Does social information reduce referential ambiguity in cross-situational word learning?:

Using eye-tracking to study the effect of eye gaze in adult word learners

*Allison Emily Dods*

Symbolic Systems Program

Stanford University

June 8, 2016

To the directors of the Program on Symbolic Systems:

I certify that I have read the thesis of Allison Emily Dods in its final form for submission and have found it to be satisfactory for the degree of Bachelor of Science with Honors.

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Michael C. Frank

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To the directors of the Program on Symbolic Systems:

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Hyowon Gweon

Psychology

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