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Jon Pierre Fortney*, Zayed University, Dubai, United Arab Emirates, and **Liane Sandrey**, Zayed University, Dubai, United Arab Emirates. *Language in the Statistics Classroom: When the Problem Isn't Just the Math.*

The globalization of higher education has meant that increasingly mathematics faculty are encountering not only individual students, but whole classes of students, for whom English is a Second Language (ESL). Mathematics faculty are generally not prepared to address these student's needs and frequently fail to appreciate the difficulties ESL students face. The cognitive demands placed on ESL students are essentially doubled; not only are they trying to learn mathematics, a difficult subject in the best of situations, but they must also deal with a new language. In this talk we will address some of the issues raised in teaching an introductory statistics course to a class of ESL students by highlighting the most frequently encountered difficulties experienced by ESL students. Next we will present several pedagogical strategies that have proven successful for ESL students in the introductory statistics course. Finally, we will illustrate these strategies with a few student examples. We believe paying close attention to the language issues of ESL students while teaching can not only have a positive impact on ESL students, but can also improve performance for struggling native English speakers as well. (Received September 16, 2015)