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3.4.3.1. Expressions of Power and Control: Differences between Mothers and Fathers
 3.4.3.2. Indirect Control and Its Consequences for the Child's Emotional and Cognitive Development;
 3.4.3.3. Indirect Control: A Model of Feminine Discourse;
 3.4.3.4. Indirect Control - Conclusions;
 3.5. Pedagogic Language Functions;
 3.5.1. Cognitive Consequences;
 3.6. Mother-Daughter Discourse;
 3.6.1. Qualitative and Quantitative Differences in Mother-Daughter Interaction;
 3.7. The Impact of Motherese on Female Development;
 3.7.1. The Effects of Symbiotic Language;
 3.7.2. The Effects of Instrumental Language
 3.7.3. The Effects of Pedagogic Language
 3.7.3.1. Socialization into Different Cognitive and Emotional Worlds;
 NOTES;
 4. SAMPLE, METHODOLOGY, AND COLLECTION OF DATA;
 4.1. Introduction;
 4.2. Methodological Considerations: Qualitative and Quantitative Methods in Sociolinguistics;
 4.2.1. Analysis of Essay Content;
 4.3. The Design of the Empirical Study;
 4.3.1. The Cross-Cultural Comparison;
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 NOTES;
 5. DEFINITION OF THE CATEGORIES;
 5.1. Introduction;
 5.2. The Schema of the "School Essay";
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Sommario/riassunto

Although mother and daughter are two central female roles, they have rarely been investigated. The relationship is specific, certainly different than the mother-son or father-daughter relationships. And this difference manifests itself in sex-specific language behavior. Despite 'eternal' features of the mother-daughter relationship, its quality is affected by individual psychological and by sociocultural variables. Thus, investigations took place in two big cities with very different structures and traditions: Vienna and Los Angeles. This is the first cross cultural study which reflects and co

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