Suggested remedies for lexical ambiguity:

1. KAPLAN, J. j., ROGNESS, N. t., & FISHER, D. g. (2014). EXPLOITING LEXICAL AMBIGUITY TO HELP STUDENTS UNDERSTAND THE MEANING OF RANDOM. *Statistics Education Research Journal*, *13*(1), 9-24.

This paper is specifically on the lexical ambiguity of the word “random.”

* 1. Suggestion: “Acknowledge and exploit” lexical ambiguity in the teaching process (use it to your advantage)

Specific Suggestions:

* + 1. Have the students write a sentence for each definition of a lexically ambiguous word.
    2. Every time a lexically ambiguous word is used in class, teachers can compare the technical and traditional meanings of the word.
    3. “Furthermore, teachers can use words in contexts where colloquial meanings coincide with technical meanings to build a solid foundation for students.”

1. ADAMS, T., THANGATA, F., & KING, C. (2005). "Weigh" to Go! Exploring Mathematical Language. *Mathematics Teaching in the Middle School,* *10*(9), 444-448. Retrieved from <http://www.jstor.org/stable/41182137>
   1. Before students are taught what a word means, teachers can ask what the students think it means. This allows the teacher to build upon the ideas that the students already associate with the word.
   2. List pairs of homophonic words on the board and have students write a sentence using that word with its mathematical or everyday meaning
   3. Give students the opportunity to “hear, say, and write mathematical vocabulary in context.”
   4. Students should develop their own understanding/definitions of words. This can be done by helping them to build upon the related meaning of the non-mathematical word.
   5. When a student’s response seems unordinary or irrelevant, have them explain their reasoning. This will often allow the teacher to see where their misunderstanding lies.
2. Kaplan, J. k., Rogness, N. r., & Fisher, D. d. (2012). Lexical ambiguity: making a case against spread. *Teaching Statistics*, *34*(2), 56-60. doi:10.1111/j.1467-9639.2011.00477.x
   1. Suggestion: Prevent problems in “language difficulties” from arising by using language more carefully. Encourage teacher to just be more aware of the impact their language choices will have on the students.

Specific Suggestion:

* + 1. Use “variability” instead of “spread”.