Dr. Gordon D. Logan

Editor, *Cognitive Psychology*

September 16, 2015

Dear Dr. Logan,

My co-authors and I would like to submit an original research article entitled "Social cues modulate the representations underlying cross-situational learning" for publication in *Cognitive Psychology*.

How do children learning their first words handle complex or ambiguous learning situations? “Cross-situational word learning” is the proposal that learners accumulate evidence about word meanings across individually ambiguous situations. Although this phenomenon is important, there is still debate about the representations underlying the phenomenon. On some views, word learning is a discrete process that does not involve statistical representations (e.g., Trueswell et al., 2013, *Cognitive Psych*), while on others the same process is fundamentally statistical (e.g., Smith & Yu, 2008).

In this manuscript, we explore the hypothesis that the representations underlying cross-situational word learning are modulated by the social context in which learning occurs. We test the effects of varying referential uncertainty during cross-situational learning using social cues. We show that the strength of learners’ memory for alternative word-object links changes as a function of the amount of ambiguity present during learning. In conditions of greater uncertainty that do not have social cues to reference, learners tend to store more information.

We believe that this manuscript is appropriate for publication in *Cognitive Psychology* because it addresses an open theoretical question in cross-situational learning, namely the nature of the representations underlying this important phenomenon. We think our findings would be of interest to those readers who study language acquisition, cognitive development, attention, and memory.

This manuscript has not been published and is not under consideration for publication elsewhere, and we do not have any conflicts of interests to disclose.

Thank you for your consideration.

Sincerely,

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