis, & Goto, 1991) tasks. These two prime types are the two of the most frequently used primes (Oyserman & Lee, 2008). In a typical Pronoun Circling task, participants are asked to circle the nineteen personal pronouns embedded in a story describing a trip to a city. The story has two versions for priming either an independent or an interdependent self. One version consists of pronouns such as *I, my*, describing city trip as an individual activity. The other version involves pronouns such as *we, our*, suggesting that the trip is a group activity. In the SDFF task, on the other hand, participants are encouraged to reflect on themselves. For priming an independent self-construal, they are asked to think what differentiates themselves from their family and friends. In contrast, when primed with an interdependent self, they are asked to focus on similarities with their family and friends. Although Oyserman and Lee's (2008) meta-analysis indicates that primes are effective regardless of their types, their mean weighted effect sizes are not the same across studies. While the Pronoun Circling has a small effect size ( $d < .40$ ), SDFF task is shown to have a moderate effect size ( $.40 < d < .70$ ; Oyserman &

Lee, 2007, 2008). There can be more than one explanation for those differing effect sizes (Oyserman & Lee, 2007). The SDFP task appears to affect participants' performance to a larger degree, may be because participants are asked to focus directly on their self-system. However, the Pronoun Circling task seems like a grammar task which is less directly connected to an individual's relevant self-construal.

Several studies using either the Pronoun Circling task or procedures similar to the SDFP task reported effects of self-construal priming on cognition for attentional processes and autobiographical memory recall (for attention, see Kühnen, Hannover, & Schubert, 2001; Kühnen & Oyserman, 2002 (also for short-term memory); Lin & Han, 2009; for autobiographical remembering, see Wang & Ross, 2005; Wang, 2008). Reflecting on those studies, one aim of this thesis is to investigate whether the effects presented by Kühnen and Oyserman (2002), Lin and Han (2009), Wang and Ross (2005), and Wang (2008) are replicable in a Turkish sample. The present thesis is going to procedurally replicate previous research to determine whether their findings replicate as well. Below I summarize the mentioned studies. Then, I will review aims and hypotheses of this thesis.

#### Kühnen & Oyserman (2002) and Lin & Han (2009) Studies

Before going into the methodological details, it should be noted that both studies conducted experiments for investigating the effect of self-construal priming on attention. To measure attentional processes, Kühnen and Oyserman (2002) in their first experiment, and Lin and Han (2009) in their second experiment, adapted Navon's (1977) global-local letter identification task. In this simplified adaptation, a large (global) letter composed of small (local) letters is presented at the centre of a

computer screen and participants are asked to identify what the global or local letter is by pressing one of the two response keys on a keyboard. If priming different self-construals activates different cognitive styles, participants' performance in the letter identification task should also be affected. Independent self prime should shift participants to a context independent mode and they should identify local letters faster than global letters (local letters acting as target objects, while global letter constituting the larger context). However, interdependent self prime should shift participants to a context dependent mode which should result in the faster identification of global, rather than local letters (relationship between small letters resulting in the larger context constituting the global letter).

Results of the two studies showed quite similar patterns in the hypothesized directions. In both studies, there was a significant Task Type X Prime Type interaction. This interaction means that how fast participants identified a global (local) letter with regard to a local (global) letter depended on the type of self-construal prime they were given. Specifically for Kühnen and Oyserman (2002), participants primed with an independent self-construal identified local letters significantly faster than global letters. Although the difference was not significant, researchers also emphasized the faster identification of global letters by interdependent self-construal primed participants. Lin and Han (2009) also came up with latency differences for both self-construal primes and they were in the expected directions. While there was no difference between global and local letter identification for the control condition, participants identified local letters faster than global letters when primed with an independent self-construal. They also identified global letters faster than local letters, when primed with an interdependent self-construal (Note that whether the response latencies significantly differed for these

priming conditions was not stated by the researchers). Lin and Han (2009) further calculated a new RT for making comparisons among their independence, interdependence and neutral primed (control) conditions. The new RT was calculated by subtracting participants' response latencies for global letters from their latencies for local letters ( $RT_{\text{local}} - RT_{\text{global}}$ ). They then conducted paired sample t-tests that depended on this new calculation and results of the tests presented a more similar pattern to Kühnen and Oyserman's (2002) data. The local precedence effect in the independence primed condition proved to be significantly larger from that was calculated for the control condition. Moreover, the global precedence effect for the interdependence primed condition was significantly larger than that of independence primed condition. However, the global precedence effect did not significantly differ between interdependence primed and control conditions and failed to indicate a significantly greater precedence effect for the interdependent self-construal prime.

Putting together Kühnen & Oyserman's (2002) insignificant effect of Task Type for the interdependence prime and Lin & Han's (2009) lack of global precedence effect comparing their interdependence and control conditions, the common finding appears to be that priming an interdependent self-construal did not affect the attentional processes as the independent self-construal prime did. Although whole participants in Lin and Han's (2009) experiment were Chinese students in Beijing, participants of both studies might have been closer to the independence pole of the self-construal continuum and have needed a much stronger prime to be shifted towards an interdependent mode of thinking. Indeed, none of the participants filled a self-construal scale to come up with their self-concept profiles before the experiments. Moreover, it should be noted that the effect sizes of these studies were relatively small. For the interdependence prime in Kühnen and Oyserman's study

(2002), Cohen's  $d$  was calculated to be .57 for the difference between global and local letter identification. Moreover, the  $d$  values calculated for Lin and Han's (2009) study were .15 for the independence prime, and .14 for the interdependence prime conditions. Therefore, these experiments should be replicated for Turkish participants who are at an intermediate position along the independence-interdependence continuum (e.g. Göregenli, 1997; Anamur, 1998; Saribay, 2002; Ercan, 2003; Yurtdas, 2005). Below, the procedural and methodological details of these two studies are briefly summarized.

### Self-Construal Priming

Both studies used the Pronoun Circling task for priming. Kühnen and Oyserman (2002) used a between subjects design for priming participants. Half of the participants were primed with an independent self-construal and the other half with an interdependent self-construal. Since the letter identification task was divided into separate global and local blocks, Kühnen and Oyserman (2002) used two stories, one before each experimental block, to maintain the priming effect. First story was Gardner, Gabriel, and Lee's (1999) paragraph describing a trip to a city. For the second test block (either global or local), they invented an alternative story describing "a day in the farm" (p. 494). Participants in the independence primed group were asked to circle the singular pronouns in the stories, while the interdependence primed participants were requested to circle the plural pronouns. On the other hand, Lin and Han (2009) used a within-subjects design for priming. As a matter of fact, they suggested that priming the same individuals with different self-construals would be a better control than Kühnen and Oyserman's (2002) between-subjects design in terms of eliminating the effects of possible confounding variables. They also included a control group for defining a baseline performance to compare

the primed groups with. Lin and Han (2009) used three Chinese essays as their primes. Each essay described “a trip to countryside” (p. 805). Depending on the essay presented to them, participants either circled the singular (I) (independence) or plural (We) pronouns (interdependence) in the paragraphs. For the control group condition, the essay did not contain pronouns and participants circled its nouns. Lin and Han (2009) counterbalanced the content of essays and order of primes across subjects.

### Global-Local Letter Identification Task

Kühnen and Oyserman (2002) divided the identification process into separate global and local blocks. Either the global or local letters were to be identified in a single block of test trials. They counterbalanced the order of blocks by a between subjects design. Thus, one group of participants completed the global block first, while the other group began the task with the local block. However, Lin and Han (2009) presented mixed test blocks and their participants randomly identified global and local letters. While Kühnen and Oyserman (2002) did not limit the time for making a key press for letter identification, Lin and Han restricted the reaction time such that each letter was presented on the screen for 400 msec.

### The Present Study

Although the methodology of each experiment conducted for this thesis will be presented later in detail, it should be noted that Kühnen and Oyserman’s (2002) task procedure was administered for both experiments to investigate participants’ attentional processes. In the first experiment, Gardner et al.’s (1999) Pronoun Circling task was adapted to Turkish for self-construal priming. Three stories each with two priming alternatives (independence and interdependence) were created to



maintain any possible self-construal effect throughout the experiment. As Kühnen and Oyserman (2002) did, letter identification process was divided into two separate blocks (global and local). Story primes were given before each block and participants did not have any time limit for responding to the test trials. Letters showed up on the screen until participants made a key press. All participants completed both blocks of trials (Task Type variable occurring within subjects). For both experiments, Task Type Order (either global or local block coming first), Prime Type (independence vs. interdependence), and the order of primes were counterbalanced between subjects. Moreover, the third prime always preceded the autobiographical memory recall. Before giving the details for the memory recall task, related priming studies in the literature of autobiographical remembering should be summarized.

#### Wang & Ross (2005) and Wang (2008) studies

Using Caucasian and Asian participants and priming them either with an independent or interdependent self-construal, Wang and Ross (2005), in their first experiment, tried to explore both the effect of culture and self-construal priming on autobiographical remembering. Wang (2008) later conducted a priming study only with biculturals, specifically with Asian-Americans. This provided a clearer data set, since shifting the mode of thinking to either direction would be relatively easy for a bicultural self. Both studies used similar priming techniques to make either the independent or interdependent self-construal salient for their participants. They both included control groups to compare their primed groups with. In order to make comparisons among these two studies, only the results of their priming manipulations will be summarized. The two studies differed from each other in terms of the nature of autobiographical memories requested from their participants, although they both investigated the effect of self-construal priming on memory recall. While Wang and

Ross (2005) asked for their participants' earliest childhood memories, Wang (2008) reported how self-construal priming affected personally important memories that could come from any period of their participants' lives. Methodological details are explained in the following sections. Findings of the studies are also stated below.

With regard to participants' earliest childhood memories, Wang and Ross (2005) reported that memory content focus (whether the reported event was individual or social) and the number of social interactions driven from the narratives were significantly affected from self-construal priming. Participants primed with an independent self-construal recalled more individual childhood memories than the control group, and interdependent self-construal primed participants. The control group participants and the interdependent self-construal primed group did not differ from each other in terms of the reported amount of individual memories. Moreover, participants primed with an interdependent self-construal mentioned more social interactions than the independence primed and control groups that also did not significantly differ from each other. There was no main effect of Prime Type on reported frequency of rehearsal (how frequently participants previously talked about their memories), age of memory event, emotionality (number of unprompted emotions participants stated in their narratives), number of other individuals in the memory, and autonomous orientation (a combined score of references to personal autonomy such as one's attributes about himself/herself, evaluations about his/her own actions, events in general and other individuals).

For Wang's (2008) study, reported data depended on two personally important memories narrated by each participant. Wang (2008) stated that participants reported quite similar personal memories to each other, so the two memories were averaged and put into data analyses as a single data point. Self-

construal priming affected memory content focus, autonomous orientation and the number of social interactions <sup>1</sup>. Asian self-primed participants recalled more social memories and reported more social interactions in their narratives compared to the control group and American self-primed participants. In contrast, American self-primed participants emphasized personal autonomy more than the control and Asian self-primed groups.

Putting these two studies' findings together, their shared conclusion appears to be that self-construal priming affects the memory content focus (coded either as individual/personal or social) and the number of social interactions driven from the narratives. Conway's (2005) theory on the relationship between memory and the self proposes that a person's working self is defined by that person's life goals and autobiographical memories are organized by the goals of that self system. When temporarily made salient, independent or interdependent self-construal of a person appears to influence the current goals of an individual's working self and emphasizes either the individuality or relatedness within that temporary goal system. Thus, the events and social interactions of remembered autobiographical memories appear to be affected by those aspects of the salient self. However, the size of that priming effect is extremely important. Indeed, for the number of social interactions in Wang and Ross' (2005) study, the effect size was calculated to be .38 (for the difference between interdependence and independence primed groups). That indicates a small effect. Therefore, the effect of self-construal priming should be interpreted carefully

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<sup>1</sup> Memory content focus, autonomous orientation, and the number of social interactions basically referred to the same constructs that were previously described for Wang & Ross (2005) study.

at least for that variable.

### Self-Construal Priming

Wang and Ross (2005) used a priming procedure very similar to the SDF task. For the independence prime, participants were asked to list ten attributes that made them unique from others and for the interdependence prime, they were asked to list ten social group memberships. That is, participants reflected on themselves to list the attributes or memberships. Control group participants were asked to complete sentences about nature such as “The tree is...” (p. 598). Similar to their sentence completion task about nature, Wang (2008) used sentence completion technique to prime their Asian-American participants either with their Asian or American self. Participants in the Asian (American) self-priming condition completed ten sentences about their primed selves and about an Asian (American) self in general. For the first five sentences, they were asked to list how they would define themselves as an Asian or American, by completing sentences of “As an Asian (American), I am...” (p.745). Rest of the sentences asked them to list how they would define an Asian or American in general by completing sentences of “In general, Asians (Americans) are...”. Just like Wang and Ross’s (2005) control group, Asian-American control group in Wang (2008)’s study completed ten sentences about nature.

### Autobiographical Memory Recall

Following the primes (or sentence completion task for the control group), Wang and Ross (2005) asked from their participants to recall their earliest childhood memories. Participants were also asked to report their ages at the time of event occurrence. Moreover, they were asked to rate how frequently they talked about the events in the past, on a 7-point scale. Asian-American participants in Wang (2008)’s study were

asked to recall their earliest childhood memories as well. They also recalled two personally important memories from any period of their lives. Wang (2008) reported findings only from the personally important memories.

### The Present Study

In both experiments, participants wrote their earliest childhood memory and two personally important memories, respectively. The order of requested memories was not counterbalanced. However, the priming procedures and participants' ratings about their memories showed differences across the two experiments. For priming either an independent or interdependent self-construal, the adapted version of the Pronoun Circling task was used for collecting the first experiment's data. As mentioned before, the first two stories were used before the global and local blocks of the letter identification task, and autobiographical memory recall was preceded by the third story prime. In the second experiment, the SDFP task was adapted to prime participants. Since three alternative primes were required to maintain the priming effect during the letter identification and memory recall tasks, the original task was converted into alternative primes using three groups (family, close friends, cohort) to/from which participants could imagine themselves similar/different. After the letter identification task, each participant reported and evaluated three memories.

In addition to the age report, the frequency of rehearsal, and perspective<sup>2</sup> ratings asked in the first experiment, participants rated more about the

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<sup>2</sup> The Wang studies did not have this variable. However, self-construal priming might affect participants' current perspectives regarding their memories. In both experiments, how much participants saw/visualized the memory event from their own perspective was rated on a 5-point scale.

phenomenological characteristics of their memories in the second experiment. Specifically they rated each memory event for “reliving”, “see”, “remember/know”, “back in time”, and “real/imagine” characteristics which will be described in detail, in the Method section of the second experiment.

### The Present Study

Reflecting on the four studies summarized above, one aim of this thesis is to investigate the attainability of their findings for Turkish university students who appear to be intermediately located on the dimension of independence and interdependence. Göregenli (1997) and previous unpublished data from various theses indicated that Turkish university students are at the centre of individualism-collectivism orthogonal (e.g. Anamur, 1998; Saribay, 2002; Ercan, 2003; Yurtdas, 2005). Turkish culture is neither more individualistic (less collectivistic) nor more collectivistic (less individualistic) than Western or East Asian culture. The present thesis investigated whether it was probable to shift Turkish university students’ cognitive modes of thinking and to affect their autobiographical memory content. Whether self-construal priming will be equally effective on basic level (attention) and higher level (autobiographical memory) cognitive tasks and how the effects will differ for changing priming techniques are the crucial questions to be answered in this thesis. The following section lists the expectations about the effects of self-construal priming on the letter identification and autobiographical memory recall processes, along with participants’ evaluations about the saliency of their different self-aspects (RIC scale).

## Hypotheses

### Letter Identification vs. Memory Recall Processes

An individual's dominant cultural self leads him/her to recall memories emphasizing the salient aspects of that self (Wang, Conway, & Hou, 2004). Therefore, temporarily activating one of the two cultural self-construals might affect a person's current recall process. However, such a priming effect is less likely for basic-level tasks. A relatively content-free attention task should not be directly affected by a person's cultural self-construal. Making a key press in the letter identification is mechanical in comparison to a social cognitive task such as autobiographical remembering.

Although both Kühnen & Oyserman (2002) and Lin & Han (2009) studies reported that self-construal priming affected the letter identification process, the effect sizes of their significant findings were small. Therefore, the present thesis expects that self-construal priming is more likely to affect participants' memory recall rather than their attentional processes.

Indeed, a person's self system and his/her autobiographical memories are in a reciprocal relationship with each other (Conway, 2005). The working self of an individual organizes the recall of personal memories with regard to that person's goals in life. In return, the new happenings in an individual's life results in new personal memories that influence the self for the pursuit of new goals or changing earlier goals. Rather than the surrounding physical environment, the social roles or goals in a person's life would be influential on how that self is defined. Thus, the self would need a social content and context to be shaped and to show its direct influence on. Autobiographical memory of a person feeds the self with that social material, so temporarily priming one's self is likely to organize that material by affecting the

content of remembered memories (as it was found in Wang & Ross (2005) and Wang (2008) studies).

### The concept of Familial Self in the Turkish Culture and How Autobiographical Memory Narratives Might Be Affected

There is a recently discussed concept in literature, which is called *familial self*. While the independence-interdependence continuum describes different cultural styles of relatedness between one's self and other significant people (Kagitcibasi, 1990, 1997, as cited in Kagitcibasi, 2005), familial self specifically refers to the connectedness within the family context. Turkish culture is thought to have a familial self structure. Various studies with Turkish university students have concluded that both the traditional and modern <sup>3</sup> individuals have familial self systems (for a review, see Fisek, 2003). Moreover, although modern persons are individualistic within various social contexts, they also emphasize family relatedness (see Table 1, Fisek, 2003).

Within this framework, the present thesis attempts to investigate whether priming an interdependent self-construal would have an effect on participants' autobiographical memories in terms of the familial event and context recalled. Memory events (referring to the central happenings in the narratives) were coded as individual, dyadic (referring to a central interaction between two people), social (referring to social events or group activities other than family's), and familial. Moreover, contextual information (referring to the insignificant people in the narratives) was coded as individual (no one except the author), social (insignificant

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<sup>3</sup> The distinction between traditional and modern refers to the degree of Western influences an individual is exposed to.



people who do not belong to the author's family), and familial. I expected that compared to the independent self-construal primed group, individuals primed with an interdependent self-construal would recall more familial memories, and memories more likely to be occurring in a familial context.

Expectations Independently Focusing on the Global-Local Letter Identification, Autobiographical Memory Recall, and Kashima & Hardie's (2000) Relational, Individual, and Collective Self-Aspects Scale

1. "Global precedence effect" (Navon, 1977) asserts that identifying global letters is a faster process than identifying local letters, since local letter identification requires an additional cost of attention. Therefore, a main effect of Task Type is expected, such that participants will identify global letters faster than local letters regardless of the influence of Prime Type.
2. If priming different self-construals affects global-local letter identification, how fast participants identify global (local) letters in relation to local (global) letters should depend on the type of self-construal they are primed with. Due to an immediate activation of an analytic mode of thinking, independent self-construal primed participants should identify local letters faster than global letters. On the other hand, participants primed with an interdependent self-construal should identify global letters faster than local letters due to an immediate availability for a holistic mode of thinking. Thus, priming different self-construals should lead to a significant interaction between Task Type and Prime Type variables, if such an effect exists. Previous studies (Kühnen & Oyserman, 2002; Lin & Han, 2009) found this interaction. However, the present thesis does not expect such an interaction between the two variables. It proposes that this interaction is not likely to be obtained for an

attention task, since the saliency of different self-construals would be irrelevant to the nature of such a basic-level task which is rather mechanical and open to use different strategies to give faster responses.

3. Regarding all memories and each memory type, it is expected that interdependent self-construal primed participants will recall more social, and familial memories, and more memories with social and familial contexts. Their narratives are expected to involve less reference to autonomous orientation, yet they are expected to indicate more relationality (whether there is a social interaction in the narrative). On the other hand, participants in the independent self-construal primed group are expected to recall more individual memories, and more memories with individual contexts. Their narratives are also expected to have more references to autonomous orientation.

4. There is no specific expectation about the dyadic nature of event memories. Women might report more dyadic events than males do, yet it is not a strong prediction. However, regarding dyadic events which are also familial (referring to a dyadic interaction with a family member), interdependent self-construal primed participants are expected to recall more of those events compared to the independence primed individuals.

5. Self-construal priming might be affecting participants' memories (memory content) and their evaluations about these memories (phenomenological characteristics) in different ways. To investigate whether and how priming leads to a differentiation between content and phenomenology, especially the second experiment in this thesis focuses on the distribution of autobiographical memories with regard to basic phenomenological characteristics (reliving, see, real/imagine,

back in time etc.). However, except the frequency of rehearsal and perspective ratings, there is no specific expectation about how priming might affect those evaluations.

6. Since it is considered that priming has a temporary effect, the effect of Prime Type on reported ages and evaluated memory characteristics is expected to be strongest for the earliest childhood memories. Wang and Ross (2005) found that priming did not have an effect on age, and the frequency of rehearsal ratings. However, they found Culture (Caucasian vs. Asian) affected the age of event occurrence, such that Caucasians recalled earlier childhood memories than Asians. There was also a marginally significant interaction between Culture and Priming such that Asians and Caucasians in the interdependence primed group significantly differed from each other in the frequency of rehearsal. In comparison to their interdependent self-construal primed Caucasian counterparts, interdependence primed Asians were found to more frequently talk about their memories in the past. Although it was not supported by Wang and Ross (2005), Prime Type might be affecting these two variables (age and the frequency of rehearsal), as well as participants' perspective ratings. It is likely that participants primed with an independent self construal will remember earlier childhood memories. Moreover, interdependent self-construal primed individuals might report having more frequently talked about their childhood memories. Finally, it is probable that independence primed participants will more strongly agree on visualizing their childhood memories from a first person perspective. Because it is assumed that priming has a temporary effect on individuals, the frequency of rehearsal and perspective ratings are expected to be affected most strongly for the earliest childhood memories. Prime Type might be affecting reported ages of personally

important memories, but it is not a certain prediction. Elaborating on the memories with family members appears to be an important process for learning how to create memory narratives in childhood years. Thus, it is probable that the shift of age (to earlier years) is affected from such an elaborative process, especially for the earliest childhood memories.

7. In both experiments, the RIC scale was administered immediately after the autobiographical memory task. Therefore, it was a manipulation check for the effectiveness of priming tasks as well. In Gercek's (2004) thesis previously carried out with 435 Turkish university students (four universities, 90 were undergraduate Boğaziçi University students), data from 427 participants revealed significant differences among all pairs of self-aspect types, such that participants' individual selves ( $M=5.97$ ) were more prominent than their relational selves ( $M=5.62$ ), and their collective selves ( $M=5.12$ ) were less emphasized than their relational selves. A similar picture is expected to emerge for this thesis as well. Turkish university students, regardless of the Prime Type, are expected to give their highest ratings for the arguments emphasizing their individual, relational, and collective self aspects, respectively. If the effect of priming manipulation persists after the memory recall task, the hypothesized differences between participants' individual and relational selves, and their relational and collective selves are expected to be smaller for the interdependence primed group. On the other hand, the distance between participants' individual and relational selves are expected to be larger when primed with an independent self-construal.

## CHAPTER 2

### EXPERIMENT 1

Earlier priming studies investigating attentional processes and autobiographical remembering asserted that priming either an independent or interdependent self-construal affected participants' response latencies for global and local letter identification (Kühnen & Oyserman, 2002; Lin & Han, 2009), and their content of memories (Wang & Ross, 2005; Wang, 2008). However, present thesis demonstrated that the effects reported by these attention studies (also by Wang & Ross (2005), for the number of social interactions in the memories) had been small and the strength of their findings should be seriously considered. It is hypothesized in this thesis that self-construal priming would not affect basic-level attentional processes. If the manipulation works, it is probable to see the effects of priming on memory recall, since autobiographical remembering depends on an intricate relationship with the self-concept. Using Turkish participants who have previously been found to be at the centre of individualism-collectivism orthogonal, the present experiment aims to investigate the effect of self-construal priming on global-local letter identification, and the recall of earliest childhood memory and personally important memories. Basically, the same priming manipulation (the Pronoun Circling task) and attention task with Kühnen & Oyserman (2002) and Lin & Han (2009) were administered to be consistent with their methodologies. Although the priming technique in this experiment differs from the Wang studies, the memory recall procedure is comparable with theirs to observe any probable priming effect. Since the Pronoun Circling task is one of the most widely used priming techniques, it was also advantageous to investigate the memory recall process with this popular priming manipulation.

## Method

### Participants

Mostly, first or second year Boğaziçi University students participated in the first experiment. In return, extra credits were given for the mass psychology courses they were registered to. Eligible data came from 76 participants. Out of 76, 11 participants turned out to have poor accuracy rates in the global-local letter identification task <sup>4</sup>. They were treated as outliers and their data was excluded from further analyses. Out of 65 (37 female, 28 male), 64 participants provided demographic information. They had a mean age of 20.5 ( $SD=1.08$ ).

There were 57 participants (34 female, 23 male) who also wrote narratives for the autobiographical memory task. Two of the earliest childhood memories were repeating events rather than one-time, specific recollections <sup>5</sup>. One earliest childhood memory dated back to an event when the participant reported herself to be 9 months old, which was treated as a false memory. Finally, one of the personally important memories did not narrate a central event. Therefore, those four memories were excluded from analyses and data came from one hundred and sixty seven autobiographical memories.

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<sup>4</sup> Four of these outliers belonged to a smaller control group who started the letter identification task with the local block. Across a number of random sampling procedures conducted to investigate the effect of Task Type Order (Global block presented first vs. Local block presented first), it turned out that these participants acted as constant outliers.

<sup>5</sup> One participant recalled the nights she waited for her grandmother for them to sleep together. The other participant remembered the summer days at the beach that she spent with her family and friends.

## Materials

### Story Primes

Gardner, Gabriel, and Lee's (1999) Pronoun Circling task was adapted to Turkish language. In the original task, participants read a paragraph about travelling to a city. It was presented either with a focus on "I" or with a focus on "We". Then, participants were asked to circle the 19 personal pronouns in either version of the paragraph. For the paragraph focusing on "I", there were 19 singular pronouns to be circled, such as "I, my". For the paragraph focusing on "We", there were 19 plural pronouns to be circled, such as "We, our". Thus, those primed with an independent self-construal via the concept of "I" circled singular pronouns, while those primed with an interdependent self-construal via the concept of "We" circled plural pronouns.

Controlling the number of predicates followed by the suffixes for different cases of person (e.g. "seçtim, seçtik" etc. ), personal pronouns (e.g. "ben, biz" etc.), and words or word piles followed by "possessive suffixes" (e.g. "baktıklarımın/mızın hiçbirini" etc.) were extremely important with regard to the adaption of Gardner et al.'s (1999) priming procedure to Turkish language structure. Each story type was equalized for the number of sentences (n=19), the number of predicates followed by suffixes for singular (plural) case of person (n=16), the number of nouns and gerundials followed by relevant possessive suffixes (4 nouns, 8 gerundials) and the number of personal pronouns (n=4). Moreover, in each story type, equal number of simple (n=16, simple past tense) and compound tenses (n=3, past perfect) were used to retain equality.

Similar to Gardner et al.'s (1999) paragraph describing a city trip, the stories were written either with a focus on independent versus interdependent self. Three different stories were created to maintain the priming effect during the letter identification and autobiographical memory task. The stories were about “studying”, “birthday shopping”, and “going on a vacation”. Each story type had two versions either focusing on the concept of “I” or the concept of “We” and they were counterbalanced in terms of the grammatical issues highlighted in the previous paragraph (see Appendices B, C, D, E, F and G, for “I” and “We” versions of “studying”, “birthday shopping”, and “going on a vacation”, respectively).

#### Global-Local Letter Identification Task

The original task was created by Navon (1977). It was later simplified by Kühnen and Oyserman (2002) to investigate the effect of self-construal priming on letter identification. The task basically assessed participants' context-dependent and context-independent tendencies in their judgments. The version used in the following experiment grounded on Kühnen and Oyserman's (2002) relevant simplified adaptation.

In the global-local letter identification task (Kühnen & Oyserman, 2002), participants were shown a global letter made up of local letters on a computer screen. They were asked to identify either the global letter or the local letters constituting it. Participants were expected to press one key or the other depending on the letter type (global or local) that should be identified. In the following experiment, participants were presented with the letter stimuli identical to Navon's (1977) in the test phase (On the next page, see Figure 1 for the types of stimuli presented to the participants). Moreover, in line with Kühnen and Oyserman (2002), trials were presented in two



separate test blocks (one for global letter identification and one for local letter identification) and each test block consisted of 36 trials. Before each block, participants were primed with an independent or interdependent self-construal. Although each letter showed up on the screen until they made a key press, participants were encouraged to respond as fast as possible. This was also consistent with Kühnen and Oyserman's (2002) task procedure.

### Autobiographical Memory Booklet

The task was adapted from Wang & Ross (2005) and Wang (2008) studies. It was a free recall task. Participants were given booklets in which they wrote their memory narratives and made judgments for each memory. Specifically, they were asked to write recollections of their earliest childhood memory and two personally important events from any period of their lives <sup>6</sup>. The latter two personal memories referred to

|                  |   |           |
|------------------|---|-----------|
| H                | H | S S S S S |
| H                | H | S         |
| H                | H | S         |
| H H H H H H H    |   | S S S S S |
| H                | H |           |
| H                | H | S         |
| H                | H | S         |
|                  |   | S S S S S |
| S                | S | H H H H H |
| S                | S | H         |
| S                | S | H         |
| S S S S S S S    |   | H H H H H |
| S                | S |           |
| S                | S | H         |
| S                | S | H         |
|                  |   | H H H H H |
| Response options |   |           |
|                  | S | H         |

Fig.1. Types of stimuli presented in the global-local letter identification task

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<sup>6</sup> The order of requested memories was not counterbalanced. Participants began with their earliest childhood memory and went on writing their personally important recollections.

important events both when happened and when participants' current reflections were concerned (Wang, 2008). Detailed instructions about the nature of requested memories were given at the top of related pages in the booklet. While describing each memory, it was repeatedly indicated in the instructions that the memory should be their own recollection rather than "an event that they had seen in a picture or heard from another person" (Wang & Ross, 2005). Moreover, it was also emphasized in each instruction that the memory should be a specific, one-time event that had not lasted more than a few hours. In the instructions, it was also repeatedly encouraged that participants should write their narratives as detailed as possible (Wang & Ross, 2005; Wang, 2008). At the end of each narrative, participants were asked to make judgments about their recollection. They were asked to report their age at the time of that event's occurrence. They rated how frequently they talked about that event in the past on a 7-point scale (1= Never talked, 7= Talked many times) (Wang & Ross, 2005) and on a 5-point scale, they also rated how much they agreed that they saw/visualized the event from their own perspective (1=I strongly disagree, 5=I strongly agree) (MEQ; Sutin & Robins, 2007) (See Appendix H for autobiographical memory booklet).

### Self-Construal Scale

Participants' self-construals were assessed with regard to their individualistic and collectivistic tendencies using Kashima and Hardie's (2000) Relational, Individual, and Collective Self-Aspects (RIC) Scale (See Appendices I and J for the original scale and its Turkish version, respectively). The scale consists of ten statements. For each statement, there are three response options referring to the relational, individual and collective aspects of the self. Each response option is evaluated on a 7-point scale ranging from "1=not like me, not true of me" to "7=like me, very true of me".

Kashima and Hardie (2000) reported reliability scores of .81, .72, and .78 for the relational, individual, and collective subscales, respectively. In comparison, Fisek (2003, as stated in Gercek, 2004) obtained almost identical Cronbach alpha values of .81, .74, and .88 with the Turkish sample and Gercek (2004) later derived similar reliability scores (.76, .69, and .85, respectively) with Turkish university students.

#### Demographic Information Sheet

At the top of the page, participants were reminded that their answers would be kept in confidence. Information such as their gender, the city they were born, residency and educational background of themselves and their parents was requested from participants (See Appendix K for demographic information sheet).

#### Research Evaluation Form

This form consisted of five questions for participants to evaluate the experiment they had gone through. Respectively, they were asked how they found the stories in which they circled the predicates, whether it was distracting to study on those stories, whether they used a strategy in the letter identification task, which parts of the experiment were exhausting and whether they would like to make comments about the experiment in general (See Appendix L for research evaluation form).

### Procedure

Participants were first given the informed consent forms. The forms briefly summarized what they were expected to do in the present experiment. It was reminded that collected data would be kept anonymous. Participants were also informed that they were free to quit whenever they felt discomfort. They kept one copy of the form signed by the experimenter. The experiment began with a

computer-based introduction of what global or local letters referred to. Immediately after that, each participant was randomly assigned to one of the two priming conditions (independence vs. interdependence), and the first story prime was administered. Participants read the story (studying, birthday shopping or going on a vacation) and circled the singular (or plural) predicates in the paragraph. The first block of the letter identification task (global (or local)) followed this manipulation. After the first block, participants were re-primed with the second story. Depending on the first type of prime, participants were primed with the same self-construal via one of the remaining two alternative stories. Then, they moved to the second block of trials (local (or global)) in the letter identification task. Finishing the task, the third story was presented to re-prime the participants with the same self-construal initially activated with the first two stories. This third and last story prime was followed by the autobiographical memory task. After writing each memory narrative, participants were asked to report their age when the event occurred, how frequently they talked about that event in the past (7-point scale) and how much they agreed that they saw/visualized the event from their own perspective (5-point scale). These questions were always presented in the given sequence. Following the memory recall task, Kashima and Hardie's (2000) RIC scale was handed out. Participants read ten statements and three alternative response options about relational, individual and collective aspects of their selves and they evaluated each response option on a 7-point scale. Finally, participants completed the demographic information sheet and filled a research evaluation form for the experimenter. In the end, they were debriefed and thanked for their contribution to the experiment. On the next page, Figure 2 illustrates the steps in the procedure.

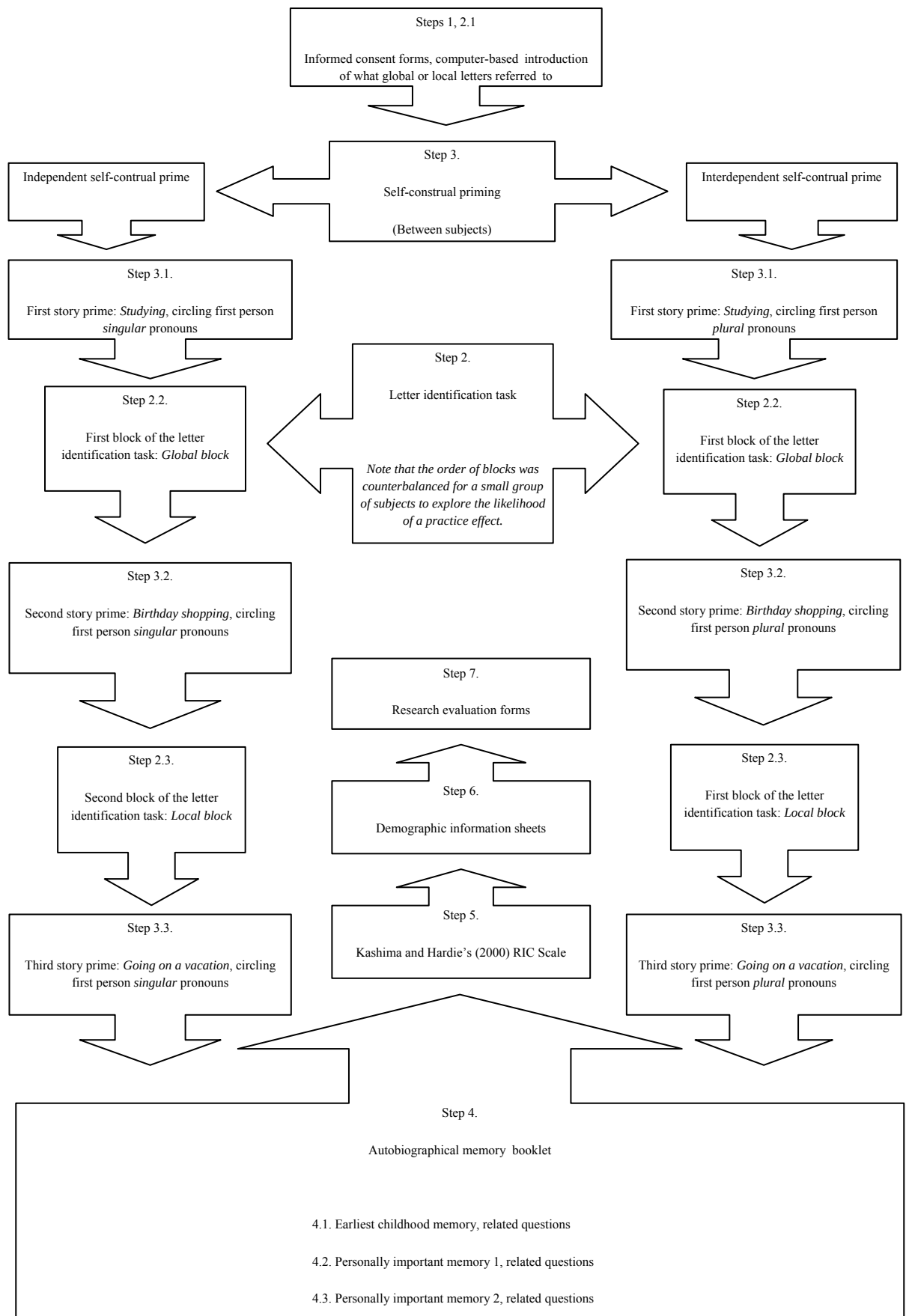


Fig. 2. Illustration of the procedural steps in the first experiment

## Results

### Kashima and Hardie's (2000) RIC Scale

To compute individual, relational, and collective self-aspect scores, each participant's Likert-scale ratings were added. Thus, a participant could get a maximum score of 70 for each self-aspect type. For those who both completed the global-local letter identification and autobiographical memory recall tasks, a 2 (Prime Type: Independence vs. Interdependence) X 3 (Self-Aspect Type: Individual vs. Relational vs. Collective) ANOVA was conducted to investigate whether the effect of self-construal priming persisted after the memory recall task. Self-Aspect Type significantly differed for each participant,  $F(2,110)=47.498$ ,  $MSE=39.124$ ,  $p=.000$ ,  $\eta_p^2=.463$ . In line with Gercek's (2004) earlier finding, participants' individual ( $M=61.51$ ,  $SD=4.97$ ) and relational self-aspect scores ( $M=56.61$ ,  $SD=8.35$ ) significantly differed from each other,  $t(56)=4.324$ ,  $p=.000$ , and their relational self scores were significantly higher than their collective self-aspect ratings ( $M=50.12$ ,  $SD=11.11$ ),  $t(56)=-6.363$ ,  $p=.000$ . There was no interaction between Self-Aspect Type and Prime Type variables,  $F(2,110)=.085$ ,  $MSE=39.124$ ,  $p=.918$ ,  $\eta_p^2=.002$ . Finally, there was no main effect of Prime Type on the overall RIC scale ratings,  $F(1,55)=.365$ ,  $MSE=142.465$ ,  $p=.548$ ,  $\eta_p^2=.007$ .

### Letter Identification

In the letter identification task, the first six trials of each test block were treated as practice trials and excluded from the analyses. Of the remaining 30 trials, latencies of correct responses were analyzed only. From the individual data, we also excluded trials that were 3 standard deviations above or below the group means of global and local responses (grand means). Then, for each participant, we calculated the average

response latency for each block of trials, one for global and the other for local letter identification.

### Effects of Self-Construal Priming on Global-Local Letter Identification Task

Kühnen and Oyserman (2002) log-transformed their participants' response latencies and used these transformed latencies in their data analysis. To assure comparability, average response latencies were log-transformed for the current analyses. Data of the reported findings comes from these transformed response latencies, rather than raw averages.

To investigate the effect of task type and prime type on participants' relative response latencies for global and local blocks, a 2 (Prime Type: Independence vs. Interdependence) X 2 (Task Type: Global vs. Local) ANOVA was conducted, with Task Type as the within subjects, and Prime Type as the between subjects variable <sup>7</sup>.

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<sup>7</sup> To prime either an independent or interdependent self-construal and maintain that priming effect over the course of the experiment, each participant was presented with three stories (Studying, Shopping, Vacation) of the same Prime Type (all stories priming an independent self-construal vs. an interdependent self-construal). Order of the story primes was counterbalanced to investigate whether participants' (relative) response latencies altered due to an order effect (Studying / Shopping / Vacation vs. Vacation/ Studying/ Shopping vs. Shopping/ Vacation/ Studying). Presenting story primes in different orders was not expected to affect participants' relative global and local response latencies and their average latencies regardless of the Task Type. To test these expectations, a 3 (Story Prime Order: Studying / Shopping / Vacation vs. Vacation/ Studying/ Shopping vs. Shopping/ Vacation/ Studying) X 2 (Task Type: Global vs. Local) ANOVA was conducted. As expected, there was no interaction between Task Type and Story Prime Order variables,  $F(2,54)=.872$ ,  $MSE=.002$ ,  $p=.424$ ,  $\eta_p^2=.031$ , and Story Prime Order did not affect latencies on average,  $F(2,54)=.537$ ,  $MSE=.007$ ,  $p=.587$ ,  $\eta_p^2=.020$ .

Results confirmed half of the predictions. Contrary to the expectation, the global precedence effect was not obtained. However, as it was expected, there was no interaction between Task Type and Prime Type variables. Findings are presented in detail below.

There was a main effect of Task Type,  $F(1,55)=6.123$ ,  $MSE=.002$ ,  $p=.016$ ,  $\eta_p^2=.100$ . On average, participants' local block response latencies ( $M=2.731$ ,  $SD=.061$ ) were significantly lower than their global block latencies ( $M=2.753$ ,  $SD=.072$ ),  $t(56)=2.488$ ,  $p=.016$ .<sup>8</sup> Prime Type did not affect participants' average response time,  $F(1,55)=2.005$ ,  $MSE=.007$ ,  $p=.162$ ,  $\eta_p^2=.035$ .

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<sup>8</sup> Since found that Story Prime Order did not alter (relative) response latencies, another group of participants were given only the order of Studying / Shopping / Vacation for the condition that they completed the local block first ( $N=12$ ). Among those who were presented with the global block in the first place ( $N=57$ ), a random sample of 12 participants was selected to investigate the likelihood of a practice effect (Kühnen & Oyserman, 2002). Following outlier and trial reductions ( $N=20$ ), a 2 (Prime Type: Independence vs. Interdependence) X 2 (Task Type Order: Global block presented first vs. Local block presented first) X 2 (Task Type: Global vs. Local) ANOVA was conducted on the smaller sample (Among 20, 12 were those given the global block first, while 8 belonging to the group who completed the local block in the first place. Moreover, these 20 participants were equally divided to the two priming conditions). Supporting the expectation of a practice effect, the interaction between Task Type and Task Type Order variables was found to be significant,  $F(1,16)=5.036$ ,  $MSE=.002$ ,  $p=.039$ ,  $\eta_p^2=.239$ . For the condition that global block was presented first, there was a weak tendency towards identifying local letters ( $M=2.760$ ,  $SD=.046$ ) faster than global letters ( $M=2.779$ ,  $SD=.069$ ,  $t(11)=.952$ ,  $p=.361$ ). Moreover, global letter identification ( $M=2.752$ ,  $SD=.097$ ) tended to be faster than local letter identification ( $M=2.799$ ,  $SD=.073$ ) when participants completed the local block first,  $t(7)=-1.971$ ,  $p=.089$ .



As expected, the interaction between Task Type and Prime Type variables was not significant,  $F(1,55)=1.281$ ,  $MSE=.002$ ,  $p=.263$ ,  $\eta_p^2=.023$  (On the next page, see Figures 3 and 4 for average raw response latencies (msec) and average log-transformed response latencies (msec) of independent and interdependent self-construal primed groups for global and local blocks). Post-hoc analyses showed that there was no difference between the average identification latencies of local letters

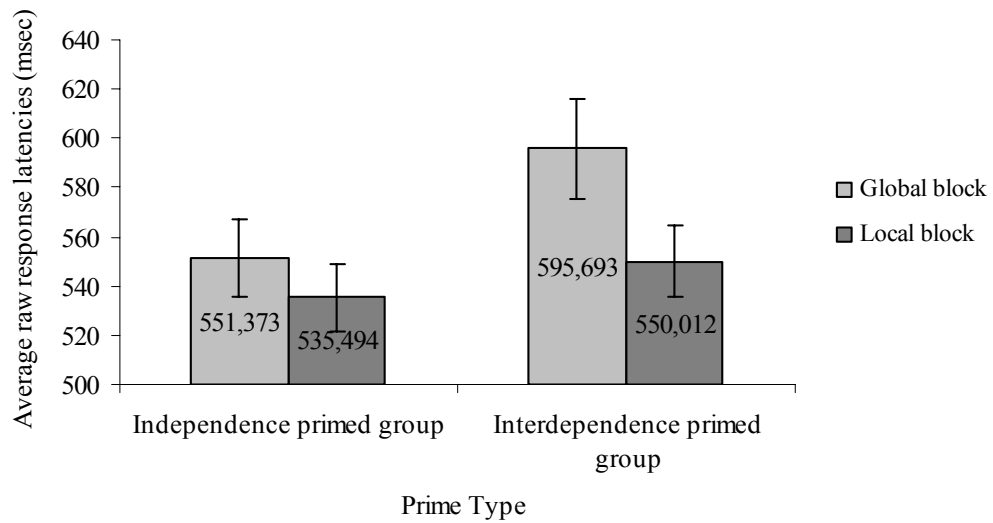


Fig. 3. Average raw response latencies (msec) of independent and interdependent self-construal primed groups for global and local blocks in the first experiment

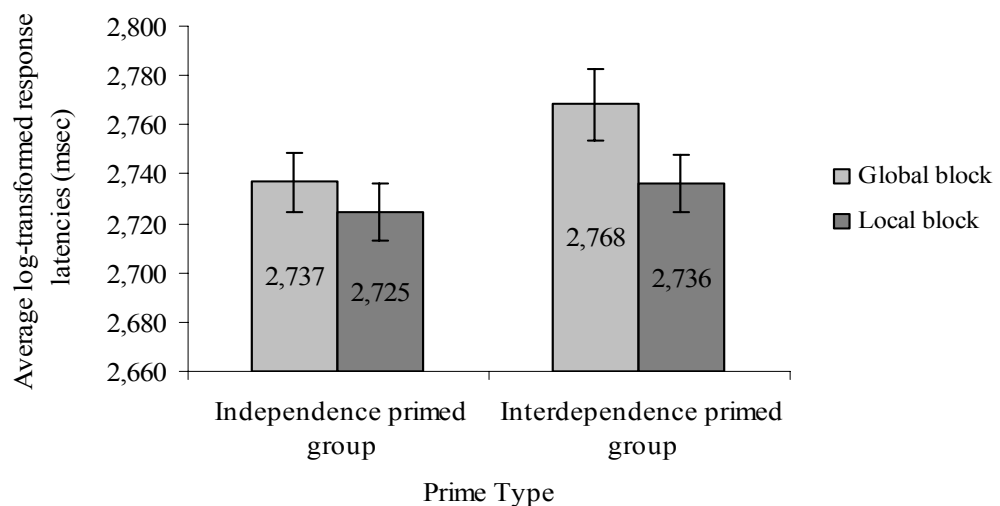


Fig. 4. Average log-transformed response latencies (msec) of independent and interdependent self-construal primed groups for global and local blocks in the first experiment

( $M=2.725$ ,  $SD=.061$ ) and global letters ( $M=2.737$ ,  $SD=.065$ ) for independent self-construal primed participants,  $t(27)=1.063$ ,  $p=.297$ . However, in the interdependence primed group, global letters ( $M=2.768$ ,  $SD=.077$ ) were identified slower than local letters ( $M=2.736$ ,  $SD=.061$ ),  $t(28)=2.340$ ,  $p=.027$ .

### Effects of Self-Construal Priming on Autobiographical Memory Recall

It should be reminded that 57 university students participated in the autobiographical memory task, each reported three autobiographical memories (one earliest childhood memory and two personally important memories, respectively), and 4 memories were excluded from the analyses. Therefore, total data came from 167 autobiographical memories. Note that after writing each memory, participants recorded their age at the time of event occurrence, how frequently they previously talked about that event (on a 7-point scale), and whether they agreed they saw/visualized the event from their own perspective (on a 5-point scale). Participants' ages were coded in years. Narratives were analyzed in terms of memory content, age, the frequency of rehearsal and perspective ratings participants reported at the end of each memory. Effect of Prime Type on age, the frequency of rehearsal and perspective variables was investigated via independent samples t-tests. Focusing on the type and rank of memory narratives, priming effect was examined for the earliest childhood memory, first and second personally important memories separately. Table 1 demonstrates the effect of self-construal priming on autobiographical memory recall in terms of reported age, the frequency of rehearsal and perspective ratings (on the next page).

For the first personally important memories, it was found out that self-construal priming affected participants' perspective ratings in the expected direction.

Table 1: Age, the Frequency of Rehearsal and Perspective in Autobiographical Memories for Experiment 1 Due to the Effect of Prime Type

| Memory Type                        | Variable                   | Prime Type                       |       |                                     |       |        |    |       |
|------------------------------------|----------------------------|----------------------------------|-------|-------------------------------------|-------|--------|----|-------|
|                                    |                            | Independent Self-Construal Prime |       | Interdependent Self-Construal Prime |       | t      | df | p     |
|                                    |                            | M                                | SD    | M                                   | SD    |        |    |       |
| Earliest Childhood Memory          | Age                        | 5.654                            | 2.088 | 5.384                               | 2.119 | .471   | 52 | .640  |
|                                    | The Frequency of Rehearsal | 2.923                            | 1.495 | 3.286                               | 1.560 | -.871  | 52 | .388  |
|                                    | Perspective                | 4.269                            | .778  | 3.964                               | .838  | 1.383  | 52 | .173  |
| First Personally Important Memory  | Age                        | 14.464                           | 4.288 | 12.862                              | 3.880 | 1.480  | 55 | .145  |
|                                    | The Frequency of Rehearsal | 4.357                            | 2.077 | 3.759                               | 1.766 | 1.174  | 55 | .246  |
|                                    | Perspective                | 4.857                            | .356  | 4.586                               | .568  | 2.148  | 55 | .036* |
| Second Personally Important Memory | Age                        | 12.786                           | 4.990 | 15.028                              | 4.637 | -1.725 | 53 | .090  |
|                                    | The Frequency of Rehearsal | 3.821                            | 2.144 | 3.500                               | 1.856 | .600   | 54 | .551  |
|                                    | Perspective                | 4.643                            | .488  | 4.500                               | .694  | .891   | 54 | .377  |

Note. \*p<.05

Compared to their interdependent self-construal primed counterparts ( $M=4.59$ ,  $SD=.57$ ), independence primed individuals ( $M=4.86$ ,  $SD=.36$ ) more strongly agreed on visualizing their event memories from a first person perspective,  $t(55)=2.148$ ,  $p=.036$ .

### Coding for the Content Analysis

Content coding in this thesis was similar but not identical to the basic coding structures used in Wang & Ross (2005) and Wang (2008) studies. Some of their dimensions were redefined and decomposed, and new dimensions other than theirs were added to the coding schema. Memory content was coded considering the central events in the memories, contextual information, social interactions, autonomous orientation, and the number of other people mentioned in the narratives. In addition, each memory narrative was summarized in one or two sentences, to capture the gist of events recalled by the participants.

Memory event is the main occurrence mentioned in each memory that can be summarized in one or two sentence(s). Events were coded to be “individual”, “dyadic”, “social” or “familial”.

An individual event referred to a personal happening that focused on the author. It can be described as an incident that can only be experienced by the author (e.g. falling from a bike). An event was also coded to be individual if the personal importance of that happening was stated in the memory narrative (narrated personal significance of that event, e.g. university entrance exam) and if the author’s autonomy was part of the central event definition (e.g. the author fighting back the big children who want to steal his new ball). A dyadic event referred to a central interaction between the author and significant other person (e.g. first kiss). A social

event referred to a group activity or an incident that was experienced with group members other than the author's family (e.g. getting degree as a team in a competition). A familial event referred to a familial activity or an incident lived through with family members (e.g. 1999 earthquake).

Note that an event did not have to belong to only one category. For instance, "the author learning along with his classmates that their friend passed away" was coded to be both an individual and a social event, since the author narrated his emotions for the first loss of a friend and how it was learnt was a shared experience with the classmates. Moreover, an event was coded to be both dyadic and familial when the central interaction took place between the author and a family member (e.g. mother getting angry with the author).

Memory context referred to the contextual information mentioned in the narrative. The coding depended on the presence of other people who are not part of the central event. Focusing on the narrative, whether the memory had a context ("1" if context exists. or "0" if there is no context) was coded in the first place. If context existed, it was coded to be either "individual", "social" or "familial". An individual context referred to an event that the author experienced alone (e.g. the author smoking when nobody is around). A social context referred to the presence of people other than family members (e.g. audience watching the author while making a speech). A familial context referred to the presence of family members in the narrative (e.g. the author secretly meeting with her boyfriend when her relatives were asleep). Similar to the memory event categorization, note that the context of a memory did not have to belong to only one category. For instance, high school graduation ceremony involves a familial and a social context together, since the narrator's family and friends are both present for celebrating the graduation.

Memory relationality referred to the social interactions narrated in the memory. This dimension was also part of the original Wang coding scheme, yet we coded the nature of social interactions, rather than counting the references in the narratives. It was important to code for this dimension, since it represents the polar opposite of Autonomy (for a review of the conceptual basis of these two dimensions, see Kagitcibasi, 2005). First of all, we coded whether the narrative involved such a relationality (“1” if it is relational, and “0” if it is not). If the memory was relational, then we coded for whether 1) the author interacted with another person (self-in-relation), 2) he/she observed an interaction taking place between two people other than himself/herself (observing-others-in-relation, e.g. “passively watching an argument between parents”), and 3) whether there was a dyadic relation at the center of the narrative.

Autonomous orientation of a person referred to the author’s agency to do/achieve something. Even though Wang and colleagues did code for autonomy, our definition of Autonomy differed from their description. We based our definition of autonomy on the dichotomy presented by Kagitcibasi (2005), and focused on the agency the author exhibited. Memory content was coded for the presence of such an autonomy in the narrative. Unlike Wang, we did not attribute autonomy for all cases when the author merely stated a like/dislike. It was coded as “0” if there was no reference to it or “1” if the author expressed an agency. For instance, a sentence such as “When my grandmother let me go shopping alone for the first time, I felt like I was grown up for doing things on my own.” was a reference to autonomous orientation, so that memory was coded as “1”. If there was autonomy on the group level, we did not code this as personal autonomy (e.g. the author and his friends sitting up all night in the forest as a sign of their courage).

Number of other people was coded via counting all the persons mentioned by the author. Two sub-categories were generated and added together to come up with the total number. “Explicit count” category represented the individuals that we could explicitly count. “Different clusters” referred to the group(s) including at least two individuals, yet the exact amount could not be explicitly figured out. Each cluster in the narrative was coded as “2”, since the smallest group could be made up of two people. Sum of these two sub-categories represented the total number of people in the narrative (except the author).

#### Inter-Rater Reliability

Twenty nine percent of the memories were coded by five raters who discussed each memory altogether. After reaching a consensus about the coding schema, two raters coded the rest of the memories. To determine the consistency between them, inter-rater reliability analyses were conducted using the Kappa criterion and Pearson  $r$  correlation. Evaluations about the two raters’ agreement depended on Altman’s (1991) Kappa categorizations and Cohen’s (1992) effect size magnitudes. Kappa values obtained for each categoric variable and the degree of agreement between the two raters are presented in Table 2 (on the following pages). The inter-rater reliability for the number of other people in the narratives was investigated via Pearson  $r$  correlation. It was found that the two raters moderately agreed with each other with an  $r$  value of .274. All the disagreements were solved by three raters, and the content analysis was conducted on this finalized data.

#### Results of the Content Analysis

Analyzing each memory (earliest childhood, first personally important and second personally important) specifically, chi-square statistics was preferred to investigate

Table 2: The First Experiment's Results of the Kappa Criterion Analysis for Memory Content Coding

| Inter-rater reliability |          |      |                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------|----------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Event coding            | Kappa    | p    | Degree of agreement                                                                                                                                                                                                                                                                                                                                              |
| Individual              | .66      | .000 | Good agreement                                                                                                                                                                                                                                                                                                                                                   |
| Familial                | .68      | .000 | Good agreement                                                                                                                                                                                                                                                                                                                                                   |
| Social                  | .65      | .000 | Good agreement                                                                                                                                                                                                                                                                                                                                                   |
| Dyadic                  | .64      | .000 | Good agreement                                                                                                                                                                                                                                                                                                                                                   |
| Context coding          |          |      |                                                                                                                                                                                                                                                                                                                                                                  |
| Does context exist?     | .33      | .000 | Fair agreement                                                                                                                                                                                                                                                                                                                                                   |
| Individual              | No Kappa | n.a. | No statistics computed, since one of the raters coded all memories as not having an individual context. The other rater coded only one memory differently such that she proposed that memory both had an individual and a social context. Indeed by the two raters, almost all memories (except that one) were coded as not having an individual context at all. |



Table 2 continued

| Event coding                  | Kappa | p    | Degree of agreement |
|-------------------------------|-------|------|---------------------|
| Familial                      | .58   | .000 | Moderate agreement  |
| Social                        | .58   | .000 | Moderate agreement  |
| Memory relationality          |       |      |                     |
| Is memory relational?         | .73   | .000 | Good agreement      |
| Self-in-relation              | .83   | .000 | Very good agreement |
| Observing-others-in-relation  | .61   | .000 | Good agreement      |
| Dyadic relation-at-the-center | .60   | .000 | Good agreement      |
| Autonomy                      | .50   | .000 | Moderate agreement  |

Note. Poor=Less than .20, Fair=.20 - .39, Moderate=.40 - .59, Good=.60 - .79, Very good=.80 - 1.00 (Altman, 1991).

n.a. Kappa criterion analysis not applicable

how Prime Type affected the memory event (individual only, social only, familial only, and dyadic events), memory context (whether the memory had a context at all, and whether the existing context was individual, social, or familial), memory relationality (whether the narrative was relational), and autonomy (whether there was a reference to autonomous orientation in the narrative). Number of other people (explicit count plus different clusters) mentioned in the narratives was analyzed via independent samples t-tests. Tables 3, 4 and 5 give a summary of the chi-square statistics for the effect of self-construal priming on memory content (on the following pages).

Chi-square statistics for memory event distribution showed that self-construal priming did not affect the memory event recall. There was also no effect of Prime Type on the presence or type of contextual information narrated in the memories. Moreover, relationality and personal autonomy in the narratives did not depend on the type of self-construal prime. Finally, independent samples t-tests showed that the two primed groups did not significantly differ from each other with regard to the number of other people mentioned in their narratives.

## Discussion

This experiment investigated the effect of self-construal priming on global-local letter identification and autobiographical memory recall, using a priming technique other than the Wang studies (Wang & Ross, 2005; Wang, 2008) and administered the Pronoun Circling task as its priming manipulation. As expected, participants' basic level attentional processes were not affected from self-construal priming. Moreover, facilitating either an independent or interdependent self-construal did not affect the content of reported memories. However, the hypothesized effect of self-construal

Table 3: The First Experiment's Chi-Square Statistics Results for Memory Event Coding

| Memory Type                       | Event Coding          | Prime Type                           |                                         | Total % | $\chi^2$ | N     | df | p      |
|-----------------------------------|-----------------------|--------------------------------------|-----------------------------------------|---------|----------|-------|----|--------|
|                                   |                       | Independent Self-<br>Construal Prime | Interdependent Self-<br>Construal Prime |         |          |       |    |        |
|                                   |                       | % within Prime Type                  | % within Prime Type                     |         |          |       |    |        |
| Earliest Childhood Memory         | Individual only       | 46.2%                                | 35.7%                                   | 40.7%   | .609     | 54    | 1  | .435   |
|                                   | Familial              | Dyadic                               | 3.8%                                    | 21.4%   | 13.0%    |       |    |        |
|                                   |                       | Not Dyadic                           | 11.5%                                   | 10.7%   |          |       |    |        |
|                                   | Total Familial only % |                                      | 15.4%                                   | 32.1%   | 24.1%    | 2.071 | 54 | 1 .150 |
|                                   | Social                | Dyadic                               | 3.8%                                    | 3.6%    | 3.7%     |       |    |        |
|                                   |                       | Not Dyadic                           | 7.7%                                    | 3.6%    | 5.6%     |       |    |        |
|                                   | Total Social only %   |                                      | 11.5%                                   | 7.1%    | 9.3%     | .310  | 54 | 1 .578 |
|                                   | Dyadic                |                                      | 26.9%                                   | 25.0%   | 25.9%    | .026  | 54 | 1 .872 |
| First Personally Important Memory | Individual            | 28.6%                                | 41.4%                                   | 35.1%   | 1.026    | 57    | 1  | .311   |

Table 3 continued

|                                    |                       |            | Independent Self-<br>Construal Prime | Interdependent Self-<br>Construal Prime |         |          |    |    |      |
|------------------------------------|-----------------------|------------|--------------------------------------|-----------------------------------------|---------|----------|----|----|------|
| Memory Type                        | Event Coding          |            | % within Prime Type                  | % within Prime Type                     | Total % | $\chi^2$ | N  | df | p    |
| First Personally Important Memory  | Familial              | Dyadic     | 10.7%                                | 6.9%                                    | 8.8%    |          |    |    |      |
|                                    |                       | Not Dyadic | 3.6%                                 | 6.9%                                    | 5.3%    |          |    |    |      |
|                                    | Total Familial only % |            | 14.3%                                | 13.8%                                   | 14.0%   | .003     | 57 | 1  | .957 |
|                                    | Social                | Dyadic     | 25.0%                                | 6.9%                                    | 15.8%   |          |    |    |      |
|                                    |                       | Not Dyadic | 3.6%                                 | 13.8%                                   | 8.8%    |          |    |    |      |
|                                    | Total Social only %   |            | 28.6%                                | 20.7%                                   | 24.6%   | .478     | 57 | 1  | .490 |
|                                    | Dyadic                |            | 42.9%                                | 20.7%                                   | 31.6%   | 3.240    | 57 | 1  | .072 |
|                                    |                       |            |                                      |                                         |         |          |    |    |      |
| Second Personally Important Memory | Individual            |            | 42.9%                                | 35.7%                                   | 39.3%   | .299     | 56 | 1  | .584 |
|                                    | Familial              | Dyadic     | 7.1%                                 | 7.1%                                    | 7.1%    |          |    |    |      |
|                                    |                       | Not Dyadic | 14.3%                                | 10.7%                                   | 12.5%   |          |    |    |      |
|                                    | Total Familial only % |            | 21.4%                                | 17.9%                                   | 19.6%   | .113     | 56 | 1  | .737 |
|                                    | Social                | Dyadic     | 10.7%                                | 7.1%                                    | 8.9%    |          |    |    |      |

Table 3 continued

| Memory Type                        | Event Coding        | Independent Self-<br>Construal Prime | Interdependent Self-<br>Construal Prime | Total % | $\chi^2$ | N  | df | p    |
|------------------------------------|---------------------|--------------------------------------|-----------------------------------------|---------|----------|----|----|------|
|                                    |                     | % within Prime Type                  | % within Prime Type                     |         |          |    |    |      |
| Second Personally Important Memory | Not Dyadic          | 10.7%                                | 10.7%                                   | 10.7%   |          |    |    |      |
|                                    | Total Social only % | 21.4%                                | 17.9%                                   | 19.6%   | .113     | 56 | 1  | .737 |
|                                    | Dyadic              | 32.1%                                | 21.4%                                   | 26.8%   | .820     | 56 | 1  | .365 |

Event percentage calculation: The number of relevant event(s) in a priming condition divided by the frequency of memories in that Prime Type category

Total event percentage is the total number of relevant event(s) divided by the frequency of memories in the relevant Memory Type category regardless of the Prime Type.

Independence vs. Interdependence (N): 26 vs. 28 (earliest childhood memory); 28 vs. 29 (first personally important memory); 28 vs. 28 (second personally important memory)

Chi-square analysis depended on the total number of memories in the relevant Memory Type category (earliest childhood memory, N=54; first personally important memory, N=57; second personally important memory; N=56).

Table 4: The First Experiment's Chi-Square Statistics Results for Memory Context Coding

| Memory Type                        |                |            | Prime Type                              |                                            | Total % | $\chi^2$ | N    | df   | p    |
|------------------------------------|----------------|------------|-----------------------------------------|--------------------------------------------|---------|----------|------|------|------|
|                                    |                |            | Independent<br>Self-Conceptual<br>Prime | Interdependent<br>Self-Conceptual<br>Prime |         |          |      |      |      |
|                                    | Context Coding |            | % within<br>Prime Type                  | % within<br>Prime Type                     |         |          |      |      |      |
| Earliest Childhood Memory          | Context        | Individual | 0%                                      | 0%                                         | 0%      | n.a.     | n.a. | n.a. | n.a. |
|                                    |                | Familial   | 23.1%                                   | 28.6%                                      | 25.9%   | .212     | 54   | 1    | .645 |
|                                    |                | Social     | 34.6%                                   | 32.1%                                      | 33.3%   | .037     | 54   | 1    | .847 |
|                                    | No Context     |            | 15.4%                                   | 10.7%                                      | 13.0%   | .261     | 54   | 1    | .610 |
| First Personally Important Memory  | Context        | Individual | 0%                                      | 0%                                         | 0%      | n.a.     | n.a. | n.a. | n.a. |
|                                    |                | Familial   | 21.4%                                   | 17.2%                                      | 19.3%   | .160     | 57   | 1    | .689 |
|                                    |                | Social     | 39.3%                                   | 44.8%                                      | 42.1%   | .179     | 57   | 1    | .672 |
|                                    | No Context     |            | 21.4%                                   | 20.7%                                      | 21.1%   | .005     | 57   | 1    | .945 |
| Second Personally Important Memory | Context        | Individual | 0%                                      | 0%                                         | 0%      | n.a.     | n.a. | n.a. | n.a. |
|                                    |                | Familial   | 17.9%                                   | 10.7%                                      | 14.3%   | .583     | 56   | 1    | .445 |
|                                    |                | Social     | 32.1%                                   | 39.3%                                      | 35.7%   | .311     | 56   | 1    | .577 |

Table 4 continued

| Memory Type                           | Context Coding | Independent Self-<br>Construal Prime | Interdependent Self-<br>Construal Prime | Total % | $\chi^2$ | N  | df | p    |
|---------------------------------------|----------------|--------------------------------------|-----------------------------------------|---------|----------|----|----|------|
|                                       |                | % within Prime<br>Type               | % within Prime<br>Type                  |         |          |    |    |      |
| Second Personally Important<br>Memory | No Context     | 25.0%                                | 32.1%                                   | 28.6%   | .350     | 56 | 1  | .554 |

Context percentage calculation: The number of event(s) with the relevant contextual info. in a priming condition divided by the frequency of memories in that Prime Type category

Total contextual info. percentage is the total number of event(s) with the relevant contextual info. divided by the frequency of memories in the relevant Memory Type category regardless of the Prime Type.

Independence vs. Interdependence (N): 26 vs. 28 (earliest childhood memory); 28 vs. 29 (first personally important memory); 28 vs. 28 (second personally important memory)

Chi-square analysis depended on the total number of memories in the relevant Memory Type category (earliest childhood memory, N=54; first personally important memory, N=57; second personally important memory, N=56).

n.a. Chi-square analysis not applicable

Table 5: The First Experiment's Chi-Square Statistics Results for Memory Relationality/Autonomy Coding

| Memory Type                        | Relationality & Autonomy Coding | Prime Type                           |                                         | Total % | $\chi^2$ | N  | df | p    |
|------------------------------------|---------------------------------|--------------------------------------|-----------------------------------------|---------|----------|----|----|------|
|                                    |                                 | Independent Self-<br>Construal Prime | Interdependent Self-<br>Construal Prime |         |          |    |    |      |
| Earliest Childhood Memory          | Relationality                   | 92.3%                                | 100.0%                                  | 96.3%   | 2.237    | 54 | 1  | .135 |
|                                    | Autonomy                        | 50.0%                                | 57.1%                                   | 53.7%   | .277     | 54 | 1  | .599 |
| First Personally Important Memory  | Relationality                   | 96.4%                                | 86.2%                                   | 91.2%   | 1.860    | 57 | 1  | .173 |
|                                    | Autonomy                        | 64.3%                                | 58.6%                                   | 61.4%   | .193     | 57 | 1  | .661 |
| Second Personally Important Memory | Relationality                   | 100.0%                               | 89.3%                                   | 94.6%   | 3.170    | 56 | 1  | .075 |
|                                    | Autonomy                        | 57.1%                                | 53.8%                                   | 55.4%   | .072     | 56 | 1  | .788 |



Table 5 continued

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Relationality and Autonomy percentages calculation: The number of event(s) in a priming condition divided by the frequency of memories in that Prime Type category  
Total percentage is the total number of event(s) divided by the frequency of memories in the relevant Memory Type category regardless of the Prime Type.  
Independence vs. Interdependence (N): 26 vs. 28 (earliest childhood memory); 28 vs. 29 (first personally important memory); 28 vs. 28 (second personally important memory)  
Chi-square analysis depended on the total number of memories in the relevant Memory Type category (earliest childhood memory, N=54; first personally important memory, N=57; second personally important memory, N=56).

priming on autobiographical remembering was obtained for participants' perspective ratings. The findings are detailly discussed in the following sections.

### Global-Local Letter Identification

Results for the letter identification task confirmed that attentional processes did not depend on the type of self-construal prime. As proposed by the present thesis, such an identification process rather operated mechanically and self-construal priming that was thought to activate different self-systems of an individual was not related to the requirements of that task. Asserting that Task Type and Prime Type variables did not interact with each other, the present experiment also emphasized that the priming effects previously reported about the letter identification process had been small (Kühnen & Oyserman (2002), and Lin& Han (2009) studies).

Since global letter identification was found to be easier than the local letter identification process (Navon, 1977), the present experiment hypothesized that a global precedence effect should be obtained regardless of the different prime types. However, the finding was in the opposite direction such that participants' local block response latencies were faster than their global block latencies on average. Faster responses for the local block can be explained by a practice effect (Kühnen & Oyserman, 2002). Counterbalancing the order of global and local blocks, Kühnen and Oyserman (2002) reported that the first block served as practice and letters were identified faster in the second block. They reported that on average local letters were identified faster for the condition that global block was presented first. In contrast, participants were reported to be faster at identifying global letters when presented with the local block first. Since the global block preceeds the local block in the

present experiment, it appears to serve as practice, leading to lower response latencies for the local letter identification.

### Autobiographical Memory Recall

I had hypothesized that priming different self-construals was likely to affect higher level social cognitive processes which were directly related to those different aspects of the self. Autobiographical memory recall requires a self-related remembering process and it was expected that if the priming manipulation really worked, it would affect autobiographical remembering rather than the letter identification via activating the intricate relationship between the primed self and the individual's memory recall processes determined by that self.

In the present experiment, my expectation was confirmed for the perspective ratings of participants' first personally important memories. Although Prime Type was also expected to affect the content of autobiographical memories, it was found out that the type of reported events, narrated contextual information, the presence of social interactions and autonomous orientation, and the number of other people mentioned in the narratives did not depend on the self-construal prime.

Participants' perspective ratings altered in the expected direction such that when primed with an independent self-construal, they reported visualizing their memories more from a first person perspective. The significant effect of self-construal priming on evaluated point of views was observed for the first personally important memories specifically. Although the direction of the relationship showed the expected pattern for the earliest childhood and second personally important memories, the results did not reach a significant level. Regarding the second personally important memories, the smaller p value for the difference between the

two primed groups supported our hypothesis that the strength of self-construal priming diminished as the time passed, because those were the last memories to be reported in the autobiographical remembering task.

The fact that Prime Type affects only the perspective ratings, yet not the content of reported memories, leads us to the conclusion that our priming manipulation in the present experiment might not be strong enough. Indeed, Wang and colleagues used a priming technique similar to the SDFP task, which was found to be a stronger manipulation than the Pronoun Circling task. Therefore, the second experiment that administered the original SDFP task as its priming technique will provide more comparable results regarding the earlier findings in the literature.

Contrary to Wang and colleagues' earlier findings, self-construal priming did not affect memory relationality (Wang & Ross, 2005; Wang, 2008) or personal autonomy (Wang, 2008) in the narratives. There might be several reasons for the lack of the priming effect. As mentioned above, our priming manipulation might have been weaker in comparison to theirs. The second experiment will help us to control this probability with a stronger SDFP prime. Secondly, the insignificance might be due to the difference between their and our coding styles. Wang and Ross (2005) and Wang (2008) counted all the references that indicated a social interaction or autonomous orientation in the narratives. However, rather than counting each reference, we analyzed the data due to the presence or absence of an interaction or personal autonomy. Moreover, Wang's autonomy definition involved a person's desires, dislikes etc. apart from the gist of agency, yet we merely focused on the agency to achieve something. That is, Wang's coding schema might have been overemphasizing the autonomy variable. For relationality, also note that the difference obtained between the two primed groups did not reveal a strong effect size

(.38) in Wang and Ross' (2005) study. Therefore, the second experiment will answer whether self-construal priming would have an effect on relationality or autonomy, when participants are presented with the SDFP prime.

Finally, the present experiment and Wang and Ross (2005) study commonly indicated that self-construal priming did not affect the frequency of rehearsal, and the number of individuals mentioned in the narratives. Again, the second experiment will provide another comparison ground for these variables with a stronger priming manipulation.

## CHAPTER 3

### EXPERIMENT 2

Findings of the first experiment were in the hypothesized direction such that self-construal priming affected autobiographical remembering rather than the letter identification process. Specifically, participants' perspective ratings were found to depend on the type of self-construal prime, and the effect was in the expected direction. Depending on this result, the second experiment aimed to investigate the effect of self-construal priming with a different priming technique which was known to have a larger effect size than the Pronoun Circling task. Specifically, an adapted version of the original SDFF task was used in the present experiment. A priming task similar to the SDFF had been administered in the Wang studies. Therefore, this experiment provided a comparable manipulation to the previous research in terms of memory recall. Since the SDFF task was considered to be more effective than the Pronoun Circling task, it was also possible to detect any probable effect of self-construal priming which did not reach a significant level in the first experiment. Furthermore, new dimensions were added to the memory booklet to reveal a more comprehensive phenomenology of each memory, and this enabled a broader comparison among the content and conscious evaluations of the reported memories.

#### Method

##### Participants

As in the first experiment, first or second year Boğaziçi University students made up the majority of participants and they won extra credits for the mass psychology courses they had been attending. 41 participants provided the eligible data. Out of 41, 4 individuals turned out to be outliers, since they performed poorly in the global-

local letter identification task. Data of these 4 participants was excluded from further analyses. Remaining 37 (20 female, 17 male) individuals provided a complete demographic information at the end of the experiment. Their mean age was 20.59 ( $SD=1.38$ ).

Out of 111 memories reported by these participants, one personally important memory did not refer to a distinct occurrence. It described a two weeks period rather than a specific event. Excluding this narrative from the memory data pool, remaining 110 autobiographical memories were used in the data analyses.

## Materials

### Self-Construal Priming

Trafimow, Triandis, and Goto's (1991) "Similarities and Differences with Family and Friends" (SDFF) task was adapted for the present experiment. In the original SDFF task, participants were encouraged to reflect on their own independent or interdependent selves while focusing on the differences or similarities with their family and friends. Individuals primed with an independent self-construal were given the following instruction: "For the next two minutes, you will not need to write anything. Please think of what makes you different from your family and friends. What do you expect yourself to do?" In contrast, interdependent self-construal primed individuals were instructed as follows: "For the next two minutes, you will not need to write anything. Please think of what you have in common with your family and friends. What do they expect you to do?" (p. 651).

As in the original task, participants were given these instructions in a written form. Trafimow et al. (1991) had not mentioned in their findings that they had participants who had rather preferred to write their reflections. To be consistent with

this task procedure, participants in the present experiment were not encouraged to write their evaluations. Giving them two minutes to think about their similarities (or differences), they evaluated themselves with regard to the presented groups, and they were not allowed to write anything.

For maintaining the priming effect throughout the experiment, three versions were created out of the original task. In other words, three reflection groups were generated to be used in each prime: “Family”, “Close friends”, and “Cohort”. Therefore, participants focused on one of these three groups to consider their similarities (or differences) with, each time they were given a self-construal prime (see Appendices M, N, O, P, Q, and R).

#### Global-Local Letter Identification Task

In the second experiment, the same letter identification task was used, except that in this version two practice blocks were included. Each practice block consisted of 12 trials. They were presented before the test blocks that were made up of 36 trials. As in the first experiment, participants were initially presented with the examples of what global and local letters referred to. Then, they completed either the global (or local) practice block. Primed with an independent or interdependent self-construal, they went on with the relevant test block.

#### Autobiographical Memory Booklet

The booklet was identical to the one used in the first experiment, except that new variables were added to be rated at the end of each memory. Instead of three, participants answered eight questions for each memory in this version of the booklet. As in the first experiment, they first reported their age at the time of event occurrence. On a 7-point scale (1= Never talked, 7= Talked many times), they later



rated the frequency of talking about that event in the past, and after that on a 5-point scale, they rated their degree of agreement with the argument that they saw/visualized the event from their own perspective (1=I strongly disagree, 5=I strongly agree) (MEQ; Sutin & Robins, 2007). Remaining five questions involved the ratings for the new dimensions to come up with a comprehensive phenomenological description of each memory (adapted from the Turkish translation of AMQ (Rubin, Schrauf, & Greenberg, 2003); Yılmaz, 2005). All of the new ratings were done on a 7-point scale (1=Not at all, 7=As clearly as if it were happening right now). Participants respectively rated how well they relived the event memory (reliving), visualized its images (see), remembered its details (remember/know), went back to the time it happened (back in time), and believed that the event really happened (real/imagine, See Appendix S for the autobiographical memory booklet administered in the second experiment).

#### Self-Construal Scale

Kashima and Hardie's (2000) RIC scale was administered in the second experiment as well.

#### Demographic Information Sheet

It was identical to the information sheet presented in the first experiment.

#### Research Evaluation Form

As in the first experiment, this form consisted of several questions for participants to evaluate the procedure they had gone through. In accordance with the two priming conditions, the form had two versions, one for the similarities group and the other for the differences group. In the form administered to the participants who had been

given the similarities prime, it was respectively asked whether there was any specific group (among family, close friends, cohort) that they thought more easily about their relevant similarities, whether they used a strategy in the letter identification task, which parts of the experiment were exhausting and whether they would like to make comments about the experiment in general. For the other version of the form focusing on differences, the first question of the similarities group was adapted to ask for the specific category (among family, close friends, cohort) that participants thought more easily about their relevant differences. Remaining four questions were shared by both versions of the form (See Appendix T and U for the research evaluation forms).

### Procedure

Procedural steps are basically identical to the steps of the first experiment except the nature of priming manipulation. Initially, informed consent forms were handed out. Participants signed and gave the forms back to the experimenter, while the experimenter passed out the copies that she signed for them. Randomly assigned to one of the two priming (independence vs. interdependence) conditions, participants were given the first self-construal prime immediately after they were informed about what a global or local letter referred to and completed the practice block for the first part of the letter identification task. As part of the priming manipulation, they thought about their similarities (or differences) with the initially presented group (family, close friends, or cohort). After that, they went on with the first test block and second practice block of the letter identification task (global (or local)) and finishing them, they were presented with the next group as part of the second self-construal prime. As in the first experiment, via one of the remaining two alternative groups, they were primed with the self-construal that was identical to the first type of prime

they had been given. Presented with this prime, they completed the second block of test trials (local (or global)) for the letter identification. When they were done with it, participants were introduced with the third group to be re-primed via the same self-construal previously facilitated with the first two groups. Autobiographical memory task followed this last prime. Completing each memory narrative, participants reported their age at the time of event occurrence and rated the memory on several dimensions. The memory recall task was followed by Kashima and Hardie's (2000) RIC scale. Lastly, participants fulfilled the demographic information sheet and research evaluation form. The form depended on the self-construal prime they were given through out the experiment. In the end, participants were debriefed and thanked for their contribution to the present thesis. Figure 5 illustrates the procedural steps on the next page.

## Results

### Kashima and Hardie's (2000) RIC Scale

In order to find out whether self-construal priming maintained its effect at the end of the memory recall task, a 2 (Prime Type: Independence vs. Interdependence) X 3 (Self-Aspect Type: Individual vs. Relational vs. Collective) ANOVA was conducted. Participants' scores significantly differed from each other, such that the differences among them were consistent with the first experiment's and Gercek's (2004) earlier finding,  $F(2,70)=40.970$ ,  $MSE=24.155$ ,  $p=.000$ ,  $\eta_p^2=.539$ . Individual self ratings ( $M=62.68$ ,  $SD=3.89$ ) were significantly higher than relational self ratings ( $M=57.24$ ,  $SD=6.39$ ),  $t(36)=5.484$ ,  $p=.000$ ; and collective self ratings ( $M=52.35$ ,  $SD=7.78$ ) were significantly lower than the ratings of relational self,  $t(36)=-4.195$ ,  $p=.000$ . As

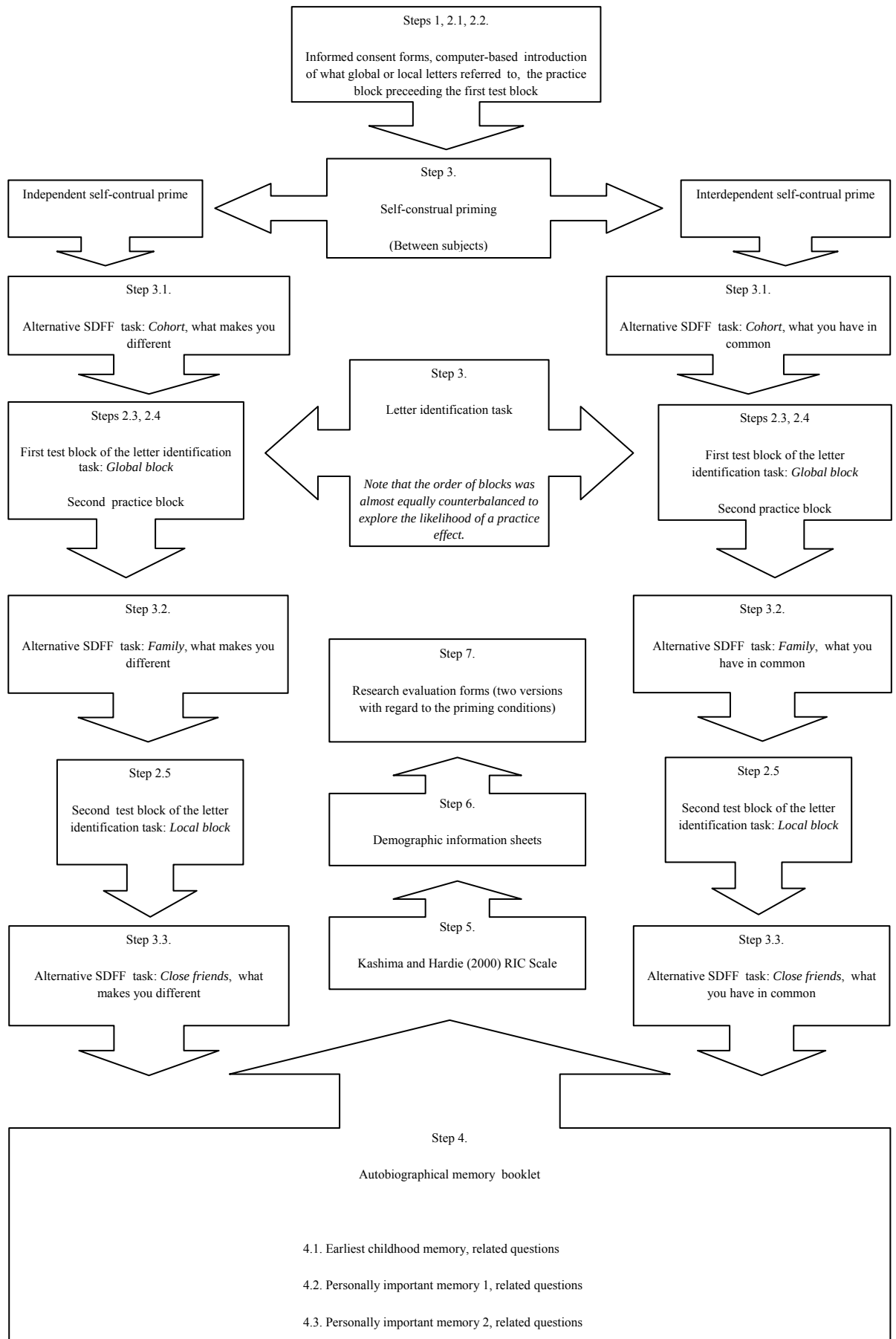


Fig. 5. Illustration of the procedural steps in the second experiment

in the first experiment, interaction between Self-Aspect Type and Prime Type variables was not significant,  $F(2,70)=1.009$ .  $MSE=24.155$ .  $p=.370$ .  $\eta_p^2=.028$ . Moreover, Prime Type did not affect the overall RIC scale ratings,  $F(1,35)=.302$ .  $MSE=69.450$ .  $p=.586$ .  $\eta_p^2=.009$ .

### Letter Identification

For both global and local blocks, correct response latencies out of thirty-six test trials were further cleaned. As in the first experiment, we excluded trials where responses were 3 standard deviations above or below the grand means.

### Design of the Experiment

Note that the order of letter identification tasks was almost equally counterbalanced for the present experiment<sup>9</sup>. Out of 37, 19 participants completed the global block

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<sup>9</sup> As it was done in the first experiment, three categories (Family, Close friends, Cohort) of the same Prime Type (all categories priming an independent self-construal vs. an interdependent self-construal) were presented to each participant for the maintenance of self-construal priming. For investigating whether participants' (relative) response latencies depended on the change in category ranking (Family /Close friends/ Cohort vs. Close Friends/Cohort/ Family vs. Cohort/ Family/Close friends), order of the categories was counterbalanced. Presenting different categories was not expected to affect participants' relative global and local response latencies and their average latencies regardless of the influence of Task Type. A 3 (Category Order: Family /Close friends/ Cohort vs. Close Friends/Cohort/ Family vs. Cohort/ Family/Close friends) X 2 (Task Type: Global vs. Local) ANOVA was conducted. In line with the expectations, there was no interaction between Task Type and Category Order variables;  $F(2,34)=.026$ ,  $MSE=.002$ ,  $p=.974$ .  $\eta_p^2=.002$  and there was no main effect of Category Order on the average response latencies,  $F(2,34)=1.174$ ,  $MSE=.005$ ,  $p=.321$ ,  $\eta_p^2=.065$ .

first, while 18 participants began the task with the local letter identification.

#### Effects of Self-Construal Priming on Global-Local Letter Identification Task

A 2 (Prime Type: Similarities vs. Differences) X 2 (Task Type: Global vs. Local) ANOVA was conducted. As in the first experiment, Task Type was the within subjects and Prime Type was the between subjects variable<sup>10</sup>. Results were similar to the findings of the first experiment such that only one of the predictions was confirmed with the current design. The global precedence effect was not obtained although it was expected. More importantly, there was no interaction between Task Type and Prime Type variables, revealing that self-construal priming was irrelevant to the nature of an attention task in which basic level cognitive processes were rather in charge. This was in line with our expectation and we replicated our earlier finding (Experiment 1). Obtained results are explained below.

There was no main effect of Task Type,  $F(1, 35) = .545$ ,  $MSE = .002$ ,  $p = .465$ ,

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<sup>10</sup> A 2 (Prime Type: Independence vs. Interdependence) X 2 (Task Type Order: Global block presented first vs. Local block presented first) X 2 (Task Type: Global vs. Local) ANOVA was conducted to investigate whether a practice effect was likely to be obtained for the present experiment. Indeed, such a practice effect was expected. In line with the first experiment and Kühnen & Oyserman's (2002) earlier finding, the interaction between Task Type and Task Type Order was found to be significant,  $F(1, 33) = 5.023$ ,  $MSE = .002$ ,  $p = .032$ ,  $\eta_p^2 = .132$ . When the global block was presented first, participants' response latencies slightly leaned towards identifying local letters ( $M = 2.719$ ,  $SD = .061$ ) faster than global letters ( $M = 2.732$ ,  $SD = .074$ ,  $t(18) = 1.112$ ,  $p = .281$ ). Moreover, there was a tendency to identify global letters ( $M = 2.689$ ,  $SD = .058$ ) faster than local letters ( $M = 2.719$ ,  $SD = .038$ ) when the local block preceded the global block,  $t(17) = -1.989$ ,  $p = .063$ . The latter finding was marginally significant.

$\eta_p^2=.015$ . Moreover, Prime Type did not affect participants' letter identification,  $F(1, 35) = 1.912$ ,  $MSE=.005$ ,  $p=.175$ ,  $\eta_p^2=.052$ , and the interaction between Task Type and Prime Type variables did not reach significance,  $F(1,35) = .015$ ,  $MSE=.002$ ,  $p=.902$ ,  $\eta_p^2=.000$  (See Figures 6 and 7 for average raw response latencies (msec) and average log-transformed response latencies (msec) of independent and interdependent self-construal primed groups for global and local blocks).

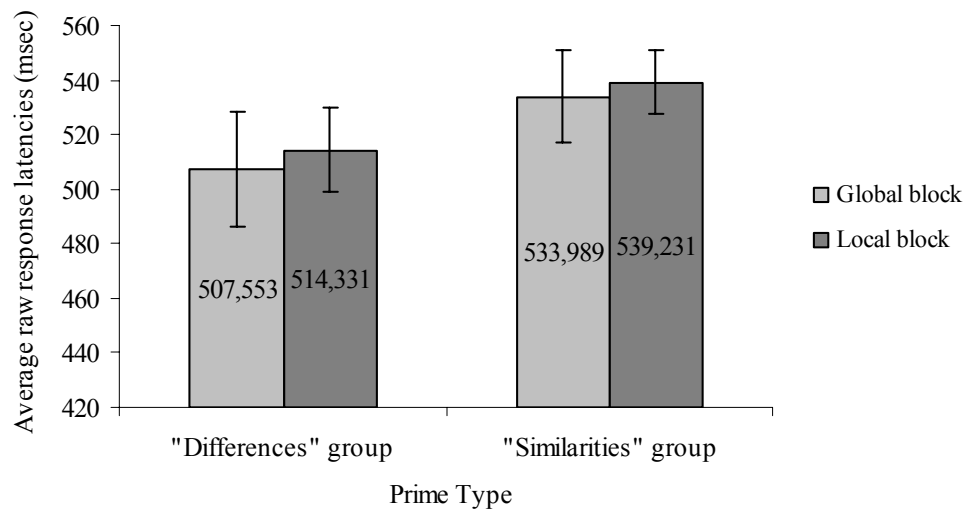


Fig. 6. Average raw response latencies (msec) of independent and interdependent self-construal primed groups for global and local blocks in the second experiment

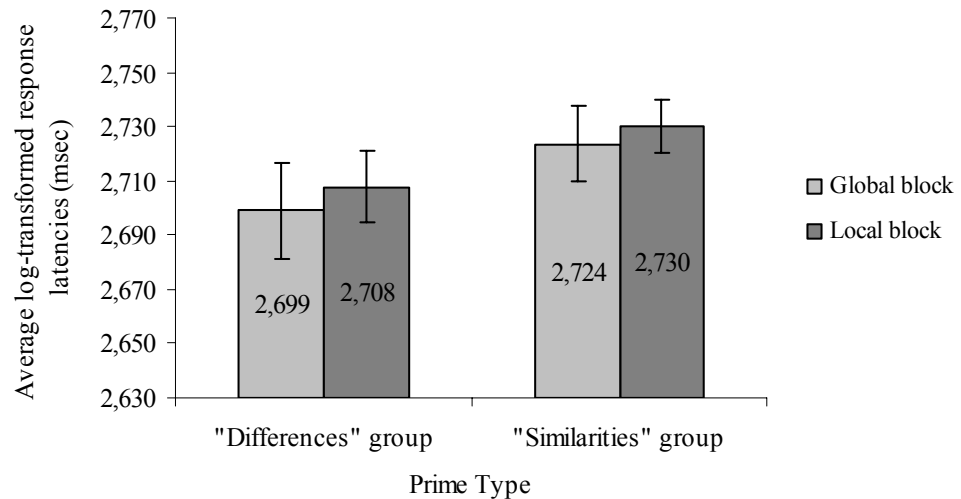


Fig. 7. Average log-transformed response latencies (msec) of independent and interdependent self-construal primed groups for global and local blocks in the second experiment

For the independence primed (“differences”) group, latencies of local letter identification ( $M=2.708$ ,  $SD=.057$ ) did not differ from global block latencies ( $M=2.699$ ,  $SD=.077$ ),  $t(18) = -.582$ ,  $p=.567$ . Moreover, global letters ( $M=2.724$ ,  $SD=.060$ ) were not identified significantly faster than local letters ( $M=2.730$ ,  $SD=.041$ ), when participants were primed with an interdependent self-construal (“similarities” group),  $t(17)=-.460$ ,  $p=.651$ .

### Effects of Self-Construal Priming on Autobiographical Memory Recall

Note that the narratives used in the memory recall analyses were those reported by 37 participants. Consistent with the first experiment, each participant recalled three autobiographical memories. As it was indicated before, one memory was excluded from the analyses and data derived from 110 specific narratives. In line with the first experiment, participants reported how old they were when the event happened, rated the frequency of rehearsal on a 7-point scale, and on a 5-point scale, they evaluated how much they agreed they visualized the event memory from the first person perspective. Remaining five questions involved ratings for the new variables that provided a more detailed phenomenological description for each memory. Those new dimensions were rated on a 7-point scale. Participants respectively evaluated how well they relived the event (reliving), visualized it (see), remembered its details (remember/know), went back to the time it happened (back in time), and how much they believed the event really occurred (real/imagine). For the analyses, independent samples t-tests were conducted. Like the analyses carried out for the first experiment, the effect of Prime Type on these variables was investigated for each requested memory (earliest childhood, first personally important and second personally important memories, respectively). On the following pages, Table 6 displays the



Table 6: Reported/Rated Characteristics of Autobiographical Memories in Experiment 2 With Respect to the Effect of Prime Type

| Memory Type                       | Variable                   | Independent<br>Self-Construct Prime |       | Interdependent<br>Self-Construct Prime |       | t     | df | p    |
|-----------------------------------|----------------------------|-------------------------------------|-------|----------------------------------------|-------|-------|----|------|
|                                   |                            | M                                   | SD    | M                                      | SD    |       |    |      |
| Earliest Childhood Memory         | Age                        | 5.395                               | 2.208 | 5.778                                  | 2.157 | -.533 | 35 | .597 |
|                                   | The Frequency of Rehearsal | 4.421                               | 1.865 | 4.000                                  | 2.196 | .630  | 35 | .533 |
|                                   | Perspective                | 3.947                               | .970  | 3.833                                  | 1.043 | .345  | 35 | .733 |
|                                   | Reliving                   | 4.000                               | 1.528 | 4.333                                  | 2.169 | -.543 | 35 | .591 |
|                                   | See                        | 5.444                               | 1.504 | 5.556                                  | 1.338 | -.234 | 34 | .816 |
|                                   | Remember/Know              | 5.158                               | 1.259 | 5.278                                  | 1.487 | -.265 | 35 | .792 |
|                                   | Back in Time               | 4.444                               | 1.580 | 3.833                                  | 1.978 | 1.024 | 34 | .313 |
|                                   | Real/Imagine               | 6.105                               | 1.410 | 6.444                                  | .784  | -.897 | 35 | .376 |
| First Personally Important Memory | Age                        | 13.553                              | 5.249 | 13.917                                 | 4.509 | -.226 | 35 | .823 |
|                                   | The Frequency of Rehearsal | 4.632                               | 2.033 | 4.444                                  | 2.036 | .280  | 35 | .781 |

Table 6 continued

| Memory Type                        | Variable                      | Independent<br>Self-Construal Prime |       | Interdependent<br>Self-Construal Prime |       | t      | df | p    |
|------------------------------------|-------------------------------|-------------------------------------|-------|----------------------------------------|-------|--------|----|------|
|                                    |                               | M                                   | SD    | M                                      | SD    |        |    |      |
| First Personally Important Memory  | Perspective                   | 4.526                               | .612  | 4.556                                  | .705  | -.135  | 35 | .893 |
|                                    | Reliving                      | 5.316                               | 1.701 | 5.444                                  | 2.093 | -.206  | 35 | .838 |
|                                    | See                           | 6.158                               | 1.068 | 6.000                                  | 1.328 | .400   | 35 | .692 |
|                                    | Remember/Know                 | 6.474                               | .697  | 6.222                                  | 1.060 | .857   | 35 | .397 |
|                                    | Back in Time                  | 5.684                               | 1.376 | 5.278                                  | 1.994 | .725   | 35 | .473 |
|                                    | Real/Imagine                  | 6.790                               | .631  | 6.778                                  | .548  | .060   | 35 | .952 |
| Second Personally Important Memory | Age                           | 12.611                              | 5.155 | 14.000                                 | 4.756 | -.840  | 34 | .407 |
|                                    | The Frequency of<br>Rehearsal | 3.722                               | 1.965 | 4.778                                  | 2.264 | -1.494 | 34 | .144 |
|                                    | Perspective                   | 4.294                               | .772  | 4.500                                  | .618  | -.873  | 33 | .389 |
|                                    | Reliving                      | 5.056                               | 1.626 | 5.556                                  | 1.822 | -.869  | 34 | .391 |
|                                    | See                           | 5.778                               | 1.309 | 6.222                                  | .943  | -1.169 | 34 | .250 |

Table 6 continued

| Memory Type                        | Variable      | Independent<br>Self-Construal Prime |       | Interdependent<br>Self-Construal Prime |       | t      | df | p    |
|------------------------------------|---------------|-------------------------------------|-------|----------------------------------------|-------|--------|----|------|
|                                    |               | M                                   | SD    | M                                      | SD    |        |    |      |
| Second Personally Important Memory | Remember/Know | 6.000                               | 1.283 | 6.278                                  | 1.018 | -.719  | 34 | .477 |
|                                    | Back in Time  | 4.944                               | 1.765 | 5.444                                  | 1.854 | -.829  | 34 | .413 |
|                                    | Real/Imagine  | 6.222                               | 1.215 | 6.778                                  | .428  | -1.829 | 34 | .076 |

effect of self-construal priming on memory recall with regard to the age, the frequency of rehearsal, perspective, reliving, see, remember/know, back in time, and real/imagine characteristics of reported memories.

Findings for the present experiment differed from the first one, such that Prime Type did not have an effect on perspective ratings. Indeed, it was found out that participants' reported ages and their evaluations about the memories did not depend on the type of self-construal prime.

#### Coding for the Content Analysis

Memory coding schema was identical to the one administered for the first experiment.

#### Inter-Rater Reliability

Ninety seven percent of the memories were independently coded by two raters who had coded the memories of the first experiment in the same way before. Using Altman's (1991) classifications, the degree of agreement between the raters' codings was determined via the Kappa criterion analysis, except the number of other people in the narratives. That was analyzed by Pearson's correlation. On the following pages, Table 7 displays the Kappa reliability statistics between the raters for memory content coding. Although the majority of coded variables revealed a moderate agreement rather than a good inter-rater reliability, it should be noted that we used a more complex coding structure than the Wang studies. Since there were more variables to be coded for the raters, the increase in the inconsistencies was within the bounds of possibility. Regarding the number of other people, the Pearson  $r$  correlation was found to be .889. Referring to Cohen's (1992) effect size magnitudes,

Table 7: The Second Experiment's Results of the Kappa Criterion Analysis for Memory Content Coding

| Inter-rater reliability |          |      |                                                                                                                                                         |
|-------------------------|----------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Event coding            | Kappa    | p    | Degree of agreement                                                                                                                                     |
| Individual              | .45      | .000 | Moderate agreement                                                                                                                                      |
| Familial                | .47      | .000 | Moderate agreement                                                                                                                                      |
| Social                  | .74      | .000 | Good agreement                                                                                                                                          |
| Dyadic                  | .47      | .000 | Moderate agreement                                                                                                                                      |
| Context coding          |          |      |                                                                                                                                                         |
| Does context exist?     | .15      | .013 | Poor agreement                                                                                                                                          |
| Individual              | No Kappa | n.a. | No statistics computed, since both raters coded all memories as not having an individual context, so there was a complete agreement between the raters. |
| Familial                | .41      | .000 | Moderate agreement                                                                                                                                      |
| Social                  | .48      | .000 | Moderate agreement                                                                                                                                      |

Table 7 continued

| Event coding                  | Kappa    | p    | Degree of agreement                                                                                                                                                                                                                                               |
|-------------------------------|----------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Memory relationality          |          |      |                                                                                                                                                                                                                                                                   |
| Is memory relational?         | No Kappa | n.a. | No statistics computed, since one of the raters coded all memories as relational. The other rater coded two memories as not being relational. Indeed by the two raters, almost all memories (except those two) were coded as having relational narratives at all. |
| Self-in-relation              | -.013    | .890 | Poor agreement                                                                                                                                                                                                                                                    |
| Observing-others-in-relation  | .50      | .000 | Moderate agreement                                                                                                                                                                                                                                                |
| Dyadic relation-at-the-center | .52      | .000 | Moderate agreement                                                                                                                                                                                                                                                |
| Autonomy                      | .39      | .000 | Fair agreement                                                                                                                                                                                                                                                    |

Note. Poor=Less than .20, Fair=.20 - .39, Moderate=.40 - .59, Good=.60 - .79, Very good=.80 - 1.00 (Altman, 1991).

n.a. Kappa criterion analysis not applicable

it indicated a good agreement between the raters. Note that remaining three memories which corresponded to approximately three percent of the memory data pool were coded with regard to the shared decision of three raters. Finally, the disagreements between the two raters were dealt with and this finalized data was used for further analysis.

### Results of the Content Analysis

The memory data pool was analyzed as in the first experiment. Chi-square statistics was conducted to investigate the effect of self-construal priming on the distribution of event type, contextual information, relationality and autonomous orientation in the narratives. Number of other people stated in the narratives was analyzed via independent samples t-test. Unlike the first experiment, Prime Type was found to affect the content of reported memories. On the following pages, Tables 8, 9, and 10 display the chi-square statistics obtained in Experiment 2. Results are detailly explained below.

Self-construal priming was found to affect the event recall for the earliest childhood memories. The effect of Prime Type was obtained for social only events, and it was in the expected direction, such that individuals primed with an interdependent self-construal significantly differed from their independence primed counterparts who did not recall any social only childhood memory at all,  $\chi^2(1, N=37)=6.102, p=.013$ .

The two primed groups also differed for the amount of memories with personal autonomy. As expected, independent self-construal primed individuals mentioned more memories with a reference to autonomous orientation and the

Table 8: The Second Experiment's Chi-Square Statistics Results for Memory Event Coding

| Memory Type               | Event Coding          | Prime Type                           |                                         | Total % | $\chi^2$ | N     | df  | p |        |
|---------------------------|-----------------------|--------------------------------------|-----------------------------------------|---------|----------|-------|-----|---|--------|
|                           |                       | Independent Self-<br>Construal Prime | Interdependent Self-<br>Construal Prime |         |          |       |     |   |        |
|                           |                       | % within Prime<br>Type               | % within Prime Type                     |         |          |       |     |   |        |
| Earliest Childhood Memory | Individual only       |                                      | 52.6%                                   | 33.3%   | 43.2%    | 1     | 110 | 1 | .236   |
|                           | Familial              | Dyadic                               | 21.1%                                   | 11.1%   | 16.2%    |       |     |   |        |
|                           |                       | Not Dyadic                           | 10.5%                                   | 5.6%    | 8.1%     |       |     |   |        |
|                           | Total Familial only % |                                      | 31.6%                                   | 16.7%   | 24.3%    | 1.117 | 37  | 1 | .291   |
|                           | Social                | Dyadic                               | 0%                                      | 16.7%   | 8.1%     |       |     |   |        |
|                           |                       | Not Dyadic                           | 0%                                      | 11.1%   | 5.4%     |       |     |   |        |
|                           | Total Social only %   |                                      | 0%                                      | 27.8%   | 13.5%    | 6.102 | 37  | 1 | .013** |



Table 8 continued

| Memory Type                        | Event Coding          | Independent Self-<br>Construal Prime | Interdependent Self-<br>Construal Prime | Total % | $\chi^2$ | N    | df | p    |      |
|------------------------------------|-----------------------|--------------------------------------|-----------------------------------------|---------|----------|------|----|------|------|
|                                    |                       | % within Prime<br>Type               | % within Prime Type                     |         |          |      |    |      |      |
| First Personally Important Memory  | Individual only       | 31.6%                                | 33.3%                                   | 32.4%   | .013     | 37   | 1  | .909 |      |
|                                    | Familial              | Dyadic                               | 10.5%                                   | 16.7%   | 13.5%    |      |    |      |      |
|                                    |                       | Not Dyadic                           | 5.3%                                    | 0%      | 2.7%     |      |    |      |      |
|                                    | Total Familial only % |                                      | 15.8%                                   | 16.7%   | 16.2%    | .005 | 37 | 1    | .942 |
|                                    | Social                | Dyadic                               | 5.3%                                    | 16.7%   | 10.8%    |      |    |      |      |
|                                    |                       | Not Dyadic                           | 15.8%                                   | 5.6%    | 10.8%    |      |    |      |      |
|                                    | Total Social only %   |                                      | 21.1%                                   | 22.2%   | 21.6%    | .007 | 37 | 1    | .931 |
| Second Personally Important Memory | Individual only       | 33.3%                                | 44.4%                                   | 38.9%   | .468     | 36   | 1  | .494 |      |

Table 8 continued

| Memory Type                        | Event Coding          | Independent Self-<br>Construal Prime |                     | Interdependent Self-<br>Construal Prime |       | Total % | $\chi^2$ | N | df   | p |
|------------------------------------|-----------------------|--------------------------------------|---------------------|-----------------------------------------|-------|---------|----------|---|------|---|
|                                    |                       | % within Prime<br>Type               | % within Prime Type |                                         |       |         |          |   |      |   |
| Second Personally Important Memory | Familial              | Dyadic                               | 5.6%                | 0%                                      | 2.8%  |         |          |   |      |   |
|                                    |                       | Not Dyadic                           | 0%                  | 11.1%                                   | 5.6%  |         |          |   |      |   |
|                                    | Total Familial only % |                                      | 5.6%                | 11.1%                                   | 8.3%  | .364    | 36       | 1 | .546 |   |
|                                    | Social                | Dyadic                               | 16.7%               | 5.6%                                    | 11.1% |         |          |   |      |   |
|                                    |                       | Not Dyadic                           | 16.7%               | 22.2%                                   | 19.4% |         |          |   |      |   |
|                                    | Total Social only %   |                                      | 33.3%               | 27.8%                                   | 30.6% | .131    | 36       | 1 | .717 |   |

Note. \*p<.05

Event percentage calculation: The number of relevant event(s) in a priming condition divided by the frequency of memories in that Prime Type category

regardless of the Prime Type  
Total event percentage is the total number of relevant event(s) divided by the frequency of memories in the relevant Memory Type category

Independence vs. Interdependence (N): 19 vs. 18 (earliest childhood memory); 19 vs. 18 (first personally important memory); 18 vs. 18 (second personally important memory)

Chi-square analysis depended on the total number of memories in the relevant Memory Type category (earliest childhood memory, N=37; first personally important memory, N=37; second personally important memory, N=36).

Table 9: The Second Experiment's Chi-Square Statistics Results for Memory Context Coding

| Memory Type                        |                |            | Prime Type                       |                                     | Total % | $\chi^2$ | N    | df   | p     |
|------------------------------------|----------------|------------|----------------------------------|-------------------------------------|---------|----------|------|------|-------|
|                                    |                |            | Independent Self-Construal Prime | Interdependent Self-Construal Prime |         |          |      |      |       |
|                                    | Context Coding |            | % within Prime Type              | % within Prime Type                 |         |          |      |      |       |
| Earliest Childhood Memory          | Context        | Individual | 0%                               | 0%                                  | 0%      | n.a.     | n.a. | n.a. | n.a.  |
|                                    |                | Familial   | 15.8%                            | 11.1%                               | 13.5%   | .173     | 37   | 1    | .677  |
|                                    |                | Social     | 15.8%                            | 16.7%                               | 16.2%   | .005     | 37   | 1    | .942  |
|                                    | No Context     |            | 10.5%                            | 33.3%                               | 21.6%   | 2.837    | 37   | 1    | .092  |
| First Personally Important Memory  | Context        | Individual | 0%                               | 0%                                  | 0%      | n.a.     | n.a. | n.a. | n.a.  |
|                                    |                | Familial   | 31.6%                            | 11.1%                               | 21.6%   | 2.285    | 37   | 1    | .131  |
|                                    |                | Social     | 26.3%                            | 33.3%                               | 29.7%   | .218     | 37   | 1    | .641  |
|                                    | No Context     |            | 21.1%                            | 22.2%                               | 21.6%   | .007     | 37   | 1    | .931  |
| Second Personally Important Memory | Context        | Individual | 0%                               | 0%                                  | 0%      | n.a.     | n.a. | n.a. | n.a.  |
|                                    |                | Familial   | 11.1%                            | 11.1%                               | 11.1%   | .000     | 36   | 1    | 1.000 |
|                                    |                | Social     | 38.9%                            | 50.0%                               | 44.4%   | .450     | 36   | 1    | .502  |

Table 9 continued

| Memory Type | Context Coding | Independent<br>Self-Construal Prime | Interdependent<br>Self-Construal Prime | Total<br>% | $\chi^2$ | N  | df | p    |
|-------------|----------------|-------------------------------------|----------------------------------------|------------|----------|----|----|------|
|             |                | % within Prime Type                 | % within Prime Type                    |            |          |    |    |      |
|             | No Context     | 5.6%                                | 16.7%                                  | 11.1%      | 1.125    | 36 | 1  | .289 |

Context percentage calculation: The number of event(s) with the relevant contextual info. in a priming condition divided by the frequency of memories in that Prime Type category

Total contextual info. percentage is the total number of event(s) with the relevant contextual info. divided by the frequency of memories in the relevant Memory Type category regardless of the Prime Type.

Independence vs. Interdependence (N): 19 vs. 18 (earliest childhood memory); 19 vs. 18 (first personally important memory); 18 vs. 18 (second personally important memory)

Chi-square analysis depended on the total number of memories in the relevant Memory Type category (earliest childhood memory, N=37; first personally important memory, N=37; second personally important memory, N=36).

n.a. Chi-square analysis not applicable

Table 10: The Second Experiment's Chi-Square Statistics Results for Memory Relationality/Autonomy Coding

| Memory Type                        | Relationality & Autonomy Coding | Prime Type                           |                                         | Total % | $\chi^2$ | N    | df   | p     |
|------------------------------------|---------------------------------|--------------------------------------|-----------------------------------------|---------|----------|------|------|-------|
|                                    |                                 | Independent Self-<br>Construal Prime | Interdependent Self-<br>Construal Prime |         |          |      |      |       |
|                                    |                                 | % within Prime Type                  | % within Prime Type                     |         |          |      |      |       |
| Earliest Childhood Memory          | Relationality                   | 100.0%                               | 100.0%                                  | 100.0%  | n.a.     | n.a. | n.a. | n.a.  |
|                                    | Autonomy                        | 78.9%                                | 44.4%                                   | 62.2%   | 4.678    | 37   | 1    | .031* |
| First Personally Important Memory  | Relationality                   | 100.0%                               | 100.0%                                  | 100.0%  | n.a.     | n.a. | n.a. | n.a.  |
|                                    | Autonomy                        | 57.9%                                | 50.0%                                   | 54.1%   | .232     | 37   | 1    | .630  |
| Second Personally Important Memory | Relationality                   | 100.0%                               | 100.0%                                  | 100.0%  | n.a.     | n.a. | n.a. | n.a.  |
|                                    | Autonomy                        | 55.6%                                | 50.0%                                   | 52.8%   | .111     | 36   | 1    | .738  |

Note. \*p<.05

Relationality and Autonomy percentages calculation: The number of event(s) in a priming condition divided by the frequency of memories in that Prime Type category  
Total percentage is the total number of event(s) divided by the frequency of memories in the relevant Memory Type category regardless of the Prime Type.

Independence vs. Interdependence (N): 19 vs. 18 (earliest childhood memory); 19 vs. 18 (first personally important memory); 18 vs. 18 (second personally important memory)

Chi-square analysis depended on the total number of memories in the relevant Memory Type category (earliest childhood memory, N=37; first personally important memory, N=37; second personally important memory, N=36).

pattern was significant for the earliest childhood memory recall,  $\chi^2(1, N=37)=4.678$ ,  $p=.031$ .

Finally, it was indicated that the number of other people calculated from the narratives did not depend on the type of self-construal prime. This was consistent with our earlier finding (Experiment 1) and Wang & Ross (2005) study.

## Discussion

Experiment 2 was conducted to determine how the letter identification and memory recall processes would be affected when the SDFF task, which was known to be a stronger priming technique than the Pronoun Circling task (Oyserman & Lee, 2008), was administered to the participants. The original task was adapted for the present experiment's requirements and through out the experiment, individuals were primed via three group categories (family, close friends, and cohort) to reflect on their similarities or differences. While using a stronger self-construal prime was likely to reveal any priming effect that did not reach significance in the first experiment, it was still expected that only the memory recall processes would be suggestible to the effects of self-construal priming rather than the letter identification which was a basic level attention task. Since this manipulation was similar to the types of primes used in the Wang studies (Wang & Ross, 2005; Wang, 2008), I expected that any effect obtained for memory content recall would be similar to Wang's earlier findings.

### Global-Local Letter Identification

Regarding the letter identification task, the second experiment was in line with our expectation, such that there was no interaction between Prime Type and Task Type

variables. Therefore, as in the first experiment, I found out that participants' letter identification processes did not depend on the type of self-construal prime they were presented with. Contrary to our expectation, there was no global precedence effect in the letter identification data. As in the first experiment, it was found out that there was a significant interaction between Task Type and Task Type Order variables. As expected, participants were faster in the second test block of the letter identification task, since the preceeding test block served as practice for their performance. The finding was marginally significant for the condition that local block was presented first. Overall, the letter identification process drew a similar picture to that of the first experiment.

### Autobiographical Memory Recall

Results of the second experiment qualitatively differed from the first one for autobiographical remembering. Although Prime Type was found to affect participants' perspective ratings in the first experiment, it was shown to affect the content of reported memories in the present experiment. Therefore, for memory content recall, findings for Experiment 2 will be evaluated in comparison to the Wang studies that used a similar priming technique to ours.

In the present experiment, self-construal priming was found to affect the memory event recall for social only earliest childhood memories. Difference between the two primed groups was in the expected direction. From the earliest childhood period they could remember, interdependent self-construal primed individuals reported a considerable amount of social only events compared to the independence group that did not report a social only event memory at all. This difference obtained for the interdependence group did not match up with Wang and Ross' (2005) finding

for the earliest childhood memories. They did not indicate that the amount of social memories was affected from self-construal priming; they rather revealed that independent self-construal primed individuals recalled significantly more individual memories from their earliest childhood period. Indeed, our finding was consistent with Wang's latter research. Wang's (2008) Asian self primed participants reported more social memories compared to the control group or American self primed individuals. Focusing on the type of memories from which the reported data came, the priming effect was obtained for participants' personally important memories, not for their earliest childhood narratives (Wang, 2008). However, it should be noted that those childhood memories were the first narratives to be reported in our design, and this confirmed our prediction that self-construal priming would be most effective for participants' earliest childhood memories.

For both experiments, it was hypothesized that our interdependent self-construal primed individuals would recall more familial events because of the familial self structure in the Turkish culture. The results did not reveal such a priming effect in our experiments. However, in the present experiment, participants reported more familial only earliest childhood memories (24.3%) compared to that of social only event recall (13.5%). This might have driven from the order of group categories (family, close friends, cohort) presented for self-construal priming.

Presentation order was counterbalanced such that there were three conditions for which the order of primes changed accordingly (Family/Close friends/Cohort vs. Cohort/Family/Close friends vs. Close friends/Cohort/Family). In comparison to the condition that family prime was presented initially, individuals given that prime more recently before the memory recall task (in which the earliest childhood memories were the first memories to be reported) might have reported more familial



events. In the two conditions “Cohort/*Family*/Close friends” and “Close friends/Cohort/*Family*”, family prime was administered more recently than the *Family*/Close friends/Cohort condition. Therefore, it was more likely to report familial only childhood memories for the participants in those two conditions. Indeed, their number ( $N=24$ ) was almost two times more than the individuals given the order of *Family*/Close friends/Cohort ( $N=13$ ). They dominated the subject pool, so it was probable that familial event recall was dominated by those participants. Results supported this assumption, such that participants given the “Cohort/*Family*/Close friends” and “Close friends/Cohort/*Family*” orders recalled 66.7% of familial only childhood memories, while individuals given the “*Family*/Close friends/Cohort” order recalled only 33.3% of those earliest childhood events.

As expected, independent self-construal primed individuals wrote more autonomous narratives. Differences between the two primed groups were found to be significant for participants’ earliest childhood memories. Considering the earliest childhood memory recall, such a priming effect was not obtained by Wang and Ross (2005). However, Wang (2008) later found out that American self primed individuals gave more references to autonomous orientation in their personally important memories. As indicated before, the earliest childhood memories were the first narratives to be reported in the autobiographical remembering task. Therefore, the finding was in line with our expectation that the priming effect would be strongest for those memories. It should be reminded that we coded the memories without counting each reference to personal autonomy, and narrowed down the autonomy definition to personal agency. Therefore, it appears that even the presence of agency

in one's memory depends on the temporary activation of that person's independent or interdependent self system.

In line with our finding in Experiment 1 and Wang & Ross' (2005) earlier observation, Prime Type did not affect the frequency of rehearsal and number of other people in the memories. It appears that the null effect for these variables occurred as a robust finding in those experiments (Experiment 1 and 2 of the present thesis, and Experiment 1 in Wang & Ross' (2005) study).

Phenomenology of the reported memories was not affected from the type of self-construal prime. Unlike the first experiment, participants' perspective ratings did not differ for the two primed groups. Other variables rated to describe each memory experience (the frequency of rehearsal, reliving, see, remember/know, back-in-time, real/imagine) were not affected from self-construal priming either. However, the lack of a priming effect for participants' evaluations should not directly lead us to the conclusion that content and phenomenology of autobiographical memories are not affected from self-construal priming in the same way. Participants' recall perspective did not change due to the prime type, although a stronger manipulation was administered in the present experiment. Therefore, this variable should be assessed with additional questions in future priming studies.

To sum up, the use of a stronger prime in the present experiment revealed the effect of self-construal priming on memory content recall. Although both of our experiments indicated that self-construal priming affected autobiographical remembering, the effects observed in these experiments qualitatively differed from each other (perspective in Experiment 1 vs. social only event recall and the presence of autonomous orientation in Experiment 2). However, findings of the present

experiment are similar to that of previous research that used a similar priming technique to ours (Wang & Ross, 2005; Wang, 2008). Therefore, the strength of the administered prime appears to be the most crucial factor for being able to mention about such a priming effect in the first place.

## CHAPTER 4

### GENERAL DISCUSSION

Earlier priming studies indicated that individuals' letter identification and autobiographical memory recall processes depended on the type of self-construal prime they were presented with (Kühnen & Oyserman, 2002; Lin & Han, 2009; Wang & Ross, 2005; Wang, 2008). I hypothesized in the present thesis that autobiographical remembering that emphasized a reciprocal relationship with an individual's self system (Conway, 2005) was more likely to be affected from self-construal priming. Specifically, I asserted that performing in a letter identification task was irrelevant to an individual's self-construal. The effect sizes of above mentioned attention studies were small, and this also supported my expectation about the letter identification process.

Two experiments were conducted to investigate whether self-construal priming affected individuals' attentional processes and autobiographical remembering. These two experiments differed from each other such that they used different priming techniques. Since previously mentioned attention and memory recall studies administered different primes, the present thesis aimed to come up with similar manipulations. Therefore, in line with Kühnen & Oyserman (2002), and Lin & Han (2009) studies, the first experiment presented the Pronoun Circling task as its priming manipulation. The second experiment administered an adapted version of the SDF task, which was thought to be similar to the priming procedures used in the Wang studies (Wang & Ross, 2005; Wang, 2008). Since previous metaanalysis indicated that the SDF task was more effective than the Pronoun Circling task

(Oyserman & Lee, 2008), the second experiment was also crucial to determine any priming effect that did not reach significance in the first experiment.

### Global-Local Letter Identification

Our prediction regarding the letter identification process was confirmed by both experiments, such that participants' response latencies were not affected from the type of self-construal individuals were primed with. That is, the interaction between Task Type and Prime Type variables was not significant. Moreover, both experiments revealed a practice effect for the second test block of the letter identification task. In both experiments, Task Type and Task Type Order variables were found to be significantly interacting with each other. Regardless of the Prime Type, our participants tended to complete the second block faster than the first block, since the first block served as practice.

It should be noted that global and local letters were presented as separate blocks in both experiments. It was consistent with Kühnen and Oyserman's task procedure. However, Lin and Han (2009) introduced mixed blocks of trials to their participants. Moreover, they primed the same individuals with both types of primes through out the experiment, and they compared their performance with the control condition. As Lin and Han (2009) argued, preparing a design similar to theirs would enable a better control to find out how participants' responses changed from one trial to the other. Therefore, a future study would be administering both self-construal primes to the same participants, and observing how long the effect of each prime type maintained itself within an individual's self system.

## Autobiographical Memory Recall

Results of the two experiments qualitatively differed from each other for the memory recall processes. However, they both cumulatively indicated that self-construal priming affected participants' recall perspective and the content of their autobiographical memories.

The coding system used in our experiments differed from the content coding schema of the Wang studies. In the present thesis, memories were also coded for their familial and dyadic event characteristics, contextual information, the type of social interactions, and their phenomenology (perspective, reliving, see, remember/know, back in time, and real/imagine). Autonomy was defined as the author's agency to achieve something rather than his/her desires, needs, dislikes, or judgements about other people. Moreover, both the relationality and autonomy variables were coded with regard to their absence or presence in the narratives. As indicated before, Prime Type affected different variables in our experiments. However, our results were similar to Wang's previous research (Wang & Ross, 2005; Wang, 2008), although our coding schema differed from theirs.

Participants' perspective ratings were found to be affected from self-construal priming in the first experiment. It was revealed in the second experiment that participants' social only event recall and their autonomy in the narratives were found to depend on the type of self-construal prime. For the second experiment, the lack of a priming effect on recall perspective requires us to assess this variable with additional questions. The effect of Prime Type on the content of earliest childhood memories confirmed our expectation that priming would be most effective for those memories, since they were the first narratives to be written in the recall procedure.

Although Wang and Ross' (2005) earlier finding indicated that personal autonomy of childhood memories was not affected from the priming manipulation, it should be noted that their coding schema differed from our autonomy definition. Indeed, Wang (2008) recently found out that independent self-construal primed individuals wrote more autonomous personal memories compared to their interdependence primed counterparts, and that provided coherent evidence to the present thesis' findings.

Note that the second experiment included more dimensions to be rated for the phenomenology of each memory. It was hypothesized that content of memories and participants' memory experiences might be suggestible to the effects of priming in different ways. In the first experiment, the manipulation affected participants' perspective ratings, but the second experiment obtained the effect of self-construal priming only on the content of memories. I found out that none of the variables rated for the second experiment (the frequency of rehearsal, perspective, reliving, see, remember/know, back in time, real/imagine) was affected from self-construal priming. Therefore, the present thesis revealed that we cannot make a robust differentiation between content and phenomenology for the effect of self construal type.

In our experiments, memories were requested always with the same order (earliest childhood and personally important memories, respectively). Moreover, the letter identification task always preceeded the memory recall task. The temporary nature of self-construal priming plays a crucial role at that point. Counterbalancing the order of memories within themselves, and our letter identification and memory recall tasks with each other might reveal different priming effects, especially for autobiographical memory recall.

### Kashima and Hardie's (2000) RIC Scale

In both experiments, the RIC scale was administered immediately after the memory recall task as a manipulation check to investigate any probable effect of self-construal priming on participants' self-aspect ratings. In line with Gercek's (2004) earlier observation, both experiments revealed that individual self-aspects of Turkish university students were significantly more emphasized than their relational selves and their relational self ratings were significantly higher than their collective self evaluations. Note that in the RIC scale, a relational self rather referred to an individual's interaction with his/her partner or friend, and a collective self was rather described via a person's relationship with his/her family, or reliance to his/her group. For both experiments, there was no interaction between self-construal priming and participants' self-aspect ratings. That is, both experiments indicated that the effects of priming manipulation weakened through the end of procedural steps. For future studies, one alternative would be administering the scale before the primes and observing how participants' self-aspect evaluations would shift by the type of self-construal prime. It would be a better control if the same individuals were primed with both self-construals through out the experiment.



## APPENDICES

## APPENDIX A

### Informed Consent Form

#### Bilgilendirilmiş Olur Formu

Araştırmayı destekleyen kurum: Boğaziçi Üniversitesi Psikoloji Bölümü  
Araştırmanın konusu: Farklı seviyelerdeki bilişsel süreçlerdeki bireysel farklılıklar  
Araştırmacının adı: Handan Odaman

Kullanılacak genel prosedür:

Bu araştırmada farklı seviyelerdeki bilişsel süreçlerdeki bireysel farklılıklar çalışılmaktadır. Sizden deney boyunca çeşitli envanterler doldurmanız, bilgisayar başında bir deneyi tamamlamamız ve başınızdan geçmiş kişisel anılarınızı anlatmanız istenecektir.

Katılımcılardan toplanacak bilginin olası yararı, zararı: Yok.

Araştırma süresi: Deney yaklaşık 60 dakikadır.

Ödüllendirme: Deneyi tamamladıktan sonra ekstra kredi sisteminin uygulandığı bir PSY kodlu ders alıyorsanız karşılığında 1,5 kredi alacaksınız.

Bu formun bir kopyasını aldım. Evet\_\_\_ Hayır\_\_\_

Katılımcının adı: \_\_\_\_\_

İmza: \_\_\_\_\_

Tarih: \_\_\_\_\_

Bu araştırma bilimsel amaçla yapılmaktadır, bilgilerin gizliliği esas alınmıştır ve katılımcının istediği an geri çekilme hakkı mevcuttur.

Araştırmacının irtibat bilgileri: Handan Odaman. [handanodaman@gmail.com](mailto:handanodaman@gmail.com)

Araştırmacının imzası:

## APPENDIX B

### “Ders Çalışma” Hikayesi: 1. Tekil Şahıs Eki Almış Versiyonu

SS No:

Okuduğunuz paragrafta 'Yüklem' görevinde olan kelime veya kelime gruplarından 1. tekil şahıs eki almış bütün yüklemeleri daire içine alınız.

Bütün gece ders çalıştım. Bu sınavın iyi geçmesi benim için çok önemliydi. Sınavda çıkacak soruları pek iyi bilmiyordum. O yüzden tüm konulara tek tek baktım. Anlamadığım yerleri bir kenara not ettim. Derste tuttuğum notları inceledim. Kendi notlarımla kitabı karşılaştırıp konuyu anlaşılır hale getirmeye uğraştım. Çok iyi bilmem gereken yerleri tekrar tekrar okuyordum. Kafamda net olmayan konular hakkında başka kaynakları taradım. İnternette konularla ilgili araştırma yaptım. Tüm konular anlaşılır hale geldi. Kendi notlarımı ve önemli bulduğum yerleri bir kâğıda sıraladım. Bu sayede bilmem gereken konu başlıkları gözümün önündeydi. Sınavda olduğumu düşünerek kendime sorular sordum. Kitaptaki ünite sorularını yanıtladım. Tam olarak cevaplayamadığım soruların tekrar üzerinden geçtim. En sonunda sınava hazırdım. Biraz yorulmuştum. Ancak başaracağımdan emindim.

## APPENDIX C

### “Ders Çalışma” Hikayesi: 1. Coğul Şahıs Eki Almış Versiyonu

SS No:

Okuduğunuz paragrafta 'Yüklem' görevinde olan kelime veya kelime gruplarından 1. çoğul şahıs eki almış bütün yüklemeleri daire içine alınız.

Bütün gece arkadaşlarla ders çalıştık. Bu sınavın iyi geçmesi bizim için çok önemliydi. Sınavda çıkacak soruları pek iyi bilmiyorduk. O yüzden tüm konulara tek tek baktık. Anlamadığımız yerleri bir kenara not ettik. Derste tuttuğumuz notları inceledik. Birbirimizin notlarıyla kitabı karşılaştırıp konuyu anlaşılır hale getirmeye uğraştık. Çok iyi bilmemiz gereken yerleri tekrar tekrar okuyorduk. Kafamızda net olmayan konular hakkında başka kaynakları taradık. İnternette konularla ilgili araştırma yaptık. Tüm konular anlaşılır hale geldi. Birbirimizin notlarını ve önemli bulduğumuz yerleri bir kâğıda sıraladık. Bu sayede bilmemiz gereken konu başlıkları gözümüzün önündeydi. Sınavda olduğumuzu düşünerek birbirimize sorular sorduk. Kitaptaki ünite sorularını yanıtladık. Tam olarak cevaplayamadığımız soruların tekrar üzerinden geçtik. En sonunda sınava hazırдық. Biraz yorulmuştuk. Ancak başaracağımızdan emindik.

## APPENDIX D

“Doğumgünü Hediyesi Alışverişi” Hikayesi: 1. Tekil Şahıs Eki Almış Versiyonu

SS No:

Okuduğunuz paragrafta 'Yüklem' görevinde olan kelime veya kelime gruplarından 1. tekil şahıs eki almış bütün yüklemeleri daire içine alınız.

Deniz’in doğumgünü için alışverişe gittim. Kafamda nasıl bir hediye alacağımı daha belirlemediğim. Alışveriş merkezindeki mağazaları gezmeye başladım. Deniz’in neye ihtiyacı olabileceğini bulmaya çalışıyordum. Birçok mağaza dolaştım. En sonunda bir spor mağazasının vitrininde Deniz’in sevebileceğini düşündüğüm bir t-shirt gördüm. Mağazadan içeri girdim. T-shirt’ün fiyatını öğrenmek için bir görevli aradım. Bulduğum görevlinin bana söylediği fiyat benim için biraz yüksekti. Bütçeme daha uygun bir hediye bulabilmek için mağazada dolanıyordum. Görevlinin bana gösterdiği ürünleri tek tek inceledim. Baktıklarımın hiçbirisi gözüme hoş görünmedi. Bu yüzden bir türlü karar veremedim. İlk gördüğüm t-shirt için indirim yapıp yapılamayacağını sordum. Görevliden olumlu cevap aldım. Böylece hediyem hazır. Mağazadan çıktığımda güzel bir hediye almış olduğum için mutluydum. Hediye paketini kendim hazırladım. Paketin rengini onun sevdiğini düşündüğüm renklerden seçtim.

## APPENDIX E

“Doğumgünü Hediyesi Alışverişi” Hikayesi: 1. Çoğul Şahıs Eki Almış Versiyonu

SS No:

Okuduğunuz paragrafta 'Yüklem' görevinde olan kelime veya kelime gruplarından 1. çoğul şahıs eki almış bütün yüklemeleri daire içine alınız.

Deniz’in doğumgünü için arkadaşlarla alışverişe gittik. Kafamızda nasıl bir hediye alacağımızı daha belirlememiştik. Alışveriş merkezindeki mağazaları gezmeye başladık. Deniz’in neye ihtiyacı olabileceğini bulmaya çalışıyorduk. Birçok mağaza dolaştık. En sonunda bir spor mağazasının vitrininde Deniz’in sevebileceğini düşündüğümüz bir t-shirt gördük. Mağazadan içeri girdik. T-shirt’ ün fiyatını öğrenmek için bir görevli aradık. Bulduğumuz görevlinin bize söylediği fiyat bizim için biraz yüksekti. Bütçemize daha uygun bir hediye bulabilmek için mağazada dolanıyorduk. Görevlinin bize gösterdiği ürünleri tek tek inceledik. Baktıklarımızın hiçbiri gözümüze hoş görünmedi. Bu yüzden bir türlü karar veremedik. İlk gördüğümüz t-shirt için indirim yapıp yapılamayacağını sorduk. Görevliden olumlu cevap aldık. Böylece hediyemiz hazırды. Mağazadan çıktığımızda güzel bir hediye almış olduğumuz için mutluyduk. Hediye paketini beraber hazırladık. Paketin rengini onun sevdiğini düşündüğümüz renklerden seçtik.

## APPENDIX F

### “Tatil” Hikayesi: 1. Tekil Şahıs Eki Almış Versiyonu

SS No:

Okuduğunuz paragrafta 'Yüklem' görevinde olan kelime veya kelime gruplarından 1. tekil şahıs eki almış bütün yüklemeleri daire içine alınız.

Beni oldukça yoran bir ders yılı geçirdim. Tatile çıkıp tüm yorgunluğumu üstümden atmayı planlıyordum. Kendime mekan olarak dalış dersleri alabileceğim şirin bir Akdeniz sahilini seçtim. Hayalimdeki tatil oldukça eğlenceliydi. Yolculuk günü erkenden otobüs garına gittim. Otobüsün hareketiyle zamanın nasıl geçtiğini anlamadım. Oteldeki tatil günlerimde ise zaman benim için çok daha hızlı aktı. Heveslendiğim dalış derslerine ilk günden başladım. Her gün. erkenden sahiline indiğim denizin keyfini çıkardım. Öğlen saatlerini en sevdiğim müzik CD'lerini dinleyerek geçirdim. Akşamüstleri yeniden sahile inip güneşin batışını izledim. Akşamları kaldığım otelin organizasyonlarıyla eğlendim. Bu doğa harikasını bırakıp gitmek istemiyordum. Severecek yaptığım bu tatilin bitmesi benim için hüzünlüydü. Son dakikaya kadar otobüs garına gidemedim. Bir yandan orada daha fazla kalmak isterken diğer yandan dinlenebildiğim için huzurluydum. Tatilin her gününü eğlenerek geçirmiştım. Sahille vedalaştım. Gelecek yazın hayali ve heyecanıyla bineceğim otobüse doğru yürüdüm.

## APPENDIX G

“Tatil” Hikayesi: 1. oul Őahıs Eki Almıř Versiyonu

SS No:

Okuduėunuz paragrafta 'Yklem' grevinde olan kelime veya kelime gruplarından 1. oul Őahıs eki almıř btn yklemleri daire iine alınız.

Bizi olduka yoran bir ders yılı geirdik. Tatile ıkıp tm yorgunluėumuzu stmzden atmayı planlıyorduk. Kendimize mekan olarak dalıř dersleri alabileceėimiz řirin bir Akdeniz sahilini setik. Hayalimizdeki tatil olduka eėlenceliydi. Yolculuk gn erkenden otobs garına gittik. Otobsn hareketiyle zamanın nasıl getiėini anlamadık. Oteldeki tatil gnlerimizde ise zaman bizim iin ok daha hızlı aktı. Heveslendiėimiz dalıř derslerine ilk gnden bařladık. Her gn. erkenden sahiline indiėimiz denizin keyfini ıkardık. ėlen saatlerini en sevdiėimiz mzik CD’lerini dinleyerek geirdik. Akřamstleri yeniden sahile inip gneřin batıřını izledik. Akřamları kaldıėımız otelin organizasyonlarıyla eėlendik. Bu doėa harikasını bırakıp gitmek istemiyorduk. Severek yaptıėımız bu tatilin bitmesi bizim iin hznlyd. Son dakikaya kadar otobs garına gidemedik. Bir yandan orada daha fazla kalmak isterken diėer yandan dinlenebildiėimiz iin huzurluyduk. Tatilin her gnn eėlenerek geirmiřtik. Sahille vedalařtik. Gelecek yazın hayali ve heyecanıyla bineceėimiz otobse doėru yrdk.



## APPENDIX H

### Birinci Deney İçin Anı istemi Kitapçığı

SS No:

Lütfen en erken çocukluk anınızı düşünün ve olabildiğince detaylı bir şekilde yazarak bu anınızı anlatın. Sizden istediğimiz bu anı bizzat kendinizin hatırladığı bir olay olmalı, bir resimde gördüğünüz veya başkasından duyduğunuz bir olay olmamalıdır. Sizden başlangıcı ve sonu belli ve birkaç saatten uzun sürmemiş, yani sürekli tekrar etmeyen belirli bir olay anlatmanız beklenmektedir. Lütfen anınızı yazdıktan sonra o anıya ilişkin aşağıdaki soruları yanıtlayınız. Teşekkürler.

1. Olay anında kaç yaşıdaydınız?-----

2. Bu olay hakkında önceden ne sıklıkla konuştunuz?

Hiç

1

2

3

4

5

6

Pek çok kez

7

3. Bu anıyı gözümde canlandırıdığımda, bu olayı net bir biçimde kendi perspektifimden görüyorum.

Hiç katılmıyorum

1

2

3

4

Kesinlikle  
katılıyorum

5

Lütfen hem gerçekleştiğı zamanda, hem de geriye dönüp baktığınızda sizin için önem taşıyan 2 anınızı düşünün. Bu anılar hayatınızın herhangi bir dönemine ait olabilir. Sizden istediğimiz bu anıların her biri bizzat kendinizin hatırladığı bir olay olmalı, bir resimde gördüğünüz veya başkasından duyduğunuz bir olay olmamalıdır. Sizden her bir anı için başlangıcı ve sonu belli ve birkaç saatten uzun sürmemiş, yani sürekli tekrar etmeyen belirli bir olay anlatmanız beklenmektedir. Lütfen anılarınızı olabildiğince detaylı yazınız. Her bir anınızı yazdıktan sonra o anıya ilişkin aşağıdaki soruları yanıtlayınız. Teşekkürler.

Anı 1:

1. Olay anında kaç yaşındaydınız?-----

2. Bu olay hakkında önceden ne sıklıkla konuştunuz?

Hiç

1

2

3

4

5

6

Pek çok kez

7

3. Bu anıyı gözümde canlandırıdığımda, bu olayı net bir biçimde kendi perspektifimden görüyorum.

Hiç katılmıyorum

1

2

3

4

Kesinlikle  
katılıyorum

5

An1 2:

1. Olay anında kaç yaşındaydınız?-----

2. Bu olay hakkında önceden ne sıklıkla konuştunuz?

Hiç  
1

2

3

4

5

6

Pek çok kez  
7

3. Bu anıyı gözümde canlandırıdığımda, bu olayı net bir biçimde kendi perspektifimden görüyorum.

Hiç katılmıyorum

1

2

3

4

Kesinlikle  
katılıyorum  
5

## APPENDIX I

### *The RIC Scale*

The ten questions and self-aspect response triads included in the final RIC scale

1. I think it is most important in life to

- Have personal integrity/be true to myself. (I)
- Have good personal relationships with people who are important to me. (R)
- Work for causes to improve the well-being of my group. (C)

2. I would teach my children

- To know themselves and develop their own potential as a unique individual. (I)
- To be caring to their friends and attentive to their needs. (R)
- To be loyal to the group to which they belong. (C)

3. I regard myself as

- Someone with his or her own will, individual. (I)
- A good partner and friend. (R)
- A good member of my group. (C)

4. I think honor can be attained by

- Being true to myself. (I)
- Being true to people with whom I have personal relationships. (R)
- Being true to my groups such as my extended family, work group, religious

and social groups. (C)

5. I would regard someone as a good employee for a company if

- He or she takes personal responsibility for the task assigned. (I)
- He or she gets on well and works cooperatively with other colleagues. (R)
- He or she works for the development of the organization or the work group. (C)

6. The most satisfying activity for me is

- Doing something for myself. (I)
- Doing something for someone who is important to me. (R)
- Doing something for my group (e.g., my school, church, Club, neighborhood,

and community). (C)

7. When faced with an important personal decision to make,

- I ask myself what I really want to do most. (I)
- I talk with my partner or best friend. (R)
- I talk to my family and relatives. (C)

8. I would feel proud if

- I was praised in the newspaper for what I have done. (I)
- My close friend was praised in the newspaper for what he or she has done. (R)
- A group to which I belong was praised in the newspaper for what they have

done. (C)



9. When I attend a musical concert

- I feel that enjoying music is a very personal experience. (I)
- I feel enjoyment if my company (partner, friend, guest) also enjoys it. (R)
- I feel good to be part of the group. (C)

10. I am most concerned about

- My relationship with myself. (I)
- My relationship with a specific person. (R)
- My relationship with my group. (C)

*Note.* I, R, and C refers to individual, relational, and collective option, respectively.

## APPENDIX J

### Turkish version of the RIC scale

SS No:

Aşağıda birtakım önermeler ve her önermeye ilişkin alternatif cevaplar okuyacaksınız. Lütfen her bir önerme için mevcut bulunan üç alternatif cevabı, kendinize uygunluk açısından değerlendiriniz. Burada yapmanız gereken alternatif cevaplardan birini seçmek yerine her alternatifi kendinize uygunluk açısından aşağıdaki 7'lik ölçeği kullanarak değerlendirmenizdir, soruların doğru veya yanlış cevabı yoktur. Teşekkürler.

| Bana<br>uygun<br>değil, beni<br>hiç doğru<br>yansıtmıyor | 1 | 2 | 3 | 4 | 5 | 6 | Bana<br>uygun,<br>beni çok<br>doğru<br>yansıtıyor |
|----------------------------------------------------------|---|---|---|---|---|---|---------------------------------------------------|
|----------------------------------------------------------|---|---|---|---|---|---|---------------------------------------------------|

#### 1. Bence hayatta en önemli şey

- ☐ Kendime karşı dürüst olmaktır.
- ☐ Grubumun mutluluğunu arttırmak için çalışmaktır.
- ☐ Benim için önemli olan insanlarla iyi ilişkilere sahip olmaktır.

#### 2. Çocuklarıma

- ☐ Ait oldukları gruba sadık kalmalarını öğretirdim.
- ☐ Kendilerini tanımalarını ve özel birer birey olarak kendi potansiyellerini geliştirmelerini öğretirdim.
- ☐ Arkadaşlarına karşı şefkatli ve onların ihtiyaçlarına özen gösteren kişiler olmalarını öğretirdim.

#### 3. Kendimi

- ☐ İyi bir partner ve arkadaş olarak görüyorum.
- ☐ İradesi olan biri, bir birey olarak görüyorum.
- ☐ Grubumun iyi bir üyesi olarak görüyorum.

#### 4. Bence onurlu olmak

- ☐ Kendime karşı dürüst olmaktır.

- \_\_ Geniş ailem, iş grubum, dini ve sosyal gruplarım gibi gruplara karşı dürüst olmaktadır.
- \_\_ İlişkilerimin olduğu kişilere karşı dürüst olmaktadır.
5. Bir kişinin çalıştığı şirketin iyi bir çalışanı olduğunu düşünmem için o kişi
- \_\_ Verilen görev için sorumluluk almalıdır.
- \_\_ Meslektaşlarıyla iyi geçinmeli ve işbirliği içinde çalışmalıdır.
- \_\_ İş grubunun veya kurumun gelişimi için çalışmalıdır.
6. Benim için en tatmin edici aktivite
- \_\_ Benim için önemli olan biri adına bir şey yapmaktır.
- \_\_ Kendim için bir şey yapmaktır.
- \_\_ Grubum için bir şey yapmaktır(örn. okulum, cemaatim, kulübüm, mahallem ve topluluğum).
7. Önemli bir karar vermem gerektiği zaman.
- \_\_ Ailem ve akrabalarım ile konuşurum.
- \_\_ Partnerimle veya en iyi arkadaşım ile konuşurum.
- \_\_ Kendime gerçekten en çok ne yapmak istediğimi sorarım.
8. Gurur duyardım, eğer
- \_\_ Ait olduğum bir grup yaptığı bir şey için gazetede övülseydi.
- \_\_ Yaptığım bir şey için gazetede övülseydim.
- \_\_ Yakın arkadaşım yaptığı bir şey için gazetede övülseydi.
9. Bir konsere katıldığım zaman.
- \_\_ Müzikten zevk almanın çok kişisel bir deneyim olduğunu hissedirim.
- \_\_ Eğer beraberimdeki kişi (partner, arkadaş, misafir) müzikten zevk alıyorsa, ben de zevk duyarım.
- \_\_ Grubun parçası olduğum için iyi hissedirim.
10. Beni en çok ilgilendiren
- \_\_ Özel bir kişiyle olan ilişkimdir.
- \_\_ Grubumla olan ilişkimdir.
- \_\_ Kendimle olan ilişkimdir.

## APPENDIX K

### Demographic Information Sheet

SS No:

Demografik Bilgi Formu:

Verdiğiniz bilgiler tamamen gizli tutulacaktır.

Cinsiyetim:

\_\_\_\_\_ Erkek \_\_\_\_\_ Kadın

Doğduğum

Şehir: \_\_\_\_\_

Tarih (Gün/Ay/Yıl): \_\_\_\_\_

Ailemin ikamet ettiği

Şehir: \_\_\_\_\_

Ülke: \_\_\_\_\_

Türkiye’de en uzun süre yaşadığınız

Şehir: \_\_\_\_\_

Ne kadar süre orada yaşadınız? (Yıl olarak) \_\_\_\_\_

Oraya taşındığınızda kaç yaşındaydınız? \_\_\_\_\_

Eğitim:

Hangi liseyi bitirdiniz? \_\_\_\_\_

Bitirdiğiniz lisenin bulunduğu şehir: \_\_\_\_\_

Şu anda üniversite kaçınıcı sınıfa gidiyorsunuz? (Daire içine alın.) 1 2 3 4

Bölümünüz: \_\_\_\_\_ GPA: \_\_\_\_\_

Ebeveynlerinizin eğitim düzeyi (Bitirilen en üst seviyeyi işaretleyiniz.):

Anne: İlkokul\_\_ Ortaokul\_\_ Lise\_\_ Yüksek Okul\_\_ Üniversite\_\_ Yüksek Lisans\_\_  
Doktora\_\_

Baba: İlkokul\_\_ Ortaokul\_\_ Lise\_\_ Yüksek Okul\_\_ Üniversite\_\_ Yüksek Lisans\_\_  
Doktora\_\_

Yaşadığınız Toplum Hakkında Bilgi:

Şimdiye kadar hangi ülkelerde yaşadınız? Lütfen yaşadığınız yerleri yılları ile birlikte yazınız.

Yıl

Şehir

Ülke

## APPENDIX L

### Research Evaluation Form for Experiment 1

SS No:

Araştırma değerlendirme formu:

1. Üzerinde yüklemlerine yönelik çalıştığınız paragrafların metinlerini nasıl buldunuz? Size garip gelen bir tarafları var mıydı, varsa neydi?

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2. Bu paragraflar üzerine çalışmak sizin dikkatinizi dağıttı mı?

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3. Bilgisayar başında tamamladığınız deneyi nasıl yaptınız? Herhangi bir strateji izlediniz mi? Hangi aşama sizce daha kolaydı?

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4. Zaman geçtikçe deneyi ne kadar yorucu buldunuz? Sizce hangi kısımları daha yorucuydu, neden?

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5. Genel olarak prosedürde sizi rahatsız eden veya eklemek istediğiniz başka bir şey varsa lütfen aşağıda belirtiniz. Teşekkürler.

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## APPENDIX M

### “Tanıdıklar” ile Benzerlikler

Önümüzdeki 2 dakika boyunca bir şey yazmanız gerekmeyecek. Lütfen tanıdıklarınızla ortak noktalarınızı düşünün. Onlar sizin ne yapmanızı beklerdi?

## APPENDIX N

### “Tanıdıklar” dan Farklılıklar

Önümüzdeki 2 dakika boyunca bir şey yazmanız gerekmeyecek. Lütfen sizi tanıdıklarınızdan farklı kılan noktalarınızı düşünün. Ne yapıyor olurdunuz?

## APPENDIX O

### “Aile” ile Benzerlikler

Önümüzdeki 2 dakika boyunca bir şey yazmanız gerekmeyecek. Lütfen ailenizle ortak noktalarınızı düşünün. Onlar sizin ne yapmanızı beklerdi?



## APPENDIX P

### “Aile” den Farklılıklar

Önümüzdeki 2 dakika boyunca bir şey yazmanız gerekmeyecek. Lütfen sizi ailenizden farklı kılan noktalarınızı düşünün. Ne yapıyor olurdunuz?

## APPENDIX Q

### “Yakın Arkadaşlar” ile Benzerlikler

Önümüzdeki 2 dakika boyunca bir şey yazmanız gerekmeyecek. Lütfen yakın arkadaşlarınızla ortak noktalarınızı düşünün. Onlar sizin ne yapmanızı beklerdi?

## APPENDIX R

### “Yakın Arkadaşlar” dan Farklılıklar

Önümüzdeki 2 dakika boyunca bir şey yazmanız gerekmeyecek. Lütfen sizi yakın arkadaşlarınızdan farklı kılan noktalarınızı düşünün. Ne yapıyor olurdunuz?

## APPENDIX S

### İkinci Deney İçin Anı İstemi Kitapçığı

SS No:

Lütfen en erken çocukluk anınızı düşünün ve olabildiğince detaylı bir şekilde yazarak bu anınızı anlatın. Sizden istediğimiz bu anı bizzat kendinizin hatırladığı bir olay olmalı, bir resimde gördüğünüz veya başkasından duyduğunuz bir olay olmamalıdır. Sizden başlangıcı ve sonu belli ve birkaç saatten uzun sürmemiş, yani sürekli tekrar etmeyen belirli bir olay anlatmanız beklenmektedir. Lütfen anınızı yazdıktan sonra o anıya ilişkin aşağıdaki soruları yanıtlayınız. Teşekkürler.



1. Olay anında kaç yaşındaydınız?-----

2. Bu olay hakkında önceden ne sıklıkla konuştunuz?

Hiç 1 2 3 4 5 6 7 Pek çok kez

3. Bu anıyı gözümde canlandırırdığımda, bu olayı net bir biçimde kendi perspektifimden görüyorum.

Hiç katılmıyorum 1 2 3 4 Kesinlikle katılıyorum 5

4. Olayı hatırlarken, onu yeniden yaşıyormuş gibi hissediyorum.

Hiç değil 1 2 3 4 5 6 7 Son derece net bir biçimde

5. Olayı hatırlarken, olay anındaki görüntüleri zihnimde görebiliyorum.

Hiç değil 1 2 3 4 5 6 7 Son derece net bir biçimde

6. İnsanlar bazı olayların detaylarını hatırlamasalar da başlarından geçtiğini bilirler. Ben anımı hatırlarken, bu olayın başımdan geçtiğini bilmekten öte onu gerçekten detaylarıyla hatırlayabiliyorum.

Hiç değil 1 2 3 4 5 6 7 Son derece net bir biçimde

7. Olayı hatırlarken, olayın olduğu zamana geri döndüğümü hissediyorum.

Hiç değil 1 2 3 4 5 6 7 Son derece net bir biçimde

8. Bu olayın gerçekten hatırladığım şekilde gerçekleştiğine ve olmamış herhangi bir şeyi hayal etmediğime ya da kurmadığıma inanıyorum.

Hiç değil 1 2 3 4 5 6 7 Son derece net bir biçimde

Lütfen hem gerçekleştiğı zamanda, hem de geriye dönüp baktığınızda sizin için önem taşıyan 2 anınızı düşünün. Bu anılar hayatınızın herhangi bir dönemine ait olabilir. Sizden istediğimiz bu anıların her biri bizzat kendinizin hatırladığı bir olay olmalı, bir resimde gördüğünüz veya başkasından duyduğunuz bir olay olmamalıdır. Sizden her bir anı için başlangıcı ve sonu belli ve birkaç saatten uzun sürmemiş, yani sürekli tekrar etmeyen belirli bir olay anlatmanız beklenmektedir. Lütfen anılarınızı olabildiğince detaylı yazınız. Her bir anınızı yazdıktan sonra o anıya ilişkin aşağıdaki soruları yanıtlayınız. Teşekkürler.

Anı 1:





1. Olay anında kaç yaşındaydınız?-----

2. Bu olay hakkında önceden ne sıklıkla konuştunuz?

Hiç 1 2 3 4 5 6 Pek çok kez 7

3. Bu anıyı gözümde canlandırıdığım, bu olayı net bir biçimde kendi perspektifimden görüyorum.

Hiç katılmıyorum 1 2 3 4 Kesinlikle katılıyorum 5

4. Olayı hatırlarken, onu yeniden yaşıyormuş gibi hissediyorum.

Hiç değil 1 2 3 4 5 6 Son derece net bir biçimde 7

5. Olayı hatırlarken, olay anındaki görüntüleri zihnimde görebiliyorum.

Hiç değil 1 2 3 4 5 6 Son derece net bir biçimde 7

6. İnsanlar bazı olayların detaylarını hatırlamasalar da başlarından geçtiğini bilirler. Ben anımı hatırlarken, bu olayın başımdan geçtiğini bilmekten öte onu gerçekten detaylarıyla hatırlayabiliyorum.

Hiç değil 1 2 3 4 5 6 Son derece net bir biçimde 7

7. Olayı hatırlarken, olayın olduğu zamana geri döndüğümü hissediyorum.

Hiç değil 1 2 3 4 5 6 Son derece net bir biçimde 7

8. Bu olayın gerçekten hatırladığım şekilde gerçekleştiğine ve olmamış herhangi bir şeyi hayal etmediğime ya da kurmadığıma inanıyorum.

Hiç değil 1 2 3 4 5 6 Son derece net bir biçimde 7

An1 2:



1. Olay anında kaç yaşındaydınız?-----

2. Bu olay hakkında önceden ne sıklıkla konuştunuz?

Hiç 1 2 3 4 5 6 7 Pek çok kez

3. Bu anıyı gözümde canlandırırdığımda, bu olayı net bir biçimde kendi perspektifimden görüyorum.

Hiç katılmıyorum 1 2 3 4 Kesinlikle katılıyorum 5

4. Olayı hatırlarken, onu yeniden yaşıyormuş gibi hissediyorum.

Hiç değil 1 2 3 4 5 6 7 Son derece net bir biçimde

5. Olayı hatırlarken, olay anındaki görüntüleri zihnimde görebiliyorum.

Hiç değil 1 2 3 4 5 6 7 Son derece net bir biçimde

6. İnsanlar bazı olayların detaylarını hatırlamasalar da başlarından geçtiğini bilirler. Ben anımı hatırlarken, bu olayın başımdan geçtiğini bilmekten öte onu gerçekten detaylarıyla hatırlayabiliyorum.

Hiç değil 1 2 3 4 5 6 7 Son derece net bir biçimde

7. Olayı hatırlarken, olayın olduğu zamana geri döndüğümü hissediyorum.

Hiç değil 1 2 3 4 5 6 7 Son derece net bir biçimde

8. Bu olayın gerçekten hatırladığım şekilde gerçekleştiğine ve olmamış herhangi bir şeyi hayal etmediğime ya da kurmadığıma inanıyorum.

Hiç değil 1 2 3 4 5 6 7 Son derece net bir biçimde

## APPENDIX T

### Research Evaluation Form for the group primed via “Similarities” in Experiment 2

SS No:

Araştırma değerlendirme formu:

1. Kendinizle ortak noktalarınızı düşündüğünüz gruplar arasında (aile/ tanıdık/ yakın arkadaş) bu ortak noktaları düşünmesi size daha kolay gelen veya daha çok ortak noktanız olduğunu düşündüğünüz bir grup oldu mu? Olduysa sizce bunun sebebi nedir?

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2. Bilgisayar başında tamamladığınız deneyi nasıl yaptınız? Herhangi bir strateji izlediniz mi? Hangi aşama sizce daha kolaydı?

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3. Zaman geçtikçe deneyi ne kadar yorucu buldunuz? Sizce hangi kısımları daha yorucuydu, neden?

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4. Genel olarak prosedürde sizi rahatsız eden veya eklemek istediğiniz başka bir şey varsa lütfen aşağıda belirtiniz. Teşekkürler.

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## APPENDIX U

### Research Evaluation Form for the group primed via “Differences” in Experiment 2

SS No:

Araştırma değerlendirme formu:

1. Kendinizi farklı kılan noktaları düşündüğünüz gruplar arasında (aile/ tanıdık/ yakın arkadaş) bu farklılıkları düşünmesi size daha kolay gelen veya sizi farklı kılan noktalarınızın daha çok olduğunu düşündüğünüz bir grup oldu mu? Olduysa sizce bunun sebebi nedir?

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2. Bilgisayar başında tamamladığınız deneyi nasıl yaptınız? Herhangi bir strateji izlediniz mi? Hangi aşama sizce daha kolaydı?

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3. Zaman geçtikçe deneyi ne kadar yorucu buldunuz? Sizce hangi kısımları daha yorucuydu. neden?

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4. Genel olarak prosedürde sizi rahatsız eden veya eklemek istediğiniz başka bir şey varsa lütfen aşağıda belirtiniz. Teşekkürler.

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