

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

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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

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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

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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

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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

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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

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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

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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.

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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.

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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%

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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

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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

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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.

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Fig. A

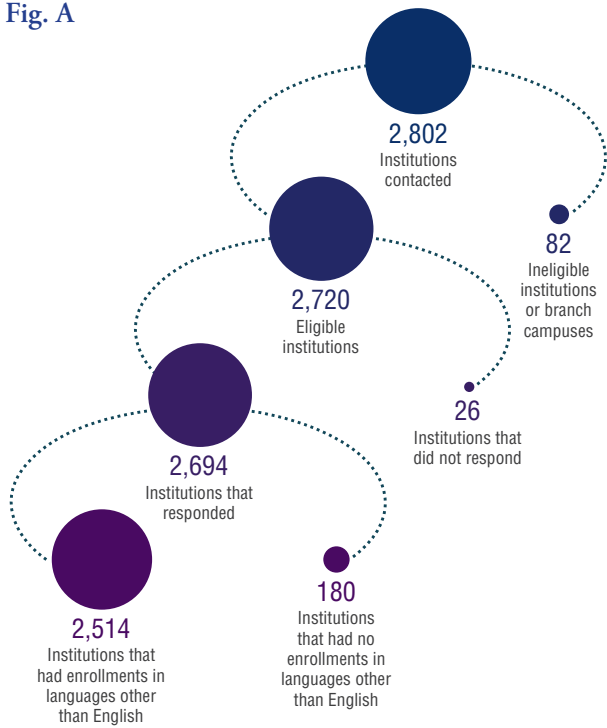


Fig. 1

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

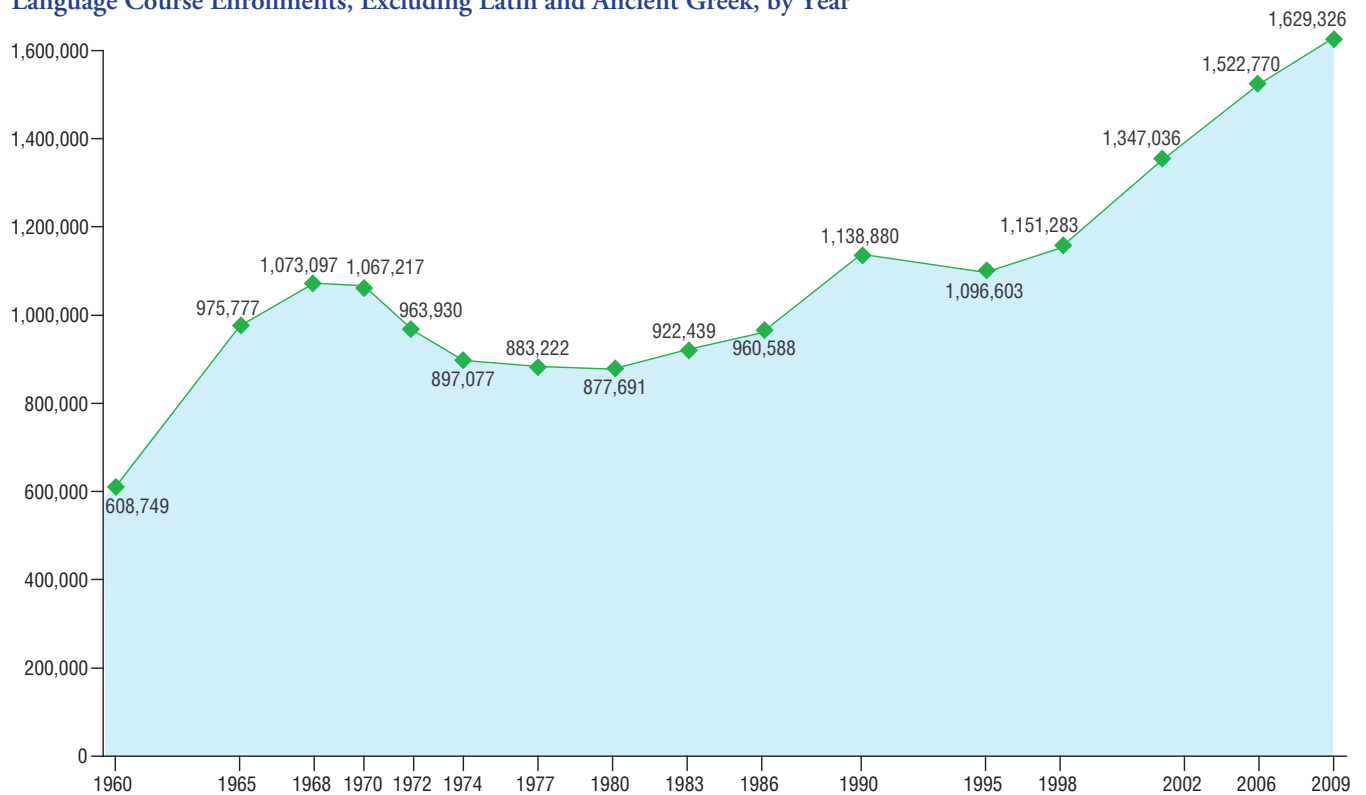


Fig. 2
Enrollments in Spanish Compared with Those of All Other Languages except Latin and Ancient Greek, by Year

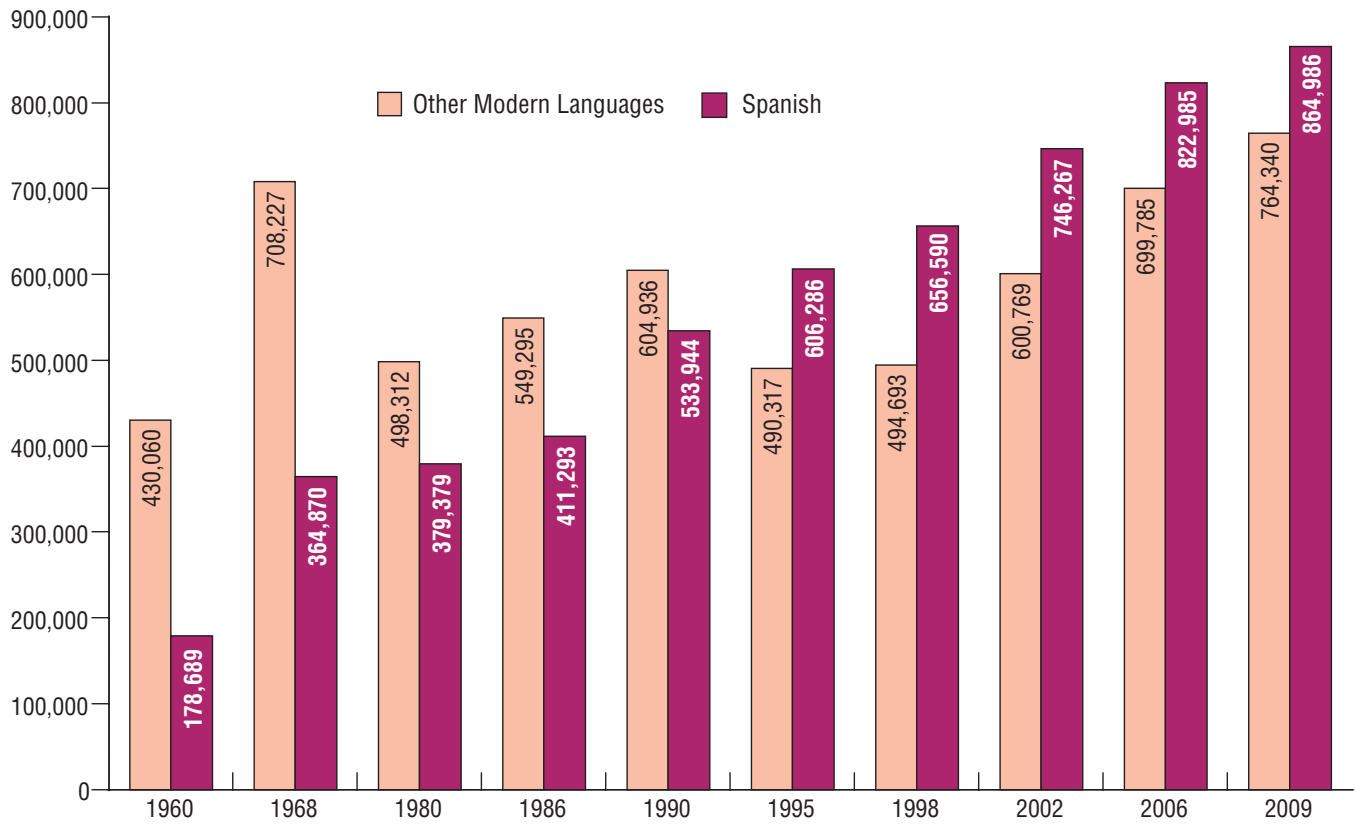
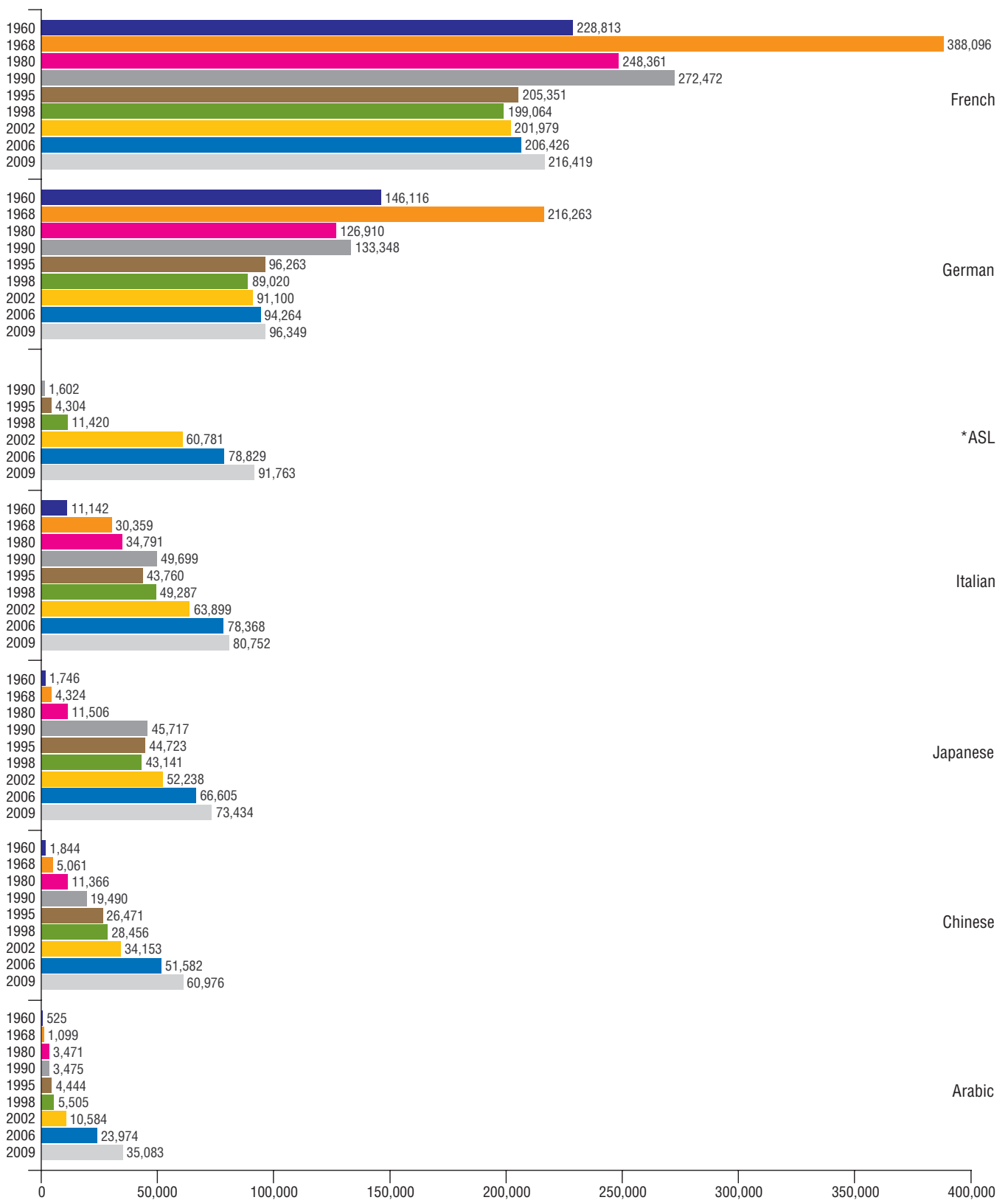
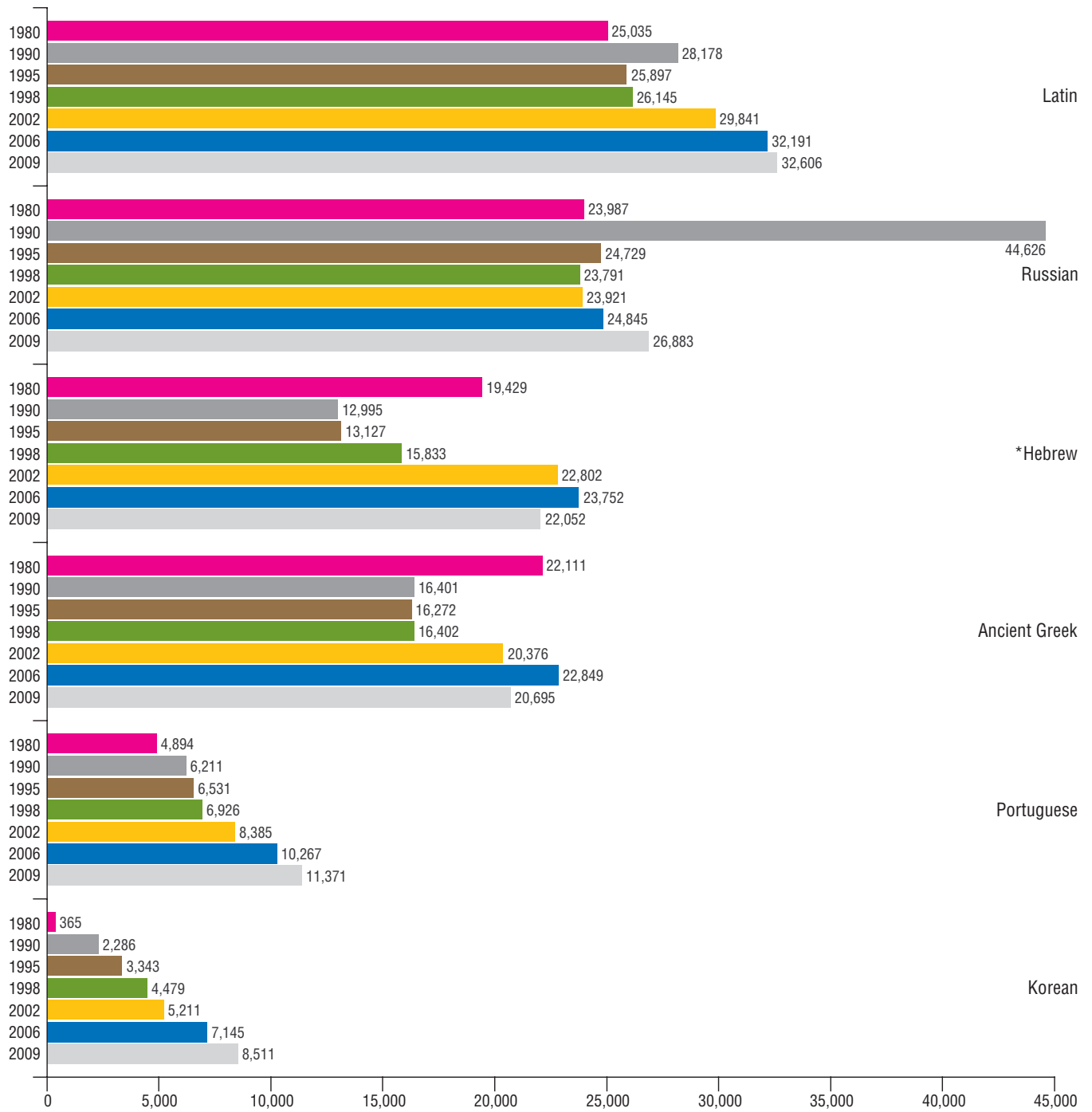


Fig. 3a
Course Enrollments in the Top Seven Modern Languages, Not Including Spanish, in Selected Years



*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

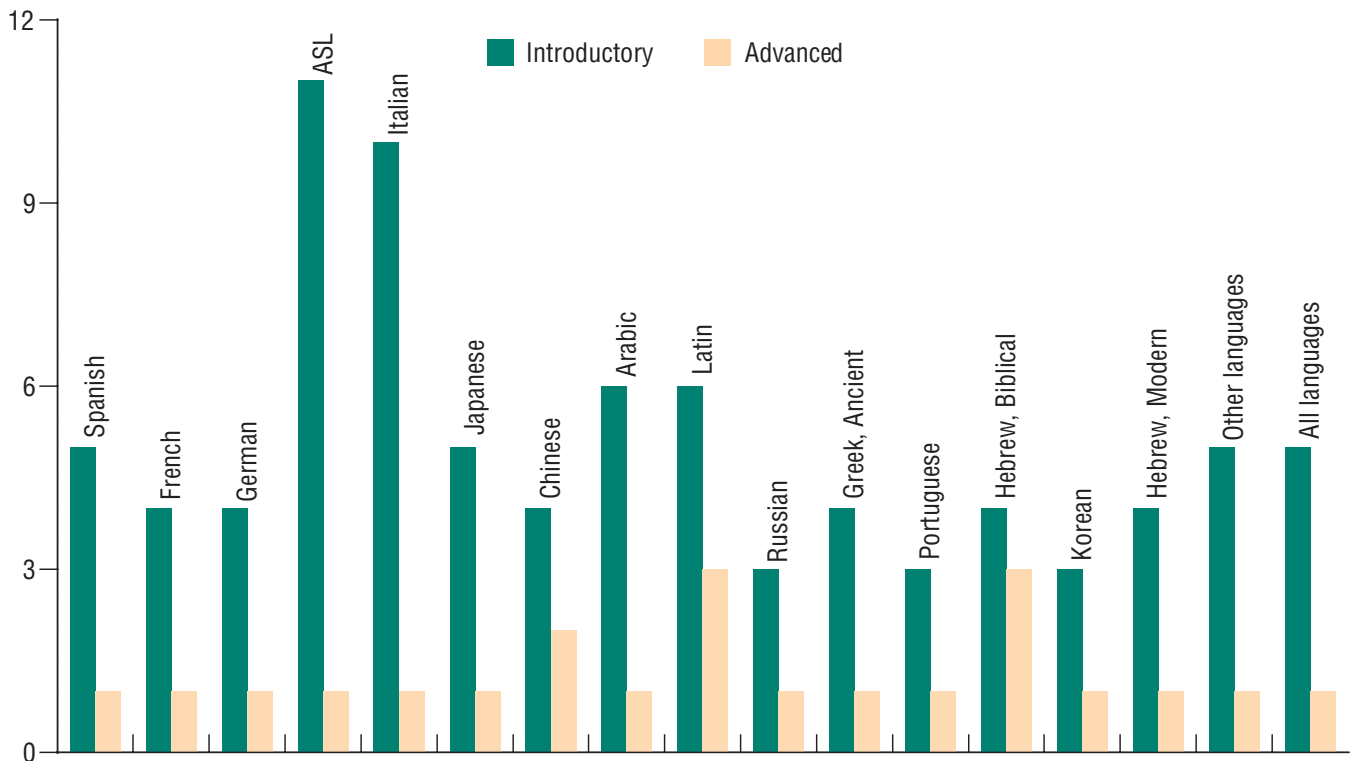


Fig. 4b
Ratio of Introductory to Advanced Undergraduate Course Enrollments (Excluding Enrollments in Two-Year Colleges) in the Top Fifteen Languages in 2009

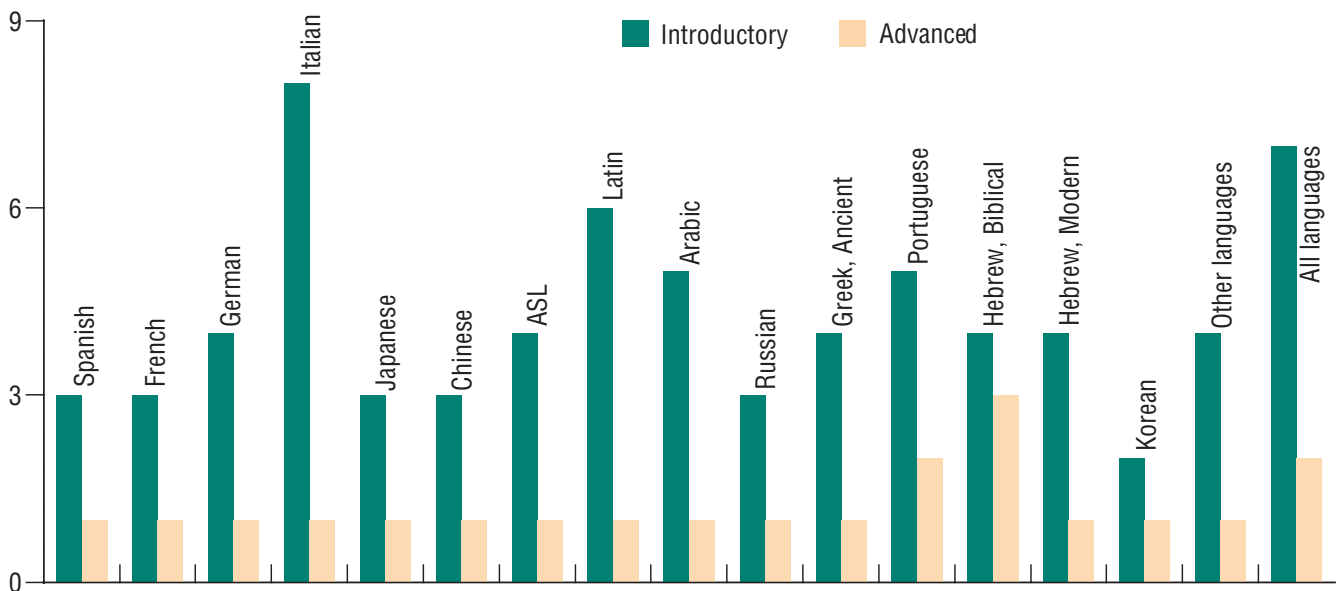


Fig. 5
Modern Language Course Enrollments per 100 US College Total Enrollments

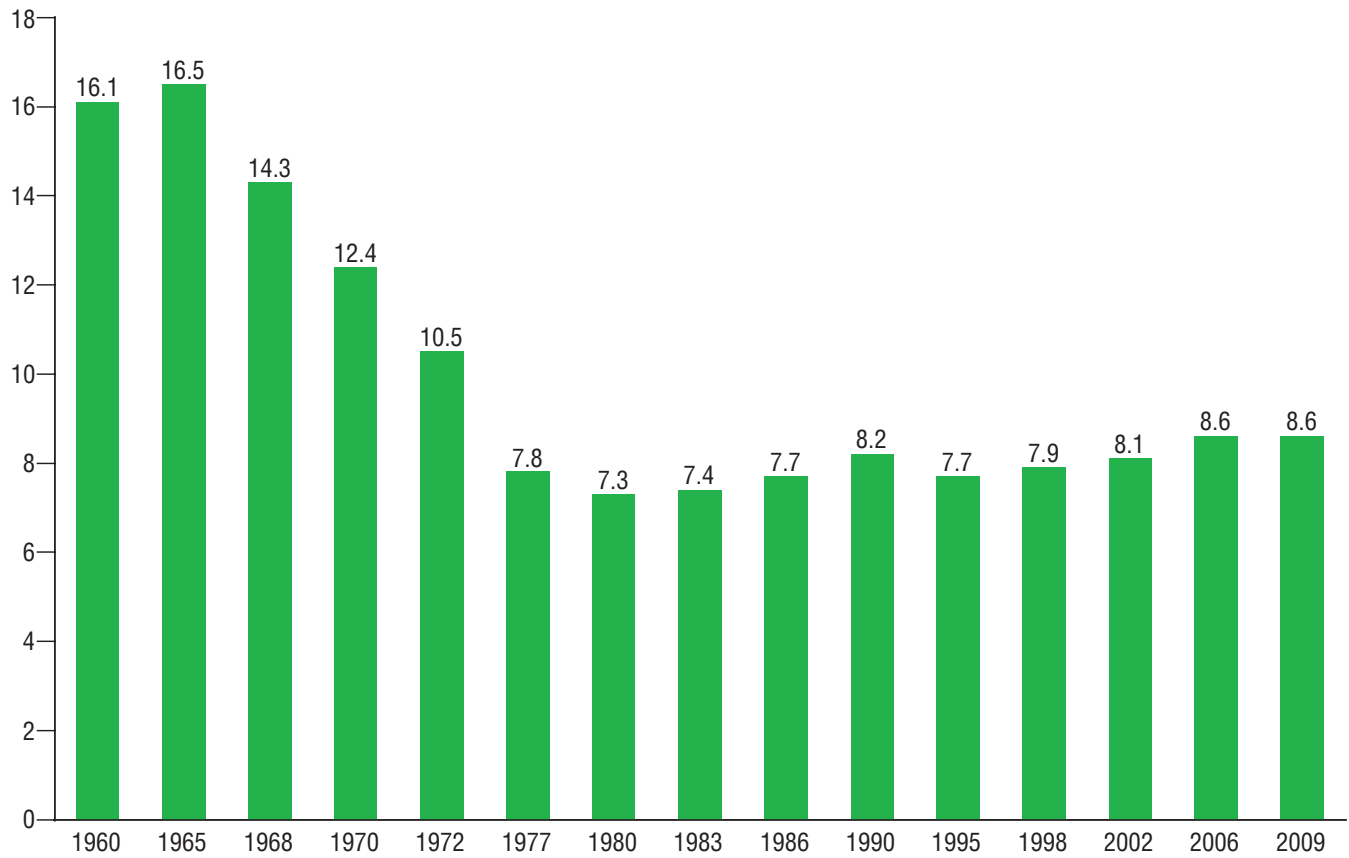


Table 1a
Fall 2002, 2006, and 2009 Language Course Enrollments (Languages in
Descending Order of 2009 Totals)

| | 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

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Languages Other Than
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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 | | |