

1056-Q1-1060 **Diane Fisher*** (dfisher@louisiana.edu), Department of Mathematics, P.O. Box 41010, Lafayette, LA 70504, and **Jennifer Kaplan** and **Neal Rogness**. *What Do Students Hear in Statistics Classes: Empirical Results from a Study of Lexical Ambiguity*. Preliminary report.

Language plays a crucial role in the classroom. The use of specialized language in a domain can cause a subject to seem more difficult for students than it actually is and impede students from learning what we hope they will learn. Everyday English words that are used differently in a domain are said to have lexical ambiguity. The presentation is part of a sequence of studies designed to understand the effects of and develop techniques for exploiting lexical ambiguities in the statistics classroom. The talk will present a method for studying language use by undergraduate students and empirical results of students' pre-existing and developed definitions of words used in introductory level statistics classes. (Received September 20, 2009)