

1154-N5-1728      **Kristen Vroom\*** (vroom@pdx.edu), Portland, OR. *A Case of Defining as a Way to Learn about Mathematical Language*. Preliminary report.

There is mounting evidence that students have difficulties with mathematical language, and particularly multiply quantified statements. In response, there have been several studies that propose interventions for supporting students' interpretation of these statements. Here, I propose an alternative instructional approach which engages students in defining several concepts that can be articulated using quantified variables as a way to learn about and gain fluency with mathematical language. Using Realistic Mathematics Education's emergent models, I will present how relationships between quantified variables first emerged for a pair of students as a model-of their defining activity and then these relationships became more explicit as they reflected on their definitions. (Received September 16, 2019)