

Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2009

Nelly Furman, David Goldberg, and Natalia Lusin

Web publication, December 2010

© 2010 by The Modern Language Association of America

All material published by the Modern Language Association in any medium is protected by copyright. Users may link to the MLA Web page freely and may quote from MLA publications as allowed by the doctrine of fair use. Written permission is required for any other reproduction of material from any MLA publication.

Send requests for permission to reprint material to the MLA permissions manager by mail (26 Broadway, New York, NY 10004-1789), e-mail (permissions@mla.org), or fax (646 458-0030).

Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2009

SINCE 1958, the Modern Language Association (MLA), with the continuous support of the United States Department of Education, has gathered and analyzed data on undergraduate and graduate course enrollments in languages other than English in United States colleges and universities. The previous survey examined language enrollments in fall 2006; here the MLA presents its twenty-second survey in the series, describing trends in language course enrollments in fall 2009.¹

Beginning in October 2009, we contacted 2,802 United States postsecondary institutions, using the MLA database of all institutions that teach languages other than English. We supplemented the MLA list of institutions with data from the National Center for Education Statistics, the 2009 Higher Education Directory, and the Carnegie Classification of Institutions of Higher Education, to make sure that all accredited, not-for-profit institutions were accounted for.² Eighty-two institutions proved ineligible (this group includes branch campuses whose enrollment numbers were reported with those of the main campus), reducing the total number of eligible institutions to 2,720 (see [fig. A](#)). After numerous requests extending across a ten-month period, 26 of these institutions declined to participate; of the 2,694 eligible institutions that reported, 180 had no enrollments in languages other than English. In the end, the fall 2009 enrollments presented in this report are collected from a total of 2,514 AA-, BA-, MA-, and PhD-granting colleges and universities, representing 99.0% of all higher education institutions offering languages in the United States. The 99.0% response rate continues the high level of response that has been a goal of MLA enrollment surveys, allowing us to suggest that these numbers constitute a census as well as a survey. Approximately one-third of the responses came from two-year colleges and two-thirds from four-year institutions. No language courses were offered in 6.5% of responding four-year institutions and in 7.6% of responding two-year colleges.

In conjunction with this survey, we have added the 2009 enrollment figures to the MLA Language Map, which uses data from the 2000 United States census to display the locations and concentrations of speakers of twenty-nine languages other than English spoken in the United States. The census data are based on responses to the question, “Does this person speak a language other than English at home?” The Language Map illustrates the percentage and numbers of speakers in all counties and zip codes. With the addition of the 2009 enrollment data, users of the Language Map can now locate language programs and detailed information about course enrollments in the context of where these languages are spoken in the United States.

Notes on Methodology

As in past surveys, we contacted institutional research officers, registrars, and other school representatives to provide the enrollment data of their institution. Information

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2009*

about enrollments in credit-bearing language courses other than English was solicited electronically, by mail, and by telephone. Between mid-October 2009 and early April 2010, we mailed four rounds of survey requests; followed up with three e-mail efforts at the end of February, in mid-March, and in early May; and started telephone calls in early March. The data collection process was closed on 13 August 2010.

As the collection period neared completion, we invited specialists in some twenty languages and language groups to review the data, with an eye to identifying possibly anomalous numbers or missing programs or institutions. In August, following the advice of these consultants, we contacted omitted programs and recontacted institutions to verify data when necessary.³

Using the MLA database augmented by the online 2009 Higher Education Directory, which includes the Carnegie classification codes, we contacted 2,802 institutions of postsecondary education teaching languages in the United States. These included accredited two-year and four-year institutions, universities, and a few accredited seminaries and proprietary colleges.

Over time, sources of information have changed; in large institutions it is now the office of institutional research that reports the numbers rather than the registrar. Some institutions make enrollment numbers available on their Web sites, and we have referred to these sources at the suggestion of institution representatives or when, in very few cases, no other sources were available. Most often now, universities with branch campuses present comprehensive figures instead of enrollments on individual campuses as in the past.

There have also been changes in the categories of information used for MLA enrollment surveys. Community colleges were surveyed separately in 1959–60 and became integrated in all surveys starting in 1963. Between 1958 and 1965, surveys included only modern languages; Latin, Ancient Greek, and other classical languages were introduced in 1965. The 1965 survey was also the first to provide enrollments in less commonly taught languages (LCTLs) by language name and by institution.

In 2006 we instituted separate entries for lower-level and upper-level course enrollments. We defined the introductory level as first- and second-year language classes and the advanced level as third- and fourth-year classes. Although this differentiation by year is mechanical and disregards variations in requirements, curricular design, time frames, and language difficulty, we hope it will nonetheless help standardize institutional reporting.

While we have retained the category Ancient Greek in the current survey, the emergence of previously unreported premodern Greek categories (Biblical Greek, Koine Greek, Old Testament Greek) in 2009 suggests that we may need to rethink the broad category for our next survey, since these new premodern categories reveal continuing strength in classical languages that a superficial glance at Ancient Greek numbers does not make apparent.

With the 2009 survey, we present a new table (3b) that reports enrollments by state with comparative numbers and percentages for 2002, 2006, and 2009.

Each survey turns up small discrepancies in earlier surveys. We correct the database for these differences from survey to survey. In the context of over a million and a half enrollments, these small variances generally do not affect the results presented

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2009*

in the survey reports; the exception to this rule may be apparent in those languages reporting only occasional enrollments.

It is important to remember that the MLA surveys of enrollments in languages other than English count course enrollments, not the number of students studying a given language. A single student majoring in a language may be enrolled in one or more classes in that language.

Overview of Fall 2009 Enrollments in Languages Other Than English

Course enrollments in languages other than English reached a new high in 2009. As presented in [table 1a](#) and [table 1b](#), aggregated results for all languages show a gain of 6.6% over the 2006 survey, about half the 12.9% expansion in enrollments between 2002 and 2006. In actual numbers, student enrollments in languages other than English grew to 1,682,627 in 2009, up from 1,577,810 in 2006. [Figure 1](#) puts growth in modern language course enrollments (excluding Latin and Ancient Greek) in a broader chronological context, showing at a glance the continuous rise in enrollment numbers that the MLA surveys have found since 1995.

In terms of ranking, Spanish, French, and German lead as the three most studied languages, followed by American Sign Language (ASL), fourth in the survey since 2006. Italian, Japanese, and Chinese come next, in the same sequence they have occupied since 1998. Arabic has jumped two positions since 2006 to eighth, now ahead of Latin and Russian, but, with enrollments at 35,083, it is closer in numbers to Latin (32,606) than to Chinese (60,976). Enrollments in courses in Korean have overtaken those in Modern Hebrew, to rank after Portuguese as the fourteenth most commonly studied language in 2009.

Spanish enrollments are still growing, but at a more modest rate of 5.1% in 2009 as compared with 10.3% in 2006 and 13.7% between 1998 and 2002. As demonstrated in [figure 2](#), in 1995 Spanish course enrollments surpassed those in all other modern languages combined by 115,969; in 1998 by 161,897; in 2002 by 145,498; in 2006 by 123,200; and in 2009 by 100,646.

In 2009, French, German, and Italian posted modest gains of 4.8%, 2.2%, and 3.0%, respectively. Russian jumped 8.2% in 2009 after a gain of 3.9% between 2002 and 2006. Arabic posted an impressive growth of 46.3%. Also noteworthy are the double-digit gains of ASL (16.4%), Japanese (10.3%), Chinese (18.2%), Portuguese (10.8%), and Korean (19.1%). Latin enrollments remained steady with a 1.3% gain. Enrollments in Ancient Greek appear lower by 9.4% than in 2006, but we take this loss to result from the refining of categories in premodern Greek courses in a handful of institutions, producing enrollments in Koine Greek, Biblical Greek, Koine Biblical Greek, New Testament Greek, Old Testament Greek, and “Greek and Latin”; together, enrollments in these courses make up entirely for the decrease under the rubric Ancient Greek. We omit from this calculation 152 enrollments in the ambiguous category “Greek,” which may represent Modern or premodern Greek course enrollments. Biblical Hebrew declined by 2.4%, and Modern Hebrew registered a noticeable fall with a 14.2% loss. The LCTLs, which, for the purpose of this study, are defined as all languages not included in the top fifteen, posted an

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2009*

aggregated gain of 20.8%; this increase should be seen in the light of the 31.2% gain between 2002 and 2006 in LCTLs enrollments.

Distribution between Undergraduate and Graduate Enrollments, 2006 and 2009

Tables 2a, 2b, and 2c demonstrate divergent distribution patterns between expanding undergraduate enrollments on the one hand and decreasing graduate enrollments on the other. Table 2c looks at languages cumulatively across institutional levels between 1974 and 2009. At 38,237, the number of enrollments in graduate language courses in 2009 is close to the number registered in 1995, while total language enrollments rose by 47.8% over the same period (Brod and Huber, “Foreign Language Enrollments” 55). Table 2a, which excludes two-year colleges, shows that of twelve languages with rising undergraduate enrollments in 2009, only Spanish, ASL, and Korean show concomitant growth at the graduate level.

As shown in table 2b, in two-year colleges, only Korean shows a drop in enrollments between 2006 and 2009. Between 1990 and 1995, French, German, and Russian registered substantial losses, but these languages started to regain some ground between 2002 and 2009. Enrollments in Spanish, ASL, Japanese, Italian, Chinese, Arabic, Vietnamese, Latin, Portuguese, and Hawaiian all showed increased enrollments both between 2006 and 2009 and over the nineteen years between 1990 and 2009. The inclusion of Vietnamese and Hawaiian among the top fourteen languages taught in two-year colleges and their absence among the top languages taught in four-year institutions probably point to the unique mission of community colleges serving the needs of local populations. The decline of French, German, and Russian in two-year colleges between 1990 and 2009 may reflect a combination of changes in population patterns or student perception of changing opportunities.

Except for Spanish, Chinese, ASL, Arabic, Korean, and LCTLs (under “Other languages”), all other languages have declined—some dramatically—in graduate enrollments since 2002. Graduate-level enrollments in Latin show negligible variations and can be said to have remained stable from 2002 to 2009. After registering higher graduate enrollments in 2006, French, German, Ancient Greek, Biblical Hebrew, and Modern Hebrew in 2009 have dropped below the numbers they posted in 2002. Ancient Greek lost 1,196 graduate enrollments between 2002 and 2009, and that number is barely half made up by the 499 graduate course enrollments in the other premodern Greek categories referred to above. Those languages whose graduate enrollments declined from 2002 to 2006 again declined in 2009. Italian registered 1,047 graduate enrollments in 2002, dipped slightly to 1,018 in 2006, then in 2009 dropped to 775. Japanese went from 930 in 2002 to 859 in 2006 to 717 in 2009; Russian dropped to 596 in 2009 from 749 in 2006 and 770 in 2002. When compared with steady growth in undergraduate enrollments, the decline in graduate enrollments is striking.

Trends in Modern Language Enrollments, 1960–2009

While enrollment in the modern languages has increased by 106,556 between 2006 and 2009, the ratio of enrollments in modern languages per 100 total enrollments in

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2009*

higher education remains at 8.6 (table 4). This ratio is again at almost half the ratio posted in 1965, 16.5, as figure 5 makes visible at a glance. As is well documented (Brod and Huber; Huber), language requirements are less frequently encountered at United States colleges and universities now than in past decades, and the length of the language requirement has also declined. Both of these factors affect the ratio and in part explain the higher ratios in the 1960s.

Table 5 presents the number of language course enrollments and the percentage change between surveys in twelve leading languages over the forty-nine-year span between 1960 and 2009. Not all languages post steady growth, nor do all languages follow parallel paths. Russian, for example, registered substantial losses (33.7%) between 1970 and 1980, posted a gain of 86.0% a decade later, then a 44.6% dip between 1990 and 1995 and a lesser loss of 3.8% three years later, followed by sustained modest gains since 1998. Between 1970 and 1980, Spanish, French, German, Russian, and Portuguese all posted losses, but Japanese, Chinese, Arabic, Hebrew (Biblical and Modern combined), and particularly Korean showed remarkable gains. In the years between 1990 and 1998, while Spanish gained, French, German, Japanese, and Russian lost ground, as did Italian between 1990 and 1995. In the last three surveys, enrollments in all modern languages have shown an upward trend. Table 6 compares percentages of total course enrollments for fourteen languages and reveals that, since 2002, the commonly taught languages have registered relatively small fluctuations in their percentage share of total enrollments. In Arabic, however, the seemingly small change in percentage share of enrollments represents a doubling of its percentage share in language course enrollments between 2002 and 2009. Figures 3a and 3b illustrate these trends.

Ratio of Introductory to Advanced Undergraduate Enrollments

In 2006, we introduced a new feature to the survey, marking the distinction between enrollments in introductory and advanced courses. In 2009, we continued to collect responses differentiated in this way. Enrollments in introductory classes may reflect degree requirements, whereas enrollments in advanced classes are more indicative of possible language minors and majors; advanced undergraduate language enrollments may also reflect courses taken as a part of professional preparation: medical Spanish, business German, and so on. Although different languages require different time frames for attainment of competency levels, for most European languages enrollments in advanced classes should indicate the beginning of a functional level of competency. Languages such as Arabic, Chinese, Hindi, and Russian require extended learning periods for most native speakers of English. Despite differences in time required for acquisition of competency, the three-year span between surveys makes it possible to monitor relative changes in competency levels for all languages and to note institutional response to students' changing interests in foreign and indigenous languages.

One caveat must be included in any discussion of introductory versus advanced enrollments: in most cases, numbers are reported to us not by language specialists but by institutional staff members responsible for maintaining records. Directors of

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2009*

institutional research and registrars will generally distinguish introductory from advanced enrollments on the basis of course numbers; while these numerical designations are usually regularized, they may not be universally transparent as an indication of the level offered. Languages taught at beginning levels in linguistics or anthropology departments, for instance, may not be assigned the numbers traditionally reserved for disciplinary language introductory courses (e.g., Linguistics 101 will be reserved for an introduction to linguistics). In multilanguage departments, languages offered only occasionally also may not receive the standard 101/102 or 201/202 designations.

Tables 7a through 7d compare introductory to advanced enrollments for the top fifteen languages in 2009 and in 2006. These comparisons are apparent in figures 4a and 4b. Table 7a (2009) and table 7b (2006) enumerate undergraduate enrollments in all institutions of higher learning, and table 7c (2009) and table 7d (2006) exclude enrollments in two-year institutions from these data. The tables excluding two-year enrollments narrow the comparison between introductory and advanced enrollments to those institutions in which advanced courses are more likely to be available. The data show that the number of advanced enrollments in two-year institutions are negligible or nonexistent in all the top fifteen languages as well as in the aggregated LCTLs; a total of 3,239, or 1.2% of all advanced enrollments taken together, were reported by two-year institutions in 2009.

Table 7a shows that when all institutions of higher learning are considered together, advanced classes in 2009 make up 20% or more of all undergraduate student enrollments in five languages: Chinese, Biblical Hebrew, Korean, Russian, and Portuguese. When only four-year colleges and universities are considered (table 7c), five additional languages are shown to have 20% or more of enrollments in advanced classes: Modern Hebrew, French, German, Japanese, and Spanish. The aggregated LCTLs also have slightly more than 20% enrollments above the introductory level. Biblical Hebrew has the greatest proportionate number of enrollments beyond the lower level, registering 46.4% advanced enrollments; Portuguese, Russian, and Korean have greater than 25%. The percentage registered by Biblical Hebrew is all the more noticeable because actual enrollment numbers have declined between 2006 and 2009, whereas the percentage of advanced enrollments has increased by more than five times the earlier figure. Arabic (16.1%), Italian (11.3%), and Latin (14.3%) have the lowest percentages of enrollments in advanced levels in 2009 in four-year colleges and universities; when two-year institutions are added to the equation, ASL joins these three as having low percentages of enrollments in advanced levels.

Comparison of proportions between undergraduate levels in four-year colleges and universities (that is, excluding two-year institutions) in the 2009 survey and the 2006 reveals no change for Spanish, French, Italian, Latin, and Ancient Greek (table 7c and table 7d). By contrast, the ratio between lower and upper levels indicates proportionately more enrollments in advanced courses in 2009 than in 2006 in ASL, Arabic, Chinese, Biblical Hebrew, Modern Hebrew, Japanese, Korean, Portuguese, and the LCTLs taken as a group. German and Russian, by contrast, have proportionately slightly fewer enrollments in advanced courses in 2009.

Whether or not one includes two-year institutions, the differential in enrollments between introductory and advanced undergraduate courses varies from one

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2009*

language to another. Table 7c, for instance, shows that for every eight undergraduate enrollments in introductory Italian in four-year colleges and universities, there is only one enrollment in an advanced Italian course; Latin does slightly better with a ratio of six to one. Chinese, French, Japanese, Russian, and Spanish seem stronger in this regard, showing one advanced enrollment for every three at the introductory level. After Biblical Hebrew, the ratio of introductory to advanced courses in Korean stands out among all the languages: for every two introductory enrollments, one was reported at the advanced level. Portuguese is close, with a ratio of five to two.

It is important to remember that these numbers count enrollments in courses and not individual students. A ratio of three to one may suggest a viable major; on the other hand, it may also indicate enrollments buoyed at all levels by strong heritage interests. It is hard to explain with certainty patterns in the differences among ratios showing enrollments at lower and upper levels. In 2009, as in 2006, there are large and small ratios within many categories: European languages with a long history of being taught in United States institutions (French 3:1; Italian 8:1); non-European languages relatively new on the scene (Korean 2:1; Japanese 3:1; Arabic 5:1); classical languages (Biblical Hebrew 4:3; Latin 6:1; Ancient Greek 4:1). Issues such as national and local interest, funding and materials availability, and individual program strength may be factors that can explain these differences.

Geographic Distribution

On a percentage basis between 2006 and 2009, geographic distribution of enrollments has remained almost stable. A close examination reveals only slight shifts among the regions (see table 3a). The Northeast, the Midwest, the South Central, and the Rocky Mountain all register between 0.1% and 0.4% loss of total language course enrollments between 2006 and 2009: the Northeast went from representing 22.5% of the national enrollment in language courses to 22.1%, the Midwest from 21.7% to 21.6%, the South Central from 9.8% to 9.5%, and the Rocky Mountain from 7.5% to 7.1%. The South Atlantic and the Pacific Coast posted increases, moving from 21.3% in 2006 to 22.1% in 2009 and from 17.2% to 17.6%, respectively.

To have a more finely grained understanding of language course enrollments, we are including for the first time a table of enrollments in 2002, 2006, and 2009 in each of the fifty states (table 3b). While between 2002 and 2006, five states (Alaska, Indiana, Kansas, Louisiana, and Utah) posted losses, four of these same states showed substantial gains between 2006 and 2009: Alaska by 36.0%, Indiana by 26.7%, and more modest gains for Louisiana at 6.5% and Utah at 7.1%. Only Kansas registered a decline twice: down by 10.8% between 2002 and 2006 and by 2.5% between 2006 and 2009.

In 2009, however, eleven states registered losses. Some states showed modest declines of less than 5.0%: Iowa, Kansas, Massachusetts, North Dakota, Oklahoma, Tennessee, and Washington. But Idaho slipped by 9.6%, Maine by 5.9%, and New Hampshire and New Mexico posted double-digit losses of 15.3% and 16.0%, respectively.

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2009*

Names of Languages

Variations in usage by reporting institutions introduce occasional incongruities in the names of languages appearing in the survey. Our rule has always been to respect the choice of name under which a language is reported to us. In some instances, what might appear as a minor or insignificant difference in spelling in fact marks a significant social, cultural, or linguistic distinction to speakers or scholars of the language; in other instances, spelling conventions and name variants may be insignificant. Filipino, Pilipino, and Tagalog are used to describe enrollments in languages of the Philippines, and the survey's consultants confirm that these distinctions can mark social and linguistic differences that we need to take care to retain in the data. The extent of difference between the Native American languages reported as Lakota and Dakota, project consultants tell us, may be in dispute among some linguists, but the distinction is important among communities of speakers, and so here, too, we report enrollments exactly as they are reported to us. And while some institutions list Dakota and Lakota as distinct languages, others tell us they teach "Dakota/Lakota," still others, "Lakota/Dakota"; since the order of the names may be significant and the slash representative of emphasis, we list both double categories. By contrast, experts assure us that we can safely combine enrollments reported in Ojibwe and Ojibwa, Arapaho and Arapahoe, Shoshoni and Shoshone, and Navajo and Navaho, and we have done so. Enrollments are reported to us in both Persian and Farsi, and we have maintained this distinction, although experts suggest it is linguistically insignificant; users of the data may want to combine enrollments in these two categories to get the full picture, but by maintaining the different terms we have also provided information about which institutions prefer one term over the other. Enrollments are reported to us in Chinese, Mandarin, Cantonese, and Classical Chinese, and we maintain these distinctions as well. We report enrollments individually in Danish, Norwegian, and Swedish, but we also report enrollments—as reported to us—in "Scandinavian"; we assume that one or more of these languages are being taught under the regional designation Scandinavian. Specialists in various language categories (Arabic, Chinese, Classical Greek, French, German, Biblical Hebrew, Italian, Japanese, Korean, Latin, Native American languages, languages of the Philippines, Russian, Scandinavian languages, and Slavic languages) responded to our request to review data and nomenclature, and we have relied on their expert assistance to sort through the kinds of issues described here.

Less Commonly Taught Languages (LCTLs)

For the purpose of this report, we characterize as less commonly taught all languages other than the top fifteen listed in [table 1a](#). A total of 217 LCTLs were offered in 2009; [tables 8a](#) and [8b](#) also include languages offered in 2006 but not in 2009. All told, 35 (19.2%) more LCTLs reported enrollments in 2009 than in 2006: 60 languages offered in 2009 were not offered in 2006, while 25 offered in 2006 were not offered in 2009. [Tables 9](#), [10a](#), [10b](#), [10c](#), and [10d](#) group LCTLs offered in 2002, 2006, and 2009 according to regions of origin.

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2009*

Enrollments have risen in the LCTLs by 7,019 (20.8%) between 2009 and when we surveyed the field in 2006 (table 9). Growth is not uniform across languages and institutional types. There were increases in enrollments in roughly two of every three LCTLs at the undergraduate level (including two-year colleges), but in graduate programs, fewer than two out of every five LCTLs showed increases between 2006 and 2009 (table 8a). Of the leading twenty-five LCTLs, twenty report increases in overall enrollments since 2006 (table 8b). Yet sixteen of the top twenty-five LCTLs showed decreases in graduate enrollments in the same period. Vietnamese went from 21 to 16 graduate enrollments in 2009; Swahili, from 63 to 39; Hindi, from 92 to 54; Persian, from 125 to 103 (Persian shows a loss in two-year institutions but an increase in four-year institutions and a notable increase in four-year institutions offering the language under Farsi); Hindi-Urdu dropped from 84 to 34; Turkish, from 83 to 59; Swedish, from 29 to 2; Sanskrit, from 155 to 107. It is important to repeat that enrollments represent course enrollments and not students; thus, for instance, 39 graduate enrollments in Swahili might well represent a fraction of that number of students. These numbers must also be understood in terms of relative program size: only 9 (4.1%) of 217 LCTLs in 2009 showed total enrollments over 1,000, and only 64 (29.5%) of 217 showed enrollments over 100. Loss of even a few graduate enrollments may represent a profound weakness in the ability of a field to build or sustain programs or a national profile. At the same time, a single canceled class in a fall semester can make a language seem to disappear for the three years between surveys of United States higher education.

Between 2006 and 2009, the largest increases in enrollments grouped by region (table 9) were in European languages, which grew by 3,239, or 40.2%, followed by Asian and Pacific languages, where enrollments grew by 2,719, or 27.3%. Native American languages grew by 1,042 enrollments, or 18.0%, while enrollments in Middle Eastern and African languages grew between 2006 and 2009 by only 19, or 0.2%. The near absence of growth in enrollments in Middle Eastern and African languages is striking in contrast to 2006, when this group showed the greatest increase since 2002, at 55.9%; by contrast, Asian and Pacific languages continue a course of steady growth in 2009, having grown by 24.6% between 2002 and 2006. While the enrollments in Middle Eastern and African languages barely increased, the number of these languages being studied increased by 22.9% (from 48 to 59). In the other three LCTL groups, increases in the number of languages studied accompanies increases in enrollments, as in European LCTLs, where the 40.2% enrollment growth is paralleled by a 26.8% (from 41 to 52) increase in languages studied. The percentage share of total LCTL enrollments by region of origin remains relatively stable between 2006 and 2009, although enrollments in European languages have gained 3.8% and Middle Eastern and African have slipped by 5.1%.

Among the less commonly taught Middle Eastern and African languages, Swahili (2,488) and Persian (1,897) attracted the largest enrollments in 2009 (table 10a). Growth in Swahili continues since its 35.8% increase in 2006, realizing a 15.0% growth between 2006 and 2009. Although Persian continues to be the Middle Eastern or African language with the second most enrollments, its numbers have fallen by 6.9% since 2006; this drop, however, should be seen in the context of a 32.5%

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2009*

rise in Farsi (from 243 to 322) and the introduction of enrollments under the new heading Farsi/Persian (335). In 2009 Modern Greek replaced Polish as the European LCTL with the greatest number of enrollments (2,018), marking a 56.0% rise since 2006; enrollments in Polish (1,249) dropped by 9.4% (table 10b). Enrollments in the fifteen leading Asian and Pacific LCTLs taken together rose in 2009 by 29.1% (table 10c), following 24.9% growth in 2006, 75.5% in 2002, and a 107.6% spike in 1995. The current survey records solid growth for six of these languages since 2006: Vietnamese (9.3%), Hindi (13.4%), Hindi-Urdu (62.6%), Punjabi (351.5%), Thai (3.6%), and Classical Chinese (78.8%). Samoan has gained 0.4%. Some languages in this group have lost ground: Tagalog (29.9%), Sanskrit (20.4%), Hmong (4.2%), Pilipino (44.6%), Urdu (2.6%), and Indonesian (1.3%). Losses in Tagalog and Pilipino enrollments reverse a previous trend, marked by strong growth between 2002 and 2006 (36.2% and 39.2%, respectively), but the total losses (561 enrollments) in these closely related language categories are in part made up by Filipino (which specialists see as a closely related but distinct variant), reporting 315 enrollments in 2009 where there were none in 2006. Breaking down these enrollments by institutional type supports this explanation: the largest losses in Pilipino and Tagalog enrollments in 2009 are in four-year institutions, while 2009 enrollments in Filipino are exclusively in four-year institutions (table 8a).

Hawaiian continues to report more than twice the enrollments of any other language in the Native American group (table 10d). Hawaiian reported 2,006 enrollments in 2009, a 21.3% increase since the previous survey. Hawaiian enrollments have slipped a little in four-year institutions (from 1,320 to 1,188) but continue to gain ground at two-year colleges (from 307 to 719; see table 8a). Graduate enrollments in Hawaiian have increased from 27 to 99, suggesting potential for future growth that stands out among the LCTLs; only 25 of 217 languages show marked increases in graduate enrollments, and few at the same enrollment range as proportionately as strong as Hawaiian's. Other Native American languages listed in table 10d (not all institutions teaching these languages chose to report) show steady growth, albeit in relatively small programs. Among the largest enrollments reported were in Navajo, which grew from 649 to 914; Ojibwe, increasing from 633 to 700; Lakota, up from 19 to 601 (probably representing growth in reporting institutions, as well as in enrollments); Cherokee, from 306 to 348; and Dakota, reporting no enrollments in 2006 but 227 in 2009.

In languages with very modest enrollments, the opening or closing of a single program or even the decision of a single student to begin or suspend study can affect the data profoundly—especially when measured in percentages. In 2006, for instance, two institutions, one a state university and the other a rabbinical academy, reported comparatively high enrollments in Yiddish (400 and 227, respectively); in 2009, these numbers were reduced to 80 and 3, contributing to a nationwide reduction in Yiddish enrollments from 969 to 336, or 65.3%. Punjabi enrollments rose by 351.5% in 2009 (from 103 to 465), although in most of the eleven institutions teaching Punjabi, course enrollments only rose or fell by single digits. The big changes in Punjabi were at four institutions in California, particularly one community college that reported zero enrollments in Punjabi in 2006 but in 2009 offered Punjabi courses that

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2009*

drew 278 enrollments. Shifts in course focus or name (e.g., from Dakota/Lakota to Lakota or from Greek to “Greek and Latin,” a category not reported in 2006) or reporting decisions by one or two institutions can also affect the data. Sometimes, falling enrollments in one language can be explained by increases in others. Dakota/Lakota registers a drop from 625 to 43, but Lakota shows an increase from 19 to 601; Lakota/Dakota appears for the first time, reporting 42 enrollments; and Dakota registers enrollments of 227—in other words, course enrollments in this language group are increasing. Serbo-Croatian fell between 2006 and 2009 from 303 to 174, but Croatian enrollments rose from 24 to 44, Serbian enrollments from 16 to 75, and the new combinations Bosnian/Croatian/Serbian and Serbian/Croatian report 25 and 12 enrollments, respectively.

In rare cases, the absence of a language from the survey is simply a function of institutional record keeping. Cajun French does not appear in any of the enrollment surveys (with the sole exception of 26 enrollments in 1977). Since courses in Cajun French are listed in course catalogs under French, registrars and directors of institutional research report them to us under French. In fall 2009, however, in response to an e-mail inquiry, one institution in Louisiana reported 99 enrollments at the introductory level in Cajun French, while another reported 13 advanced enrollments.

In Conclusion

In 2009, course enrollments in languages other than English in higher education grew by 6.6%, following an expansion of 12.9% between 2002 and 2006. Arabic grew by 46.3%. ASL, Japanese, Chinese, Portuguese, and Korean also expanded by double-digit percentages, but more modestly, as did the LCTLs as one group. Russian posted an 8.2% gain. Spanish grew by 5.1% in 2009 as compared with its 10.3% gain in 2006. French, German, and Italian registered modest gains of 4.8%, 2.2%, and 3.0%, respectively. Latin and Ancient Greek remained stable, if one includes enrollments reported in 2009 in varieties of premodern Greek. Biblical Hebrew and Modern Hebrew are the only two languages that posted losses in enrollments for 2009.

The ratio of enrollments in modern language courses to overall college and university student enrollments has remained the same between 2009 and 2006, at 8.6 per 100 enrollments. The decline since 1965 of the ratio may be partly explained by a decline in language requirements as well as a decline in the length of the language requirement. There were by and large only small proportional changes in the ratio between introductory and advanced language course enrollments. Lastly, we notice that, while undergraduate enrollments have been expanding since 1995, graduate enrollments remain on a par in 2009 with those posted for 1995.

There are two innovations instituted with the 2009 survey. First, the survey now includes a list of enrollments in each of the fifty states. Second, the MLA Language Map has been upgraded to chart the location of programs and 2009 enrollment data for twenty-nine languages on maps showing where these languages are spoken at home in the United States, making it possible to view language programs geographically and to consider enrollments in the context of local language communities. Students, parents, teachers, administrators, and legislators can consider the proximity

***Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2009***

and size of comparable programs, finding where, for instance, the biggest programs with upper-level undergraduate enrollments in a given language are. Or they can learn whether a program in a language is geographically unique or whether it is supported by opportunities to find native interlocutors in nearby communities. We hope that these new features will enable users to extend the analyses offered in this report and to make the enrollment survey a tool in ways we may not even have imagined.

Notes

1. This survey benefited from the dedication and diverse abilities of our research assistants, Logan Brennan and Terri Peterson, and from the attention that Anthony Chen brought to the preparation and conversion of past surveys for the MLA's enrollment database. We are very grateful.

2. The National Center for Education Statistics estimates that in 2009 total United States college enrollments stood at 19,037,000 in 4,409 institutions. About 1,700 institutions did not qualify for inclusion in the survey, either because they are for-profit and chose not to participate or because their focus or mission does not include language teaching. The not-for-profit institutions that do not teach languages include undergraduate and postgraduate science-, technology-, engineering-, and math-dominant institutions and specialized professional schools in such fields as law, medicine, agriculture, social work, and business.

3. We wish to express here our deep-felt thanks to our consultants for their expert comments.

Works Cited

- Brod, Richard, and Bettina J. Huber. "Foreign Language Enrollments in United States Institutions of Higher Education, Fall 1995." *ADFL Bulletin* 28.2 (1997): 55–61. Print.
- . "The MLA Survey of Foreign Language Entrance and Degree Requirements, 1994–95." *ADFL Bulletin* 28.1 (1996): 35–43. Print.
- Huber, Bettina J. "Characteristics of Foreign Language Requirements at US Colleges and Universities: Findings from the MLA's 1987–89 Survey of Foreign Language Programs." *ADFL Bulletin* 24.1 (1992): 8–16. Print.

Fig. A

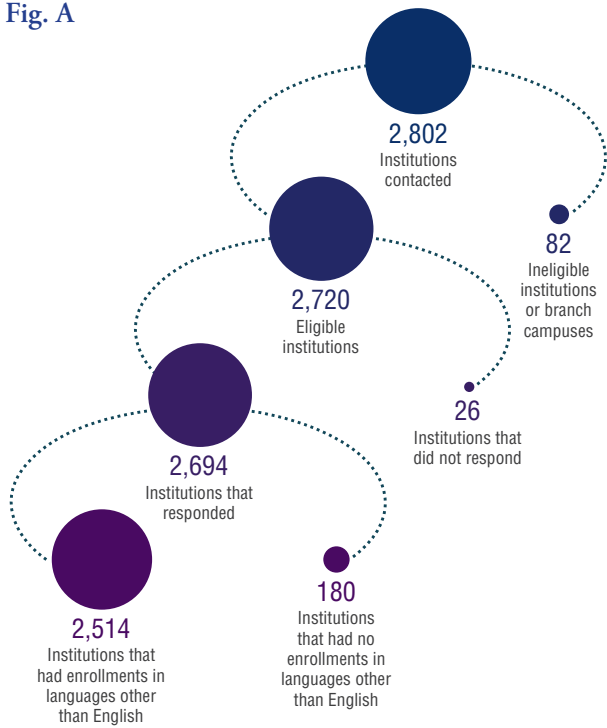


Fig. 1

Language Course Enrollments, Excluding Latin and Ancient Greek, by Year

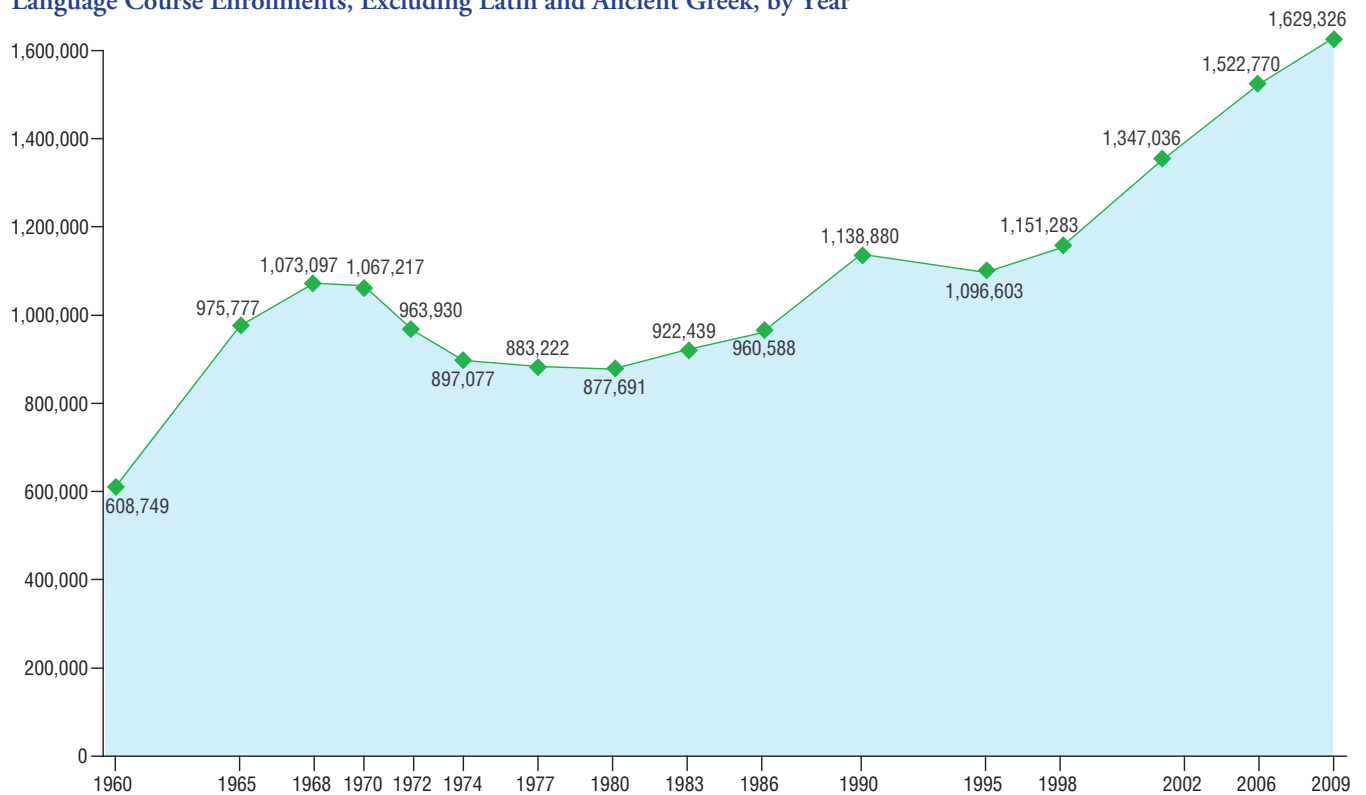


Fig. 2
Enrollments in Spanish Compared with Those of All Other Languages except Latin and Ancient Greek, by Year

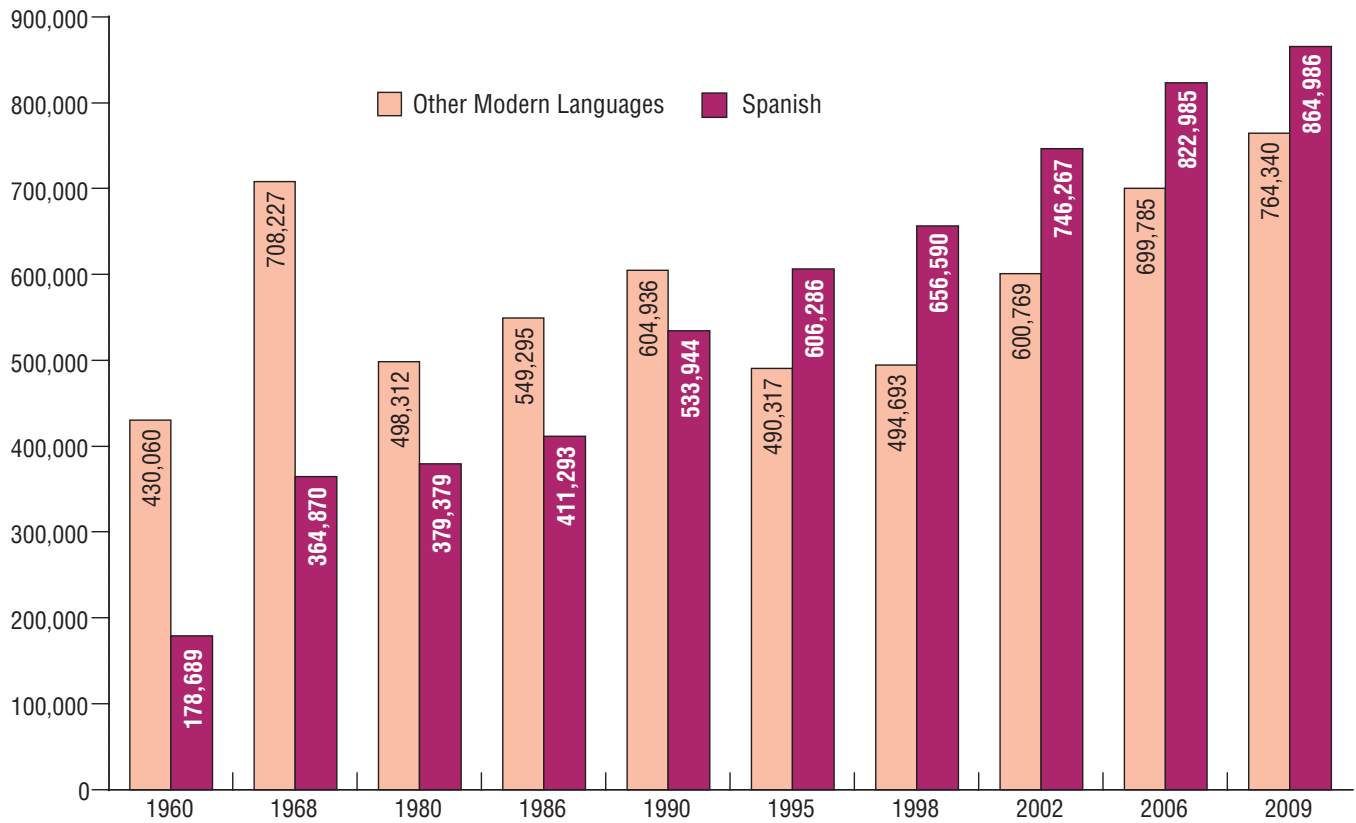
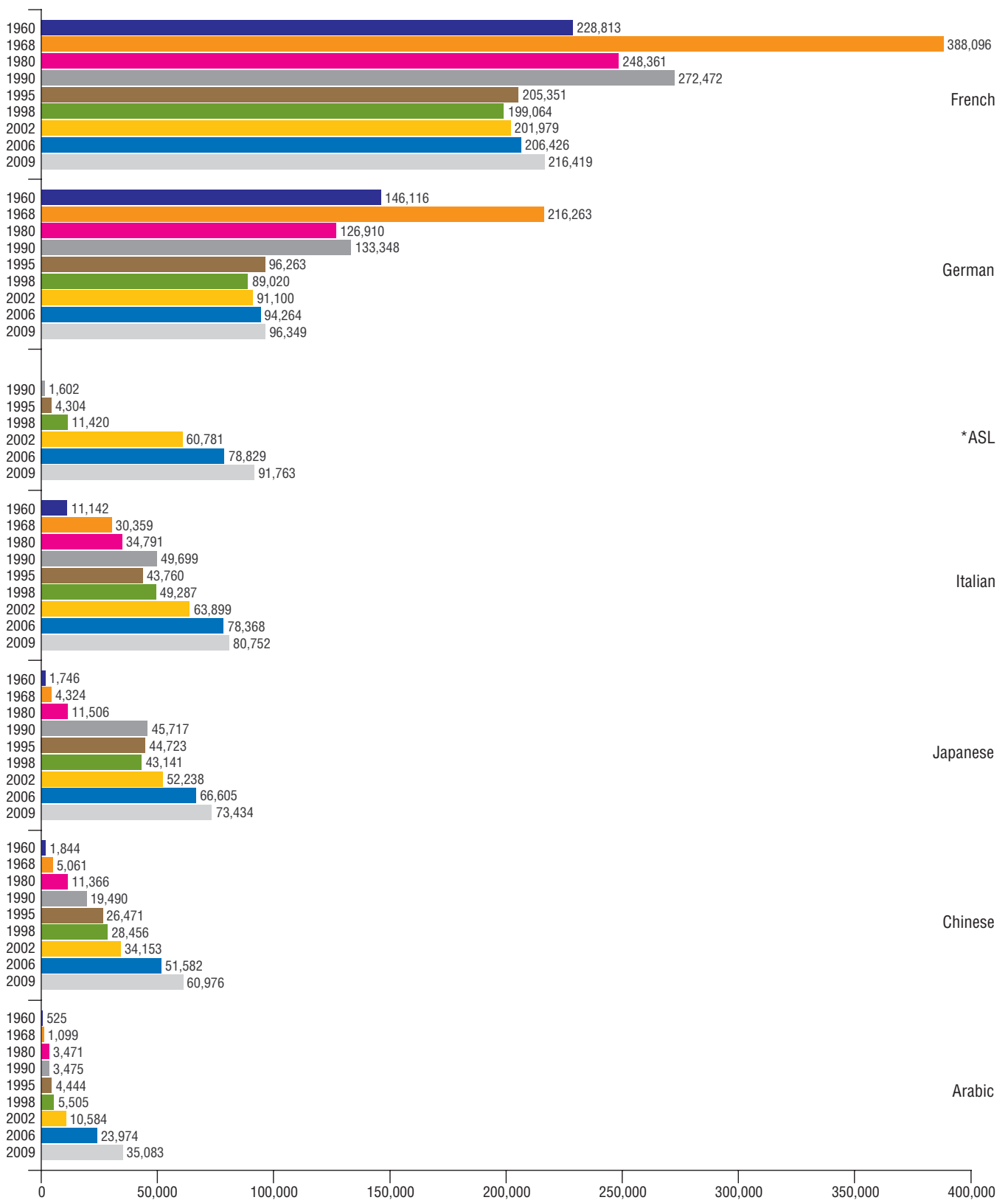
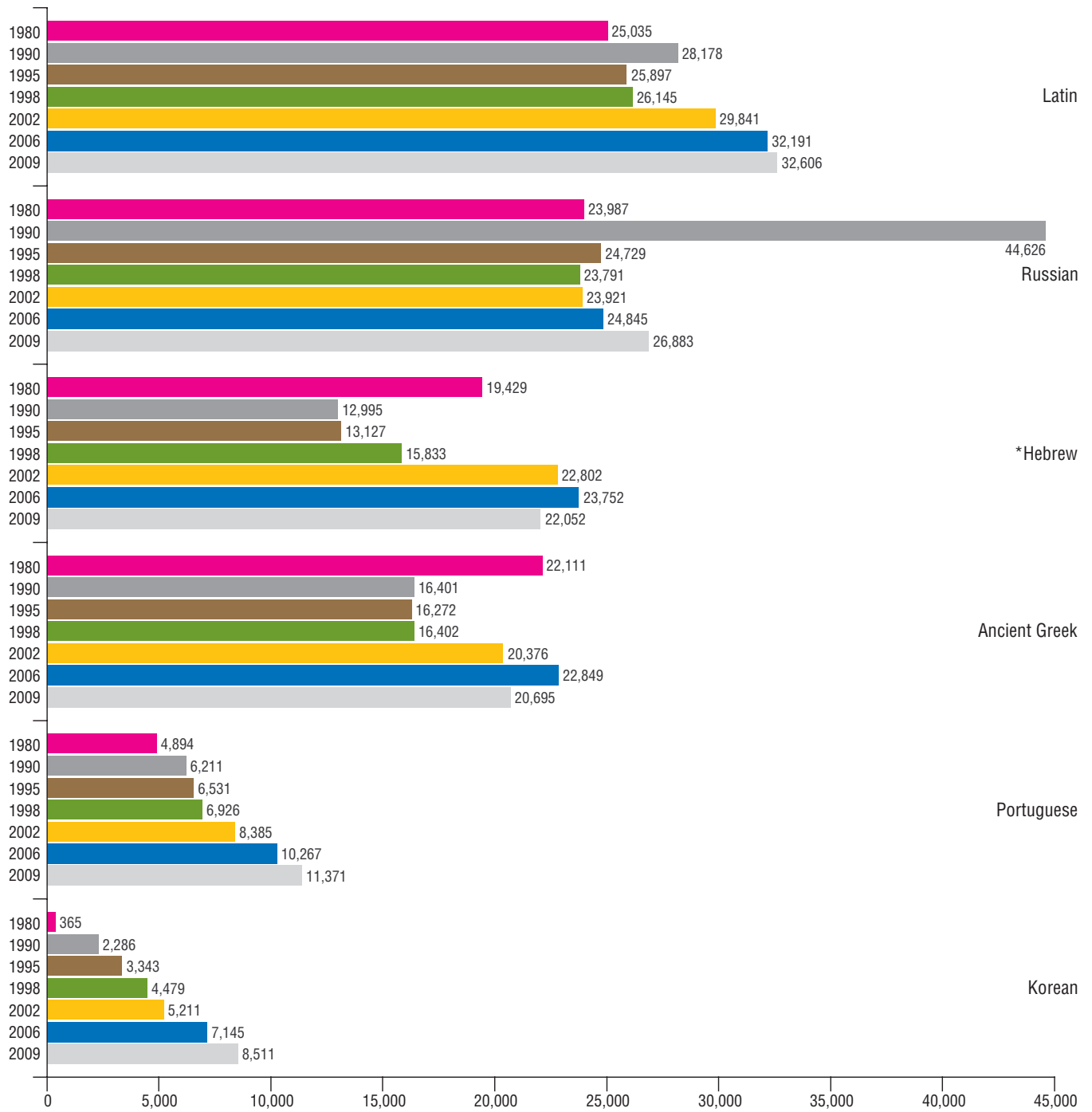


Fig. 3a
Course Enrollments in the Top Seven Modern Languages, Not Including Spanish, in Selected Years



*Enrollments in ASL were not reported until 1990.

Fig. 3b
Course Enrollments in Six Commonly Taught Languages in Selected Years



*Modern and Biblical Hebrew combined.

Fig. 4a
Ratio of Introductory to Advanced Undergraduate Course Enrollments in the Top Fifteen Languages in 2009

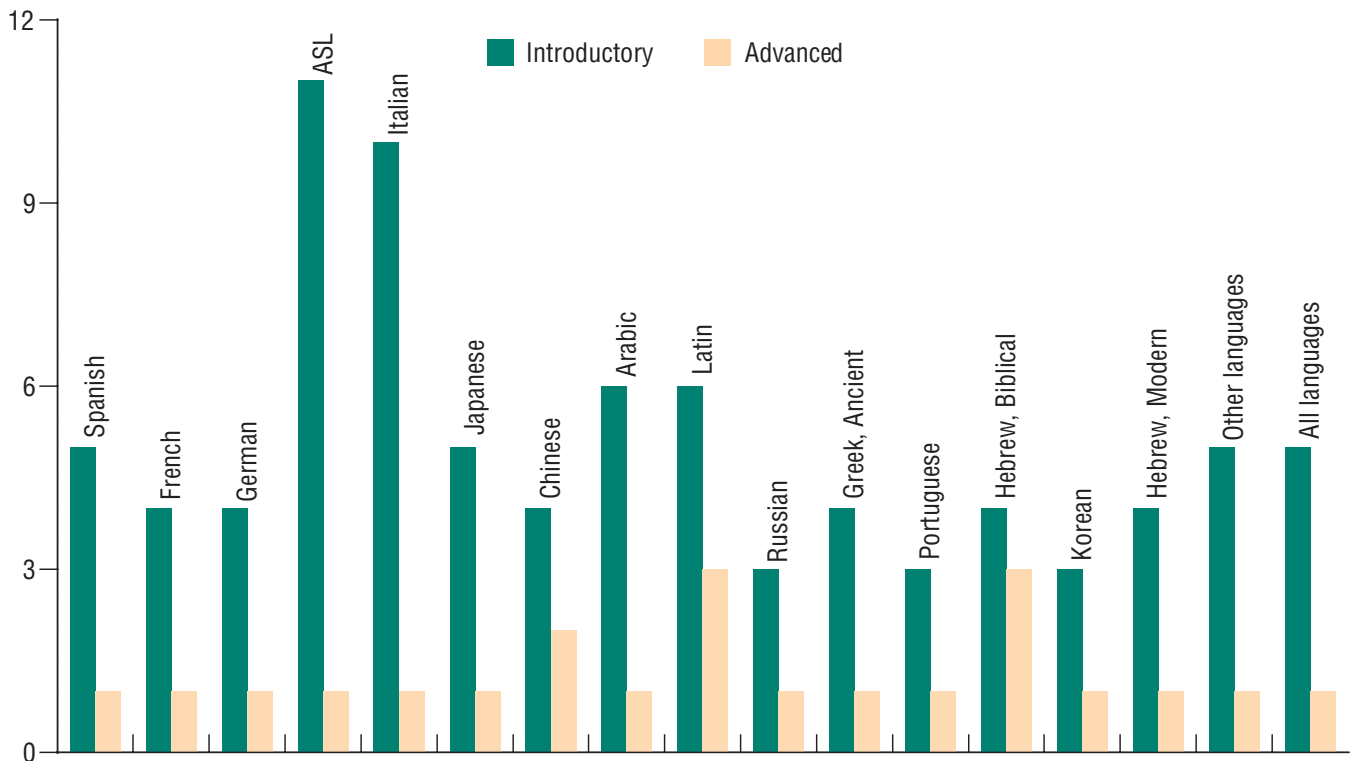


Fig. 4b
Ratio of Introductory to Advanced Undergraduate Course Enrollments (Excluding Enrollments in Two-Year Colleges) in the Top Fifteen Languages in 2009

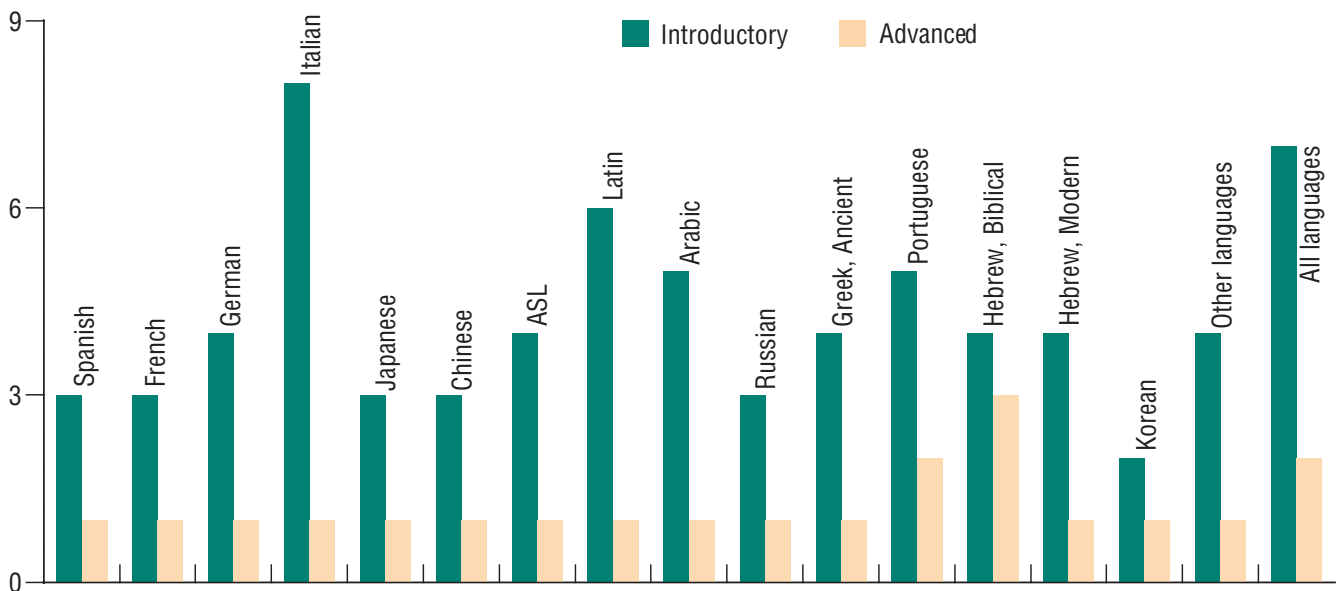


Fig. 5
Modern Language Course Enrollments per 100 US College Total Enrollments

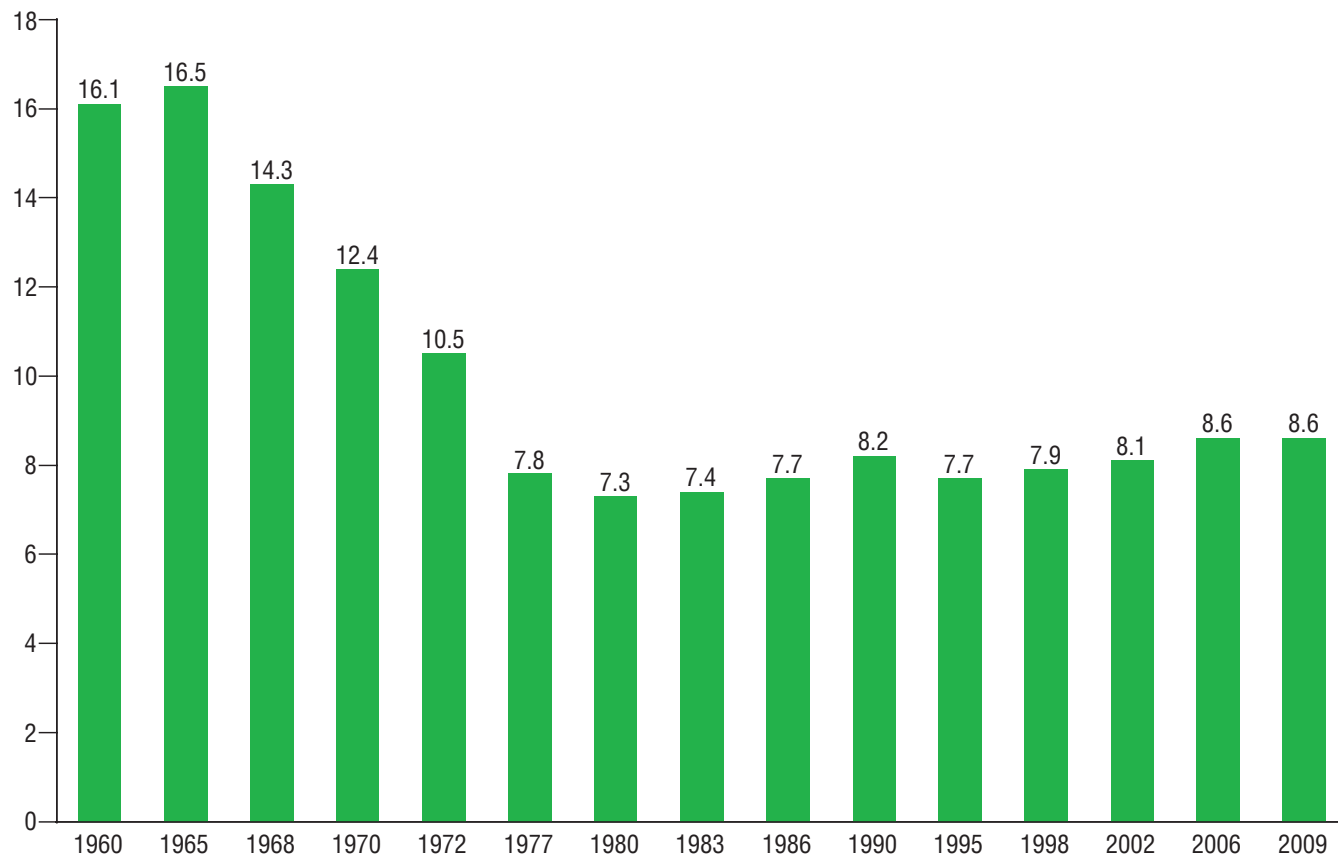


Table 1a
Fall 2002, 2006, and 2009 Language Course Enrollments (Languages in Descending Order of 2009 Totals)

	2002	2006	% Change, 2002–06	2009	% Change, 2006–09
Spanish	746,267	822,985	10.3	864,986	5.1
French	201,979	206,426	2.2	216,419	4.8
German	91,100	94,264	3.5	96,349	2.2
ASL	60,781	78,829	29.7	91,763	16.4
Italian	63,899	78,368	22.6	80,752	3.0
Japanese	52,238	66,605	27.5	73,434	10.3
Chinese	34,153	51,582	51.0	60,976	18.2
Arabic	10,584	23,974	126.5	35,083	46.3
Latin	29,841	32,191	7.9	32,606	1.3
Russian	23,921	24,845	3.9	26,883	8.2
Greek, Ancient*	20,376	22,849	12.1	20,695	-9.4
Hebrew, Biblical	14,183	14,140	-0.3	13,807	-2.4
Portuguese	8,385	10,267	22.4	11,371	10.8
Korean	5,211	7,145	37.1	8,511	19.1
Hebrew, Modern	8,619	9,612	11.5	8,245	-14.2
Other languages	25,716	33,728	31.2	40,747	20.8
Total	1,397,253	1,577,810	12.9	1,682,627	6.6

*The apparent drop in Ancient Greek may be attributed to changes in reporting; in earlier surveys, languages such as Biblical Greek, Koine Greek, and other premodern Greek language categories may have been reported under the category “Ancient Greek.”

Table 1b
Fall 2002, 2006, and 2009 Language Course Enrollments (Languages in Alphabetical Order)

	2002	2006	% Change, 2002–06	2009	% Change, 2006–09
Arabic	10,584	23,974	126.5	35,083	46.3
ASL	60,781	78,829	29.7	91,763	16.4
Chinese	34,153	51,582	51.0	60,976	18.2
French	201,979	206,426	2.2	216,419	4.8
German	91,100	94,264	3.5	96,349	2.2
Greek, Ancient*	20,376	22,849	12.1	20,695	-9.4
Hebrew, Biblical	14,183	14,140	-0.3	13,807	-2.4
Hebrew, Modern	8,619	9,612	11.5	8,245	-14.2
Italian	63,899	78,368	22.6	80,752	3.0
Japanese	52,238	66,605	27.5	73,434	10.3
Korean	5,211	7,145	37.1	8,511	19.1
Latin	29,841	32,191	7.9	32,606	1.3
Portuguese	8,385	10,267	22.4	11,371	10.8
Russian	23,921	24,845	3.9	26,883	8.2
Spanish	746,267	822,985	10.3	864,986	5.1
Other languages	25,716	33,728	31.2	40,747	20.8
Total	1,397,253	1,577,810	12.9	1,682,627	6.6

*The apparent drop in Ancient Greek may be attributed to changes in reporting; in earlier surveys, languages such as Biblical Greek, Koine Greek, and other premodern Greek language categories may have been reported under the category “Ancient Greek.”

Table 2a
Undergraduate Language Course Enrollments in Four-Year Colleges and Graduate Language Course Enrollments
(Languages in Descending Order of 2009 Totals)

	Undergraduate Enrollments (Four-Year Institutions)			Graduate Enrollments			Totals		
	2002	2006	2009	2002	2006	2009	2002	2006	2009
Spanish	515,688	587,376	602,325	9,950	10,865	12,205	525,638	598,241	614,530
French	162,705	169,949	174,966	4,605	4,763	4,241	167,310	174,712	179,207
German	75,987	79,071	81,107	2,803	3,072	2,600	78,790	82,143	83,707
Italian	51,750	64,344	66,109	1,047	1,018	775	52,797	65,362	66,884
Japanese	38,545	50,035	54,080	930	859	717	39,475	50,894	54,797
Chinese	26,914	41,782	50,385	934	1,127	1,009	27,848	42,909	51,394
ASL	21,613	33,500	36,515	121	746	826	21,734	34,246	37,341
Latin	27,695	30,250	30,150	1,045	1,021	1,024	28,740	31,271	31,174
Arabic	8,194	18,650	28,066	531	940	782	8,725	19,590	28,848
Russian	20,208	21,721	23,596	770	749	596	20,978	22,470	24,192
Greek, Ancient	14,044	16,365	15,765	6,033	6,423	4,837	20,077	22,788	20,602
Hebrew, Biblical	9,014	8,517	8,331	5,133	5,581	5,091	14,147	14,098	13,422
Portuguese	6,945	9,029	9,877	487	458	438	7,432	9,487	10,315
Hebrew, Modern	7,693	8,437	7,399	418	697	355	8,111	9,134	7,754
Korean	4,045	5,687	7,085	111	237	348	4,156	5,924	7,433
Other languages	19,257	25,845	30,725	1,797	2,414	2,393	21,054	28,259	33,118
Total	1,010,297	1,170,558	1,226,481	36,715	40,970	38,237	1,047,012	1,211,528	1,264,718
% Change	NA	15.9	4.8	NA	11.6	-6.7	NA	15.7	4.4

Excluded from this table are enrollments in schools that did not specify their institutional type.

Table 2b
Language Course Enrollments in Two-Year Colleges (Languages in Descending Order of 2009 Totals)

	1990	1995	1998	2002	2006	2009	% Change, 2006-09	% Change, 1990-2009
Spanish	133,823	163,217	179,504	220,629	224,744	250,456	11.4	87.2
ASL	1,140	3,394	7,003	39,047	44,583	54,422	22.1	4,673.9
French	44,366	30,515	29,807	34,669	31,714	37,212	17.3	-16.1
Japanese	10,308	9,429	9,219	12,763	15,711	18,637	18.6	80.8
Italian	8,325	6,430	7,146	11,102	13,006	13,868	6.6	66.6
German	19,082	11,689	11,645	12,310	12,121	12,642	4.3	-33.7
Chinese	3,506	4,463	4,764	6,305	8,673	9,582	10.5	173.3
Arabic	423	196	1,158	1,859	4,384	6,235	42.2	1,374.0
Russian	3,472	2,000	2,286	2,943	2,375	2,691	13.3	-22.5
Vietnamese	169	489	385	1,185	1,203	1,465	21.8	766.9
Latin	909	827	840	1,101	920	1,432	55.7	57.5
Korean	141	169	624	1,055	1,221	1,078	-11.7	664.5
Portuguese	365	462	480	953	780	1,056	35.4	189.3
Hawaiian	299	635	645	667	307	719	134.2	140.5

This table lists the fourteen most commonly taught languages at the two-year level as of 2009.

Excluded from this table are enrollments in schools that did not specify their institutional type.

Table 2c
Total Language Course Enrollments by Institutional Type,
1974–2009

	Two-Year	Four-Year	Graduate
1974	154,466	750,277	41,892
1983	164,411	769,444	35,158
1986	162,881	807,084	33,269
1990	228,420	920,092	35,628
1995	236,702	863,393	38,677
1998	257,523	903,504	32,803
2002	350,297	1,010,297	36,715
2006	366,282	1,170,558	40,970
2009	417,448	1,226,481	38,237

Excluded from this table are enrollments in schools that did not specify their institutional type.

Table 3a
Geographic Distribution of Language Course Enrollments, 2006 and 2009

	2006		2009	
	Number	% of Natl.	Number	% of Natl.
Northeast	354,839	22.5	371,250	22.1
Midwest	341,733	21.7	363,396	21.6
South Atlantic	335,813	21.3	371,695	22.1
South Central	155,027	9.8	159,347	9.5
Rocky Mountain	118,361	7.5	120,208	7.1
Pacific Coast	272,037	17.2	296,731	17.6
Natl. (total)	1,577,810	100.0	1,682,627	100.0

States included in each region:

Northeast: CT, DE, MA, ME, NH, NJ, NY, PA, RI, VT

Midwest: IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI

South Atlantic: AL, DC, FL, GA, KY, MD, NC, SC, TN, VA, WV

South Central: AR, LA, MS, OK, TX

Rocky Mountain: AZ, CO, ID, MT, NM, NV, UT, WY

Pacific Coast: AK, CA, HI, OR, WA

**Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2009**

**Table 3b
Language Course Enrollments by State, Fall 2002, 2006, and 2009**

	2002	2006	% Change, 2002–06	2009	% Change, 2006–09
Alabama	12,601	14,936	18.5	17,298	15.8
Alaska	3,118	2,655	-14.8	3,612	36.0
Arizona	32,207	37,730	17.1	39,394	4.4
Arkansas	9,223	11,347	23.0	11,499	1.3
California	193,361	202,877	4.9	222,287	9.6
Colorado	21,856	23,947	9.6	24,133	0.8
Connecticut	15,930	18,099	13.6	19,874	9.8
Delaware	5,155	5,401	4.8	5,949	10.1
District of Columbia	13,068	16,371	25.3	17,902	9.4
Florida	43,319	48,186	11.2	56,580	17.4
Georgia	31,611	37,464	18.5	44,258	18.1
Hawaii	8,666	9,476	9.3	9,657	1.9
Idaho	6,014	7,570	25.9	6,845	-9.6
Illinois	48,951	57,837	18.2	58,562	1.3
Indiana	39,629	38,970	-1.7	49,383	26.7
Iowa	16,232	18,529	14.2	18,296	-1.3
Kansas	14,315	12,766	-10.8	12,453	-2.5
Kentucky	16,790	20,969	24.9	21,377	1.9
Louisiana	19,153	18,184	-5.1	19,372	6.5
Maine	4,245	5,100	20.1	4,799	-5.9
Maryland	22,882	26,122	14.2	27,450	5.1
Massachusetts	44,197	51,188	15.8	49,776	-2.8
Michigan	42,480	51,752	21.8	53,524	3.4
Minnesota	27,625	29,554	7.0	33,134	12.1
Mississippi	10,974	13,048	18.9	13,830	6.0
Missouri	23,452	29,044	23.8	31,434	8.2
Montana	3,214	3,647	13.5	3,933	7.8
Nebraska	6,674	8,349	25.1	8,727	4.5
Nevada	8,258	9,869	19.5	10,754	9.0
New Hampshire	6,666	6,900	3.5	5,847	-15.3
New Jersey	33,958	37,364	10.0	37,677	0.8
New Mexico	10,223	13,247	29.6	11,133	-16.0
New York	113,470	133,524	17.7	146,085	9.4
North Carolina	56,573	57,850	2.3	65,318	12.9
North Dakota	2,775	3,145	13.3	2,998	-4.7
Ohio	51,450	59,121	14.9	60,071	1.6
Oklahoma	14,494	17,479	20.6	16,789	-3.9
Oregon	23,348	26,499	13.5	31,595	19.2
Pennsylvania	65,835	83,036	26.1	86,133	3.7
Rhode Island	8,112	8,707	7.3	9,011	3.5
South Carolina	25,718	29,033	12.9	32,784	12.9
South Dakota	3,065	3,208	4.7	3,331	3.8
Tennessee	26,258	29,779	13.4	29,737	-0.1
Texas	85,040	94,969	11.7	97,857	3.0
Utah	20,242	19,532	-3.5	20,919	7.1
Vermont	5,307	5,520	4.0	6,099	10.5
Virginia	37,981	46,647	22.8	49,531	6.2
Washington	24,576	30,530	24.2	29,580	-3.1
West Virginia	6,935	8,456	21.9	9,460	11.9
Wisconsin	27,718	29,458	6.3	31,483	6.9
Wyoming	2,309	2,819	22.1	3,097	9.9
Total	1,397,253	1,577,810	12.9	1,682,627	6.6

Table 4
Modern Language (ML) Course Enrollments Compared with Total Student Enrollments in Higher Education, 1960–2009

	Total US Student Enrollment*	Index of Growth (%)**	ML Course Enrollments***	Index of Growth (%)	ML Course Enrollments per 100 Enrollments
1960	3,789,000	100.0	608,749	100.0	16.1
1965	5,920,864	156.3	975,777	160.3	16.5
1968	7,513,091	198.3	1,073,097	176.3	14.3
1970	8,580,887	226.5	1,067,217	175.3	12.4
1972	9,214,820	243.2	963,930	158.3	10.5
1977	11,285,787	297.9	883,222	145.1	7.8
1980	12,096,895	319.3	877,691	144.2	7.3
1983	12,464,661	329.0	922,439	151.5	7.4
1986	12,503,511	330.0	960,588	157.8	7.7
1990	13,818,637	364.7	1,138,880	187.1	8.2
1995	14,261,781	376.4	1,096,603	180.1	7.7
1998	14,506,967	382.9	1,151,283	189.1	7.9
2002	16,611,711	438.4	1,347,036	221.3	8.1
2006	17,758,870	468.7	1,522,770	250.1	8.6
2009	19,037,000	502.4	1,629,326	267.7	8.6

*The figures in the first column are taken from the *Digest of Education Statistics*, published annually by the Natl. Center for Educ. Statistics, US Dept. of Educ. See the *Digest of Education Statistics*, 2009, table 196 at http://nces.ed.gov/programs/digest/d09/tables/dt09_196.asp?referrer=list.

The 1960 figure is an estimate, as is the 2009 figure. The latter is taken from a projections table on the Natl. Center for Educ. Statistics Web site (http://nces.ed.gov/programs/projections/projections2018/tables/table_10.asp?referrer=list).

**For index figures, 1960 = 100.0%.

***Includes all languages listed in tables 1 and 2 except Latin and Ancient Greek.

Table 5
Enrollments in the Twelve Leading Languages, Excluding Latin and Ancient Greek, in Selected Years

Enrollments									
	1960	1970	1980	1990	1995	1998	2002	2006	2009
Spanish	178,689	389,150	379,379	533,944	606,286	656,590	746,267	822,985	864,986
French	228,813	359,313	248,361	272,472	205,351	199,064	201,979	206,426	216,419
German	146,116	202,569	126,910	133,348	96,263	89,020	91,100	94,264	96,349
ASL	–	–	–	1,602	4,304	11,420	60,781	78,829	91,763
Italian	11,142	34,244	34,791	49,699	43,760	49,287	63,899	78,368	80,752
Japanese	1,746	6,620	11,506	45,717	44,723	43,141	52,238	66,605	73,434
Chinese	1,844	6,238	11,366	19,490	26,471	28,456	34,153	51,582	60,976
Arabic	541	1,333	3,466	3,475	4,444	5,505	10,584	23,974	35,083
Russian	30,570	36,189	23,987	44,626	24,729	23,791	23,921	24,845	26,883
Hebrew ¹	3,834	16,567	19,429	12,995	13,127	15,833	22,802	23,752	22,052
Portuguese	1,033	5,065	4,894	6,211	6,531	6,926	8,385	10,267	11,371
Korean	168	101	374	2,286	3,343	4,479	5,211	7,145	8,511
Total	604,496	1,057,389	864,463	1,125,865	1,079,332	1,133,512	1,321,320	1,489,042	1,588,579
% Change between Surveys									
	1960–70	1970–80	1980–90	1990–95	1995–98	1998–2002	2002–06	2006–09	
Spanish	117.8	–2.5	40.7	13.5	8.3	13.7	10.3	5.1	
French	57.0	–30.9	9.7	–24.6	–3.1	1.5	2.2	4.8	
German	38.6	–37.3	5.1	–27.8	–7.5	2.3	3.5	2.2	
ASL	–	–	–	168.7	165.3	432.2	29.7	16.4	
Italian	207.3	1.6	42.9	–11.9	12.6	29.6	22.6	3.0	
Japanese	279.2	73.8	297.3	–2.2	–3.5	21.1	27.5	10.3	
Chinese	238.3	82.2	71.5	35.8	7.5	20.0	51.0	18.2	
Arabic	146.4	160.0	0.3	27.9	23.9	92.3	126.5	46.3	
Russian	18.4	–33.7	86.0	–44.6	–3.8	0.5	3.9	8.2	
Hebrew ¹	332.1	17.3	–33.1	1.0	20.6	44.0	4.2	–7.2	
Portuguese	390.3	–3.4	26.9	5.2	6.0	21.1	22.4	10.8	
Korean	–39.9	270.3	511.2	46.2	34.0	16.3	37.1	19.1	
Total	74.9	–18.2	30.2	–4.1	5.0	16.6	12.7	6.7	

¹Modern and Biblical Hebrew combined.

Table 6
Percentage of Total Language Course Enrollments, 1968–2009, for the Fourteen Most Commonly Taught Languages in 2009

	1968	1980	1990	1995	1998	2002	2006	2009
Spanish	32.4	41.0	45.1	53.2	55.0	53.4	52.2	51.4
French	34.4	26.9	23.0	18.0	16.7	14.5	13.1	12.9
German	19.2	13.7	11.3	8.5	7.5	6.5	6.0	5.7
ASL	–	–	0.1	0.4	1.0	4.4	5.0	5.5
Italian	2.7	3.8	4.2	3.8	4.1	4.6	5.0	4.8
Japanese	0.4	1.2	3.9	3.9	3.6	3.7	4.2	4.4
Chinese	0.4	1.2	1.6	2.3	2.4	2.4	3.3	3.6
Arabic	0.1	0.4	0.3	0.4	0.5	0.8	1.5	2.1
Latin	3.1	2.7	2.4	2.3	2.2	2.1	2.0	1.9
Russian	3.6	2.6	3.8	2.2	2.0	1.7	1.6	1.6
Hebrew ¹	0.9	2.1	1.1	1.2	1.3	1.6	1.5	1.3
Greek, Ancient	1.7	2.4	1.4	1.4	1.4	1.5	1.4	1.2
Portuguese	0.4	0.5	0.5	0.6	0.6	0.6	0.7	0.7
Korean	0.0	0.0	0.2	0.3	0.4	0.4	0.5	0.5
Other languages	0.7	1.4	1.2	1.5	1.5	1.8	2.1	2.4
Total percentage	100	100	100	100	100	100	100	100
Total enrollments	1,127,363	924,837	1,184,100	1,138,772	1,193,830	1,397,253	1,577,810	1,682,627

¹Modern and Biblical Hebrew combined.

Table 7a
Comparison of Introductory and Advanced Undergraduate Course Enrollments in the Top Fifteen Languages in 2009

	Introductory Enrollments	Advanced Enrollments	Ratio of Introductory to Advanced	All Enrollments	Advanced Enrollments as % of All Enrollments
Spanish	711,032	141,749	5:1	852,781	16.6
French	172,573	39,605	4:1	212,178	18.7
German	76,317	17,432	4:1	93,749	18.6
ASL	83,450	7,487	11:1	90,937	8.2
Italian	72,403	7,574	10:1	79,977	9.5
Japanese	59,892	12,825	5:1	72,717	17.6
Chinese	47,676	12,291	4:1	59,967	20.5
Arabic	29,650	4,651	6:1	34,301	13.6
Latin	27,273	4,309	6:1	31,582	13.6
Russian	19,850	6,437	3:1	26,287	24.5
Greek, Ancient	12,812	3,046	4:1	15,858	19.2
Portuguese	8,112	2,821	3:1	10,933	25.8
Hebrew, Biblical	4,848	3,868	4:3	8,716	44.4
Korean	6,010	2,153	3:1	8,163	26.4
Hebrew, Modern	6,354	1,536	4:1	7,890	19.5
Other languages	31,998	6,356	5:1	38,354	16.6
Total	1,370,250	274,140	5:1	1,644,390	16.7

Table 7b
Comparison of Introductory and Advanced Undergraduate Course Enrollments in the Top Fifteen Languages in 2006

	Introductory Enrollments	Advanced Enrollments	Ratio of Introductory to Advanced	All Enrollments	Advanced Enrollments as % of All Enrollments
Spanish	669,432	142,602	5:1	812,034	17.6
French	160,736	40,927	4:1	201,663	20.3
German	72,434	18,758	4:1	91,192	20.6
ASL	72,694	5,249	14:1	77,943	6.7
Italian	69,757	7,593	9:1	77,350	9.8
Japanese	55,161	10,585	5:1	65,746	16.1
Chinese	41,193	9,262	9:2	50,455	18.4
Latin	26,787	4,383	6:1	31,170	14.1
Russian	17,527	6,569	8:3	24,096	27.3
Arabic	20,571	2,463	8:1	23,034	10.7
Greek, Ancient	13,250	3,176	4:1	16,426	19.3
Portuguese	7,387	2,422	3:1	9,809	24.7
Hebrew, Modern	7,665	1,250	6:1	8,915	14.0
Hebrew, Biblical	7,854	705	11:1	8,559	8.2
Korean	5,511	1,397	4:1	6,908	20.2
Other languages	27,836	3,478	8:1	31,314	11.1
Total	1,275,795	260,819	5:1	1,536,614	17.0

Table 7c
Comparison of Introductory and Advanced Undergraduate Course Enrollments (Excluding Enrollments in Two-Year Colleges) in the Top Fifteen Languages in 2009

	Introductory Enrollments	Advanced Enrollments	Ratio of Introductory to Advanced	All Enrollments	Advanced Enrollments as % of All Enrollments
Spanish	462,241	140,084	3:1	602,325	23.3
French	135,600	39,366	3:1	174,966	22.5
German	63,771	17,336	4:1	81,107	21.4
Italian	58,631	7,478	8:1	66,109	11.3
Japanese	41,533	12,547	3:1	54,080	23.2
Chinese	38,186	12,199	3:1	50,385	24.2
ASL	29,340	7,175	4:1	36,515	19.6
Latin	25,843	4,307	6:1	30,150	14.3
Arabic	23,558	4,508	5:1	28,066	16.1
Russian	17,233	6,363	3:1	23,596	27.0
Greek, Ancient	12,735	3,030	4:1	15,765	19.2
Portuguese	7,056	2,821	5:2	9,877	28.6
Hebrew, Biblical	4,463	3,868	4:3	8,331	46.4
Hebrew, Modern	5,872	1,527	4:1	7,399	20.6
Korean	4,998	2,087	2:1	7,085	29.5
Other languages	24,520	6,205	4:1	30,725	20.2
Total	955,580	270,901	7:2	1,226,481	22.1

Table 7d
Comparison of Introductory and Advanced Undergraduate Course Enrollments (Excluding Enrollments in Two-Year Colleges) in the Top Fifteen Languages in 2006

	Introductory Enrollments	Advanced Enrollments	Ratio of Introductory to Advanced	All Enrollments	Advanced Enrollments as % of All Enrollments
Spanish	447,802	139,574	3:1	587,376	23.8
French	129,391	40,558	3:1	169,949	23.9
German	60,605	18,466	3:1	79,071	23.4
Italian	56,915	7,429	8:1	64,344	11.5
Japanese	39,672	10,363	4:1	50,035	20.7
Chinese	32,658	9,124	7:2	41,782	21.8
ASL	29,400	4,100	7:1	33,500	12.2
Latin	25,867	4,383	6:1	30,250	14.5
Russian	15,262	6,459	7:3	21,721	29.7
Arabic	16,267	2,383	7:1	18,650	12.8
Greek, Ancient	13,189	3,176	4:1	16,365	19.4
Portuguese	6,645	2,384	3:1	9,029	26.4
Hebrew, Modern	7,192	1,245	6:1	8,437	14.8
Hebrew, Biblical	7,812	705	11:1	8,517	8.3
Korean	4,294	1,393	3:1	5,687	24.5
Other languages	22,483	3,362	7:1	25,845	13.0
Total	915,454	255,104	7:2	1,170,558	21.8

Table 8a
Course Enrollments in 244 Less Commonly Taught Languages, 2006 and 2009 (Languages in Alphabetical Order)

	Two-Year Colleges		Four-Year Colleges		Graduate Programs		Total	
	2006	2009	2006	2009	2006	2009	2006	2009
Afrikaans			25	4			25	4
Akan			6	13	2		8	13
Akkadian			36	51	60	93	96	144
Alaskan Languages				207			0	207
Albanian						1	0	1
Amharic			13	59	3	1	16	60
Anishinabe	217	36	27				244	36
Apache	21	47					21	47
Arabic, Classical			1	285	3		4	285
Arabic, Iraqi		60		1			0	61
Arabic, Qur'anic			9	20	10	1	19	21
Arabic, Sudanese						3	0	3
Aramaic	26		1,812	229	718	333	2,556	562
Aramaic, Modern				22			0	22
Aramaic, Targumic					8	12	8	12
Arapahoe	13	41	22	19			35	60
Arikara		13					0	13
Armenian	489	537	282	239	3	1	774	777
Armenian, Classical						7	0	7
Armenian, Eastern			91	84			91	84
Armenian, Western			17	31			17	31
Assiniboine		23					0	23
Aymara				1			0	1
Azerbaijani				2			0	2
Azeri				3			0	3
Bamana				26		2	0	28
Bambara			41		5		46	0
Basque			5	57		3	5	60
Bengali		1	85	94	9	2	94	97
Blackfeet	50	42	33				83	42
Bosnian			8	52		3	8	55
Bosnian/Croatian/Serbian				25			0	25
Bulgarian			59	12			59	12
Burmese			33	27	2		35	27
Cambodian			29	27			29	27
Cantonese	96	57	82	135		9	178	201
Catalan			57	105	7	5	64	110
Celtic			20	49	18		38	49
Chamorro			15	18			15	18
Cherokee	23	55	283	293			306	348
Cheyenne			34	28			34	28
Cheyenne, Northern	22	50					22	50
Chichewa				3			0	3
Chinese, Classical			101	163	12	39	113	202
Chinyanja				11			0	11
Chippewa/Cree		12					0	12
Choctaw	4	6	164	187			168	193
Coeur d'Alene		4					0	4
Comanche			16	12			16	12
Coptic			8	4	20	15	28	19

(continued)

Table 8a (cont.)

Course Enrollments in 244 Less Commonly Taught Languages, 2006 and 2009 (Languages in Alphabetical Order)

	Two-Year Colleges		Four-Year Colleges		Graduate Programs		Total	
	2006	2009	2006	2009	2006	2009	2006	2009
Cree		44	10	20			10	64
Creole, Haitian			165	135	6		171	135
Creole, Cape Verdean	8	32	22	32			30	64
Croatian			20	42	4	2	24	44
Crow Indian	79	94					79	94
Czech			302	394	27	15	329	409
Dakota		173		54			0	227
Dakota/Lakota	40	19	576	24	9		625	43
Danish			146	150	9		155	150
Dari	100		4	17			104	17
Dinka				3			0	3
Dutch			423	519	22	11	445	530
Egyptian			49	79	7	31	56	110
Egyptian, Middle			30	8		1	30	9
Esperanto				7			0	7
Estonian			9	2	3		12	2
Ethiopic			1				1	0
Evenki					1		1	0
Farsi	56	63	187	259			243	322
Farsi/Persian		335					0	335
Filipino				315			0	315
Finnish	4	8	145	108	1		150	116
Fula				3			0	3
Gaelic				3			0	3
Gaelic, Scottish			6	39	7		13	39
Georgian			8	14		1	8	15
German, Middle High			1	45	8	10	9	55
German, Theological					1	7	1	7
Gikuyu			3				3	0
Greek				126		26	0	152
Greek and Latin				1,274		32	0	1,306
Greek, Biblical				142		195	0	337
Greek, Koine		17		134		194	0	345
Greek, Koine (Biblical)				15		53	0	68
Greek, Modern	13	72	1,217	1,883	64	63	1,294	2,018
Greek, New Testament				73		22	0	95
Greek, Old Testament						3	0	3
Gros Ventre	20	13					20	13
Gujarati			18	11			18	11
Gwich'in			10		1		11	0
Haida			4				4	0
Hausa			49	34	5		54	34
Hawaiian	307	719	1,320	1,188	27	99	1,654	2,006
Hebrew, Biblical and Modern		36	10	613		35	10	684
Hidatsa	15	34					15	34
Hindi	14	39	1,840	2,114	92	54	1,946	2,207
Hindi-Urdu		5	309	600	84	34	393	639
Hittite				9		3	0	12
Hmong	149	110	253	264		11	402	385
Ho-Chunk		30					0	30

(continued)

Table 8a (cont.)

Course Enrollments in 244 Less Commonly Taught Languages, 2006 and 2009 (Languages in Alphabetical Order)

	Two-Year Colleges		Four-Year Colleges		Graduate Programs		Total	
	2006	2009	2006	2009	2006	2009	2006	2009
Hungarian	5		230	110	3	3	238	113
Icelandic			4	7			4	7
Icelandic, Old			3				3	0
Igbo			2	25			2	25
Ilocano			79	96			79	96
Indonesian	10	17	234	234	57	46	301	297
Inupiaq	58	31	51				109	31
Iranian				158	16		16	158
Iranian, Old					3	21	3	21
Irish		27	383	303	1		384	330
Irish, Modern			15	76			15	76
Irish, Old			7	7			7	7
Japanese, Classical			23	22	7		30	22
Javanese				1			0	1
Kana			3	1			3	1
Kannada			2	3			2	3
Kazakh			6	3	2	1	8	4
Khmer			47	58		2	47	60
Kiowa			82	121			82	121
Kiswahili				50			0	50
Kootenai				9			0	9
Kurdish			1	18	4		5	18
Kurmanji	10						10	0
Kutenai			10				10	0
Kyrgyz				1			0	1
Lakota			19	580		21	19	601
Lakota/Dakota		42					0	42
Lashootseed	4	10					4	10
Latin, Medieval		20	3	124	2		5	144
Latvian			9	7	2		11	7
Lingala			56	11	2	1	58	12
Lithuanian			2		12		14	0
Luiseno			52	16			52	16
Macedonian			19		10		29	0
Malay			1	1	4		5	1
Malayalam			18	17		2	18	19
Manchu					9		9	0
Mandan		4					0	4
Mandarin		412		1,250		109	0	1,771
Maori			27	42			27	42
Marathi				9			0	9
Marshallese			2				2	0
Maya			57	26	1		58	26
Maya, Kaqchikel			2		2		4	0
Menominee	20	31					20	31
Mohawk			29	21			29	21
Mongolian			4	10	1		5	10
Muskogee (Creek)			179	143			179	143
Nahuatl				21			0	21
Nakoda	20						20	0

(continued)

Table 8a (cont.)
 Course Enrollments in 244 Less Commonly Taught Languages, 2006 and 2009 (Languages in Alphabetical Order)

	Two-Year Colleges		Four-Year Colleges		Graduate Programs		Total	
	2006	2009	2006	2009	2006	2009	2006	2009
Nakona	3	8					3	8
Namibian				9			0	9
Navajo	429	673	218	237	2	4	649	914
Nepali			26	44	2		28	44
Nez Perce	7	11	8	38			15	49
Norse				12	21	3	21	15
Norwegian			774	827	8	5	782	832
Nselxcin (Okanogan and Nespelem)	10						10	0
Ojibwe	167	373	466	327			633	700
Omaha	13	13					13	13
Oneida		25	23	17			23	42
Pali			1	1	1	1	2	2
Papago		28					0	28
Pashto	100		3	19			103	19
Pennsylvania Dutch	3						3	0
Persian	573	254	1,339	1,540	125	103	2,037	1,897
Persian, Afghan		29					0	29
Pilipino	252	241	373	105			625	346
Pima	16	12					16	12
Polish	155	94	1,177	1,120	47	35	1,379	1,249
Pulaar			1				1	0
Punjabi		305	103	160			103	465
Pushtu, Afghan		95					0	95
Quechua			37	90	18	10	55	100
Romani			1				1	0
Romanian			122	178	12	15	134	193
Sahaptin			18	11			18	11
Salish	10	14	52	32			62	46
Samoan	17		263	281			280	281
Sanskrit			452	376	155	107	607	483
Sanskrit, Vedic					5	16	5	16
Scandinavian			37	518		57	37	575
Serbian			13	53	3	22	16	75
Serbian/Croatian				11		1	0	12
Serbo-Croatian	30	4	248	163	25	7	303	174
Sesotho				24			0	24
Shona				1		1	0	2
Shoshoni	9	10	21	10			30	20
Sinhala				4			0	4
Sinhalese			4				4	0
Slavic				79		3	0	82
Slavic, Old Church			121	53	12	20	133	73
Slavonic, Church				10			0	10
Slovak			34	64			34	64
Slovene			1				1	0
Slovenian		13		13			0	26
Somali			4	44		2	4	46
Sorani	15						15	0
Spanish, Pastoral					15	14	15	14

(continued)

Table 8a (cont.)

Course Enrollments in 244 Less Commonly Taught Languages, 2006 and 2009 (Languages in Alphabetical Order)

	Two-Year Colleges		Four-Year Colleges		Graduate Programs		Total	
	2006	2009	2006	2009	2006	2009	2006	2009
Sumerian			8	16	2	5	10	21
Swahili	25	7	2,075	2,442	63	39	2,163	2,488
Swedish			693	761	29	2	722	763
Syriac			4	8	35	17	39	25
Tagalog	419	352	522	310	3		944	662
Tahitian			17	18			17	18
Taiwanese			21	20		1	21	21
Tajik (Tadzhik)				4			0	4
Tamil			77	86	23	11	100	97
Telugu			15	40	1	7	16	47
Thai	10	27	266	274	31	17	307	318
Tibetan			56	70	64	39	120	109
Tibetan, Classical			11	34	33	7	44	41
Tigrinya				4			0	4
Tlingit			32				32	0
Tohono O'odham	13		15	5			28	5
Tonga	14		61	16			75	16
Tongan				35			0	35
Tswana				1			0	1
Turkic			23	3	6	2	29	5
Turkish	10	8	531	571	83	59	624	638
Turkish, Old Anatolian					2		2	0
Turkish, Ottoman				7	7		7	7
Twi			32	14	4	6	36	20
Ugaritic					46	17	46	17
Uighur			4	5			4	5
Ukrainian			95	55	8	17	103	72
Urdu	60	23	260	282	24	30	344	335
Uzbek	10	4	22	19	13	1	45	24
Vietnamese	1,203	1,465	1,261	1,234	21	16	2,485	2,715
Wabanaki, Maliseet			16	28			16	28
Welsh			83	33			83	33
Welsh, Early				8			0	8
Wolof			116	156	6	4	122	160
Xhosa			2	16	2	1	4	17
Xwlemi (Lummi)	3	15					3	15
Yaqui		12					0	12
Yiddish			925	306	44	30	969	336
Yoruba			257	411	8		265	411
Yup'ik			62				62	0
Zapotec			8	8			8	8
Zulu			123	103	9	1	132	104
Zuni		13					0	13
Totals	5,469	7,549	25,845	30,805	2,414	2,393	33,728	40,747

Table 8b
Course Enrollments in 244 Less Commonly Taught Languages, 2006 and 2009 (Languages in Descending Order of 2009 Totals)

	Two-Year Colleges		Four-Year Colleges		Graduate Programs		Total	
	2006	2009	2006	2009	2006	2009	2006	2009
Vietnamese	1,203	1,465	1,261	1,234	21	16	2,485	2,715
Swahili	25	7	2,075	2,442	63	39	2,163	2,488
Hindi	14	39	1,840	2,114	92	54	1,946	2,207
Greek, Modern	13	72	1,217	1,883	64	63	1,294	2,018
Hawaiian	307	719	1,320	1,188	27	99	1,654	2,006
Persian	573	254	1,339	1,540	125	103	2,037	1,897
Mandarin		412		1,250		109	0	1,771
Greek and Latin				1,274		32	0	1,306
Polish	155	94	1,177	1,120	47	35	1,379	1,249
Navajo	429	673	218	237	2	4	649	914
Norwegian			774	827	8	5	782	832
Armenian	489	537	282	239	3	1	774	777
Swedish			693	761	29	2	722	763
Ojibwe	167	373	466	327			633	700
Hebrew, Biblical and Modern		36	10	613		35	10	684
Tagalog	419	352	522	310	3		944	662
Hindi-Urdu		5	309	600	84	34	393	639
Turkish	10	8	531	571	83	59	624	638
Lakota			19	580		21	19	601
Scandinavian			37	518		57	37	575
Aramaic	26		1,812	229	718	333	2,556	562
Dutch			423	519	22	11	445	530
Sanskrit			452	376	155	107	607	483
Punjabi		305	103	160			103	465
Yoruba			257	411	8		265	411
Czech			302	394	27	15	329	409
Hmong	149	110	253	264		11	402	385
Cherokee	23	55	283	293			306	348
Pilipino	252	241	373	105			625	346
Greek, Koine		17		134		194	0	345
Greek, Biblical				142		195	0	337
Yiddish			925	306	44	30	969	336
Farsi/Persian		335					0	335
Urdu	60	23	260	282	24	30	344	335
Irish		27	383	303	1		384	330
Farsi	56	63	187	259			243	322
Thai	10	27	266	274	31	17	307	318
Filipino				315			0	315
Indonesian	10	17	234	234	57	46	301	297
Arabic, Classical			1	285	3		4	285
Samoan	17		263	281			280	281
Dakota		173		54			0	227
Alaskan Languages				207			0	207
Chinese, Classical			101	163	12	39	113	202
Cantonese	96	57	82	135		9	178	201
Choctaw	4	6	164	187			168	193
Romanian			122	178	12	15	134	193
Serbo-Croatian	30	4	248	163	25	7	303	174
Wolof			116	156	6	4	122	160

(continued)

Table 8b (cont.)

Course Enrollments in 244 Less Commonly Taught Languages, 2006 and 2009 (Languages in Descending Order of 2009 Totals)

	Two-Year Colleges		Four-Year Colleges		Graduate Programs		Total	
	2006	2009	2006	2009	2006	2009	2006	2009
Iranian				158	16		16	158
Greek				126		26	0	152
Danish			146	150	9		155	150
Akkadian			36	51	60	93	96	144
Latin, Medieval		20	3	124	2		5	144
Muskogee (Creek)			179	143			179	143
Haitian Creole			165	135	6		171	135
Kiowa			82	121			82	121
Finnish	4	8	145	108	1		150	116
Hungarian	5		230	110	3	3	238	113
Catalan			57	105	7	5	64	110
Egyptian			49	79	7	31	56	110
Tibetan			56	70	64	39	120	109
Zulu			123	103	9	1	132	104
Quechua			37	90	18	10	55	100
Bengali		1	85	94	9	2	94	97
Tamil			77	86	23	11	100	97
Ilocano			79	96			79	96
Greek, New Testament				73		22	0	95
Pushtu, Afghan		95					0	95
Crow Indian	79	94					79	94
Armenian, Eastern			91	84			91	84
Slavic				79		3	0	82
Irish, Modern			15	76			15	76
Serbian			13	53	3	22	16	75
Slavic, Old Church			121	53	12	20	133	73
Ukrainian			95	55	8	17	103	72
Greek, Koine (Biblical)				15		53	0	68
Cree		44	10	20			10	64
Creole, Cape Verdean	8	32	22	32			30	64
Slovak			34	64			34	64
Arabic, Iraqi		60		1			0	61
Amharic			13	59	3	1	16	60
Arapahoe	13	41	22	19			35	60
Basque			5	57		3	5	60
Khmer			47	58		2	47	60
Bosnian			8	52		3	8	55
German, Middle High			1	45	8	10	9	55
Cheyenne, Northern	22	50					22	50
Kiswahili				50			0	50
Celtic			20	49	18		38	49
Nez Perce	7	11	8	38			15	49
Apache	21	47					21	47
Telugu			15	40	1	7	16	47
Salish	10	14	52	32			62	46
Somali			4	44		2	4	46
Croatian			20	42	4	2	24	44
Nepali			26	44	2		28	44
Dakota/Lakota	40	19	576	24	9		625	43

(continued)

Table 8b (cont.)

Course Enrollments in 244 Less Commonly Taught Languages, 2006 and 2009 (Languages in Descending Order of 2009 Totals)

	Two-Year Colleges		Four-Year Colleges		Graduate Programs		Total	
	2006	2009	2006	2009	2006	2009	2006	2009
Blackfeet	50	42	33				83	42
Lakota/Dakota		42					0	42
Maori			27	42			27	42
Oneida		25	23	17			23	42
Tibetan, Classical			11	34	33	7	44	41
Gaelic, Scottish			6	39	7		13	39
Anishinabe	217	36	27				244	36
Tongan				35			0	35
Hausa			49	34	5		54	34
Hidatsa	15	34					15	34
Welsh			83	33			83	33
Armenian, Western			17	31			17	31
Inupiaq	58	31	51				109	31
Menominee	20	31					20	31
Ho-Chunk		30					0	30
Persian, Afghan		29					0	29
Bamana				26		2	0	28
Cheyenne			34	28			34	28
Papago		28					0	28
Wabanaki, Maliseet			16	28			16	28
Burmese			33	27	2		35	27
Cambodian			29	27			29	27
Maya			57	26	1		58	26
Slovenian		13		13			0	26
Bosnian/Croatian/Serbian				25			0	25
Igbo			2	25			2	25
Syriac			4	8	35	17	39	25
Sesotho				24			0	24
Uzbek	10	4	22	19	13	1	45	24
Assiniboine		23					0	23
Aramaic, Modern				22			0	22
Japanese, Classical			23	22	7		30	22
Arabic, Qur'anic			9	20	10	1	19	21
Iranian, Old					3	21	3	21
Mohawk			29	21			29	21
Nahuatl				21			0	21
Sumerian			8	16	2	5	10	21
Taiwanese			21	20		1	21	21
Shoshoni	9	10	21	10			30	20
Twi			32	14	4	6	36	20
Coptic			8	4	20	15	28	19
Malayalam			18	17		2	18	19
Pashto	100		3	19			103	19
Chamorro			15	18			15	18
Kurdish			1	18	4		5	18
Tahitian			17	18			17	18
Dari	100		4	17			104	17
Ugaritic					46	17	46	17
Xhosa			2	16	2	1	4	17

(continued)

Table 8b (cont.)

Course Enrollments in 244 Less Commonly Taught Languages, 2006 and 2009 (Languages in Descending Order of 2009 Totals)

	Two-Year Colleges		Four-Year Colleges		Graduate Programs		Total	
	2006	2009	2006	2009	2006	2009	2006	2009
Luiseno			52	16			52	16
Sanskrit, Vedic					5	16	5	16
Tonga	14		61	16			75	16
Georgian			8	14		1	8	15
Norse				12	21	3	21	15
Xwlemi (Lummi)	3	15					3	15
Spanish, Pastoral					15	14	15	14
Akan			6	13	2		8	13
Arikara		13					0	13
Gros Ventre	20	13					20	13
Omaha	13	13					13	13
Zuni		13					0	13
Aramaic, Targumic					8	12	8	12
Bulgarian			59	12			59	12
Chippewa/Cree		12					0	12
Comanche			16	12			16	12
Hittite				9		3	0	12
Lingala			56	11	2	1	58	12
Pima	16	12					16	12
Serbian/Croatian				11		1	0	12
Yaqui		12					0	12
Chinyanja				11			0	11
Gujarati			18	11			18	11
Sahaptin			18	11			18	11
Lashootseed	4	10					4	10
Mongolian			4	10	1		5	10
Slavonic, Church				10			0	10
Egyptian, Middle			30	8		1	30	9
Kootenai				9			0	9
Marathi				9			0	9
Namibian				9			0	9
Nakona	3	8					3	8
Welsh, Early				8			0	8
Zapotec			8	8			8	8
Armenian, Classical						7	0	7
Esperanto				7			0	7
German, Theological					1	7	1	7
Icelandic			4	7			4	7
Irish, Old			7	7			7	7
Latvian			9	7	2		11	7
Turkish, Ottoman				7	7		7	7
Tohono O'odham	13		15	5			28	5
Turkic			23	3	6	2	29	5
Uighur			4	5			4	5
Afrikaans			25	4			25	4
Coeur d'Alene		4					0	4
Kazakh			6	3	2	1	8	4
Mandan		4					0	4
Sinhala				4			0	4

(continued)

Table 8b (cont.)

Course Enrollments in 244 Less Commonly Taught Languages, 2006 and 2009 (Languages in Descending Order of 2009 Totals)

	Two-Year Colleges		Four-Year Colleges		Graduate Programs		Total	
	2006	2009	2006	2009	2006	2009	2006	2009
Tajik (Tadzhik)				4			0	4
Tigrinya				4			0	4
Arabic, Sudanese						3	0	3
Azeri				3			0	3
Chichewa				3			0	3
Dinka				3			0	3
Fula				3			0	3
Gaelic				3			0	3
Greek, Old Testament						3	0	3
Kannada			2	3			2	3
Azerbaijani				2			0	2
Estonian			9	2	3		12	2
Pali			1	1	1	1	2	2
Shona				1		1	0	2
Albanian						1	0	1
Aymara				1			0	1
Javanese				1			0	1
Kana			3	1			3	1
Kyrgyz				1			0	1
Malay			1	1	4		5	1
Tswana				1			0	1
Bambara			41		5		46	0
Ethiopic			1				1	0
Evenki					1		1	0
Gikuyu			3				3	0
Gwich'in			10		1		11	0
Haida			4				4	0
Icelandic, Old			3				3	0
Kurmanji	10						10	0
Kutenai			10				10	0
Lithuanian			2		12		14	0
Macedonian			19		10		29	0
Manchu					9		9	0
Marshallese			2				2	0
Maya, Kaqchikel			2		2		4	0
Nakoda	20						20	0
Nselxcin (Okanogan and Nspelem)	10						10	0
Pennsylvania Dutch	3						3	0
Pulaar			1				1	0
Romani			1				1	0
Sinhalese			4				4	0
Slovene			1				1	0
Sorani	15						15	0
Tlingit			32				32	0
Turkish, Old Anatolian					2		2	0
Yup'ik			62				62	0

Table 9
Course Enrollments in Less Commonly Taught Languages,
by Region of Origin, 2002, 2006, 2009

	Number of Languages*	Enrollments	Percentage
2002			
Europe	34	6,636	25.8
Middle East / Africa	38	6,373	24.8
Asia/Pacific	41	7,996	31.1
North/South America	34	4,711	18.3
Total	147	25,716	100.0
2006			
Europe	41	8,049	23.9
Middle East / Africa	48	9,935	29.5
Asia/Pacific	44	9,961	29.5
North/South America	49	5,783	17.1
Total	182	33,728	100.0
2009			
Europe	52	11,288	27.7
Middle East / Africa	59	9,954	24.4
Asia/Pacific	50	12,680	31.1
North/South America	56	6,825	16.7
Total	217	40,747	100.0

*Includes only languages with enrollments in the given year.

Table 10a
Course Enrollments in Fifteen Leading Middle Eastern or African Less Commonly Taught Languages in 2002, 2006, and 2009, with Percentage Change

	2002	2006	% Change, 2002–06	2009	% Change, 2006–09
Swahili	1,593	2,163	35.8	2,488	15.0
Persian	1,117	2,037	82.4	1,897	-6.9
Armenian	607	774	27.5	777	0.4
Hebrew, Biblical and Modern*	–	10	–	684	6,740.0
Turkish	314	624	98.7	638	2.2
Aramaic	1,686	2,556	51.6	562	-78.0
Yoruba	76	265	248.7	411	55.1
Farsi/Persian	–	–	–	335	–
Farsi	85	243	185.9	322	32.5
Arabic, Classical	–	4	–	285	7,025.0
Wolof	74	122	64.9	160	31.1
Iranian	102	16	-84.3	158	887.5
Akkadian	95	96	1.1	144	50.0
Egyptian	47	56	19.1	110	96.4
Zulu	72	132	83.3	104	-21.2
Total	5,868	9,098	55.0	9,075	-0.3

*Only institutions that recorded their enrollments under the aggregate category “Hebrew, Biblical and Modern” are included here.

Table 10b
Course Enrollments in Fifteen Leading European Less Commonly Taught Languages in 2002, 2006, and 2009, with Percentage Change

	2002	2006	% Change, 2002–06	2009	% Change, 2006–09
Greek, Modern	804	1,294	60.9	2,018	56.0
Greek and Latin	–	–	–	1,306	–
Polish	1,053	1,379	31.0	1,249	-9.4
Norwegian	777	782	0.6	832	6.4
Swedish	736	722	-1.9	763	5.7
Scandinavian	–	37	–	575	1,454.1
Dutch	375	445	18.7	530	19.1
Czech	321	329	2.5	409	24.3
Greek, Koine	–	–	–	345	–
Greek, Biblical	–	–	–	337	–
Yiddish	438	969	121.2	336	-65.3
Irish	705	384	-45.5	330	-14.1
Romanian	126	134	6.3	193	44.0
Serbo-Croatian	342	303	-11.4	174	-42.6
Greek	–	–	–	152	–
Total	5,677	6,778	19.4	9,549	40.9

Table 10c
Course Enrollments in Fifteen Leading Asian or Pacific Less Commonly Taught Languages in Selected Years, with Percentage Change

	1974	1980	1986	1990	1995	2002	2006	2009	% Change, 2006–09	% Change, 1974–09
Vietnamese	29	74	175	327	1,010	2,236	2,485	2,715	9.3	9,262.1
Hindi	223	198	300	306	694	1,430	1,946	2,207	13.4	889.7
Mandarin	40	–	–	–	–	–	–	1,771	–	4,327.5
Tagalog	122	263	88	146	680	693	944	662	–29.9	442.6
Hindi-Urdu	161	76	101	125	263	427	393	639	62.6	296.9
Sanskrit	402	218	250	251	377	487	607	483	–20.4	20.1
Punjabi	–	–	1	8	42	99	103	465	351.5	–
Hmong	–	–	–	13	170	283	402	385	–4.2	–
Pilipino	203	–	132	196	–	449	625	346	–44.6	70.4
Urdu	41	23	49	90	88	152	344	335	–2.6	717.1
Thai	71	80	108	192	278	330	307	318	3.6	347.9
Filipino	–	–	–	–	–	–	–	315	–	–
Indonesian	121	127	156	222	256	225	301	297	–1.3	145.5
Samoan	–	18	56	69	179	201	280	281	0.4	–
Chinese, Classical	–	–	–	–	–	74	113	202	78.8	–
Total	1,413	1,077	1,416	1,945	4,037	7,086	8,850	11,421		
% Change	NA	–23.8	31.5	37.4	107.6	75.5	24.9	29.1		

Table 10d
Course Enrollments in Fifteen Leading Native American Less Commonly Taught Languages in Selected Years, with Percentage Change

	1974	1980	1986	1990	1995	2002	2006	2009	% Change, 2006–09	% Change, 1974–2009
Hawaiian	555	610	441	913	1,890	1,687	1,654	2,006	21.3	261.4
Navajo	589	225	275	186	832	783	649	914	40.8	55.2
Ojibwe	95	84	184	233	321	270	633	700	10.6	636.8
Lakota	54	67	–	–	–	–	19	601	3,063.2	1,013.0
Cherokee	15	29	22	57	73	118	306	348	13.7	2,220.0
Dakota	37	99	–	–	–	–	–	227	–	513.5
Alaskan Languages	–	–	–	–	–	–	–	207	–	–
Choctaw	14	–	–	8	–	63	168	193	14.9	1,278.6
Muskogee (Creek)	20	–	–	–	–	132	179	143	–20.1	615.0
Kiowa	–	–	–	–	–	77	82	121	47.6	–
Quechua	33	30	18	45	54	51	55	100	81.8	203.0
Crow	–	16	14	21	38	55	79	94	19.0	–
Cree	–	–	–	–	8	–	10	64	540.0	–
Arapahoe	–	–	15	15	9	112	35	60	71.4	–
Cheyenne, Northern	–	–	–	–	10	–	22	50	127.3	–
Total	1,412	1,160	969	1,478	3,235	3,348	3,891	5,828		
% Change	NA	–17.8	–16.5	52.5	118.9	3.5	16.2	49.8		