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**BİLDİRİ ÖZETLERİ | ABSTRACTS | RÉSUMÉS**



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## Characteristics of maternal questioning style in Turkish

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Research findings have accumulated in the field showing links between mothers' style and the children's developmental phases in social, cognitive and language domains (Bornstein & Tamis, 2001; Türkay & Akyol, 2010). Among all, mothers' questioning style has received considerable attention as its prominence is directly attributable to linguistics, language development and cognition (Rowland et al., 2003; Bloom et al., 1982). Early studies about children's acquisition of questions have provided a cognition-based rationale; whereas, in the follow-up studies, two other explanations, highlighting the role of language complexity on children's acquisition of question have emerged. However, these accounts have been challenged by Clancy's explanation (1989). It is claimed that frequency of wh-word and verbs in child-directed speech can be a significant factor on acquisition of question (Rowland et al. 2003). Turkish CDS has been addressed from these accounts in the field (Türkay & Akyol, 2010; Türkay et al. 2010). It was found that cognitive and linguistic factors interact on acquisition of questions in Turkish. Alternatively, this study investigated 20 Turkish mothers' maternal verbal interactive style in terms of questioning through informativity (Salomo et al. 2013) and their children's question answering. The context factor was also considered and its effect on the mothers' questioning and their children's response styles were analyzed. The results highlighted the interaction between language-general and language-specific factors as well as contextual influence on the mothers' questioning style.

### References

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