

Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2013

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Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2013

SINCE 1958, the Modern Language Association (MLA) 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 2009; here the MLA presents its twenty-third survey in the series, describing trends in language course enrollments in fall 2013. From 1958 through 2009, the MLA conducted these surveys with the support of the United States Department of Education. The Department of Education's International Research and Studies Program has not funded new awards since 2010. In 2013, the survey was partially funded by the National Endowment for the Humanities and the National Security Educational Program.¹

Beginning in October 2013, we contacted 2,696 United States postsecondary institutions, using the MLA database of institutions that teach languages other than English.² We supplemented the MLA list of institutions with data from the National Center for Education Statistics, the 2013 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. Thirty-four institutions proved ineligible (this group includes branch campuses whose enrollment numbers were reported with those of the main campus), reducing the total number to 2,662. After numerous requests over a ten-month period, 2,616 institutions, or 98.3% of all eligible institutions, reported; 46 declined to participate. Of the 2,616 institutions that reported, 181 had no enrollments in languages other than English in fall 2013. In the end, the fall 2013 enrollments presented in this report are collected from a total of 2,435 AA-, BA-, MA-, and PhD-granting colleges and universities (fig. A).³ This rate continues the high level of response that has been a goal of MLA language enrollment surveys, allowing us to reaffirm 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 7.5% of responding two-year colleges and in 6.7% of responding four-year institutions. The data from all MLA enrollment surveys, from 1958 to the most recent survey, are searchable online through the Language Enrollment Database (http://www.mla.org/flsurvey_search), where the full data set is also available as a downloadable spreadsheet.

In conjunction with this survey, we have added the 2013 enrollment figures to the MLA Language Map (http://www.mla.org/map_main), which uses data from the United States Census's American Community Survey to display the locations and concentrations of speakers of twenty-nine languages other than English spoken in the United States.⁴ Users of the Language Map can now locate language programs and detailed information about 2013 course enrollments in the context of where these languages are spoken in the United States.

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013*

Overview of Fall 2013 Language Enrollments

Course enrollments in languages other than English tallied 1,562,179 in 2013. As presented in [table 1a](#) and [table 1b](#), aggregated results for enrollments in all languages show a decrease of 6.7% from the 2009 survey, thus ending a steady rise in enrollments since 1980 (with the exception of a slight dip in 1995), when numbers moved from 924,337 in 1980 to 1,673,543 in 2009 ([table 2d](#)). The drop in 2013 should be understood in the broad context of a reported decrease in the overall number of enrollments in higher education for a second consecutive year.⁵ [Figure 1a](#) illustrates the growth in language course enrollments (excluding Latin and Ancient Greek) over time, showing at a glance the continuous rise in enrollment numbers that the MLA surveys have recorded since 1980, with the exception of the dips in 1995 and 2013 (see [fig. 1b](#) for graduate enrollments in these languages). The decrease in language enrollments in 1995 (again excluding Latin and Ancient Greek) represented a change of 3.9% since the previous survey year; the decrease in 2013 represents a change of 6.1% since the previous survey year.

In terms of ranking, Spanish and French still lead as the two most studied languages. American Sign Language (ASL), continuing to experience remarkable growth, especially in undergraduate enrollments, is the language with the third most enrollments, displacing German, which is now fourth ([table 1a](#)). ASL enrollments increased by 19.0% between 2009 and 2013. Italian, Japanese, and Chinese come next, in the sequence they have occupied since 1998, followed by Arabic, Latin, and Russian, as in 2009. The 2013 enrollments for Arabic (32,286) are much closer to those of Latin (27,192) than to those of Chinese (61,055). As in the 2009 survey, enrollments in courses in Korean are greater than those in Modern Hebrew, and Korean continues to hold its place after Portuguese as the fourteenth most commonly studied language in 2013.

For the first time since the inaugural MLA survey in 1958, Spanish enrollments dropped, falling from 861,008 in 2009 to 790,756 in 2013, a level closer to where they were in the middle of the previous decade. As demonstrated in [figure 2](#), Spanish enrollments are still greater than all other language enrollments combined, but the difference has continued to decrease in the 2013 survey. In 1998, Spanish course enrollments surpassed those in all other modern languages combined by 111,858; in 2002, by 94,623; in 2006, by 68,473; in 2009, by 48,473; and in 2013, by 19,333. Even when Latin and Greek are included, for all years except 1960 (the two classical languages were not part of the survey in 1960), enrollments in Spanish still surpass enrollments in all the other languages combined.

Korean enrollments showed the highest percentage change between 2009 and 2013 of all the commonly taught languages, at 44.7%, but the actual number of enrollments is still modest compared with most of the other commonly taught languages ([table 1a](#)). In 2009, Korean registered 8,449 enrollments, which rose to 12,229 in 2013. In addition to Korean and American Sign Language, only Portuguese and Chinese showed increases in enrollments in the current survey, of 10.1% and 2.0% respectively. A cluster of languages saw a decline approaching 10%: German (9.3%), Biblical Hebrew (8.7%), Spanish (8.2%), French (8.1%), Japanese (7.8%), and Arabic (7.5%); Italian was over that threshold, at 11.3%. Several other languages experienced more radical decreases: Ancient Greek (35.5%), Modern Hebrew (19.4%), Russian

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013*

(17.9%), and Latin (16.2%). Despite their significant drops in enrollments, these four languages, especially the first three, maintain a substantial percentage of advanced undergraduate enrollments, indicating that institutions where the languages are taught offer balanced curricula with courses at the introductory and advanced levels (see tables 7a–7c). The less commonly taught languages (LCTLs), which, for the purpose of this study are defined as all languages not included in the top fifteen, posted the smallest aggregated decrease of all the categorized languages, a drop of 2.6%. This decrease should be seen in the light of the substantial gains in the previous two surveys: 33.6% between 2002 and 2006 and 21.4% between 2006 and 2009.

In terms of percentages, between 2009 and 2013 the geographic distribution of enrollments has remained relatively stable (table 3a). Table 3b reports enrollments in 2006, 2009, and 2013 in each of the fifty states and the District of Columbia. Eight states (Delaware, Hawai‘i, Maryland, Missouri, New Hampshire, New Mexico, Rhode Island, and Wisconsin) and the District of Columbia recorded increases in enrollments in 2013; six of these states and the District of Columbia had also reported gains in 2009. Some gains in 2013 were substantial: 12.4% in Delaware, 33.5% in the District of Columbia, 9.1% in Maryland, and 9.9% in Missouri. Hawai‘i, Rhode Island, and Wisconsin each gained less than 3.5%. Of the forty-two states posting enrollment losses in 2013, thirty-one had shown gains in 2009, and eleven had also shown losses in 2009. Of the thirty-one states showing gains in 2009 and losses in 2013, twelve had increased enrollments by more than 10% in 2009. Nineteen of the forty-two states posting losses in 2013 showed losses of over 10%.⁶

Trends in Language Enrollments

In table 4, the total number of enrollments in modern language courses can be seen in relation to the total number of students registered in United States postsecondary institutions. Students taking language courses, particularly majors, may enroll in more than one language class per semester and therefore be counted more than once in our survey. Thus numbers of students attending institutions of higher education and enrollments in language courses are not equivalent groupings. Nonetheless, the ratio of language course enrollments to total students registered in postsecondary institutions is a figure that over time can serve as an important indicator of student involvement in the study of languages.

The total enrollments in United States colleges in table 4 were purged in the current survey of for-profit enrollments and enrollments in institutions granting a degree of less than two years, since the MLA enrollment survey does not include those institutions. This change resulted in slightly higher ratios for modern language enrollments per 100 college enrollments than previously reported. The 2013 ratio stands at 8.1, a decline from 8.7 in 2009 and a continuation of the decline from the 9.1 ratio in 2006 (see also fig. 5). The 2013 ratio is half of what it was in 1960. Stated differently, while total postsecondary enrollments since 1960 have shown a growth index of 495.7, modern language enrollments in the same period have a growth index of 248.5.

Table 5 presents the number of language course enrollments in fourteen leading languages over the fifty-three-year span between 1960 and 2013. If one looks at the

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013*

starting point of 1960 and the end point of 2013, the table shows a drop in enrollments for several traditionally studied European languages: a moderate decline in French, a more serious decline in Russian, and a severe drop in German. In contrast, Italian enrollments grew vigorously between the start and end points, and Spanish is now in a class of its own (notwithstanding the decline between 2009 and 2013 that both Italian and Spanish experienced). Portuguese and Korean did very well when one compares 1960 enrollments with those in 2013, and they stand out in this survey because they are two of only a handful of languages that gained enrollments between 2009 and 2013. But Arabic, Chinese, and Japanese, whose enrollments were roughly comparable with those in Korean and Portuguese in 1960, had considerably higher enrollments by 2013 (to 32,286 for Arabic, 61,055 for Chinese, and 66,740 for Japanese, in contrast to 12,229 for Korean and 12,415 for Portuguese). American Sign Language has had the most remarkable trajectory of the most commonly taught languages. It was not even reported in 1960—or even as late as the 1986 survey—and it is now the third most commonly taught language in United States colleges and universities.

Table 6 compares enrollments in fourteen languages as percentages of total language enrollments and reveals relatively little change in the percentage share since 2009, with the exception of American Sign Language and Spanish. The percentage for American Sign Language increased by 1.5 percentage points, from 5.5% to 7.0% of all language enrollments. The percentage for Spanish declined by 0.8 percentage points to 50.6%, a continuation of a slow decrease over more than a decade (**fig. 3a**, **fig. 3b**, and **fig. 3c** illustrate these trends).

Distribution of Enrollments by Institutional or Program Type

Tables 2a–2c explore distribution patterns in language enrollments in the top fifteen languages at each level of postsecondary instruction: in two-year colleges, in four-year undergraduate programs, and in graduate programs; table 2d looks at the levels in aggregate. Over two-thirds of the top fifteen languages at the two- and four-year levels and almost two-thirds at the graduate level report declines between 2009 and 2013. **Table 2e** presents the distribution of language enrollments from 1959 to 2013 between those in two-year colleges and those in four-year undergraduate programs and graduate programs. The trend described in this table shows growth in the share of enrollments at the two-year level over four decades, with a modest decrease in that share beginning in 2006 and continuing in 2013.

Language enrollments in the top fifteen languages in two-year colleges have fallen in 2013 in all but Hawai‘ian and Korean (**table 2a**). Hawai‘ian is among the top fifteen languages only in two-year institutions, first appearing in this category in 1974. Undergraduate enrollments in four-year institutions have fallen in eleven of fifteen languages between 2009 and 2013; in that same time period, undergraduate enrollments in BA-granting programs have risen modestly in Chinese (3.6%), solidly in Portuguese (13.5%), and markedly in American Sign Language (42.3%) and Korean (45.3%) (**table 2b**). Enrollments have fallen in nine of the fifteen top languages reported at the graduate level between 2009 and 2013 (**table 2c**). Two

**Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013**

of the languages showing growth, New Testament Greek and Koine Greek, probably do so as a result of a trend in the past two surveys toward more finely grained periodization in reporting, which has separated these two languages from graduate enrollments once reported as Ancient Greek.

Among the top fifteen languages, only enrollments in Korean have risen at every institutional level between 2009 and 2013, and these increases are dramatic: 27.6% in two-year institutions, 45.3% in four-year institutions, and 86.6 % (from 352 to 657) in graduate programs. Enrollments in American Sign Language and Chinese, continuing recent upward trends, have increased at the four-year undergraduate level and at the graduate level, although they have fallen in two-year colleges. Portuguese enrollments also have increased at the four-year level, but Portuguese no longer appears among the top fifteen languages studied in graduate programs in 2013, edged out of a position that it held at least since 1960 by the more nuanced periodization of premodern Greek. Nevertheless, graduate-level enrollments in Portuguese have risen, and this increase is notable because it reverses a gradual downward trend begun in 1998, when graduate Portuguese enrollments dropped from 710 in 1995 to 488 in 1998; between 2009 and 2013, graduate Portuguese enrollments rose from 434 to 514.

Spanish enrollments at every institutional level have fallen for the first time in the history of the survey. This is most noticeable at the graduate level, where Spanish enrollments have fallen by 20.5%, from a record high of 11,468 in 2009 to 9,122 in 2013. The drop in graduate enrollments in Spanish is corroborated by a decreasing number of PhDs granted in Spanish, which in 2012, the most recent year for which data are available, was 11.6% lower than the lowest point at which it had been in the previous decade (*Doctorate Recipients*, table 13). Whereas Spanish graduate enrollments have fluctuated over the past two decades, undergraduate enrollments in Spanish have risen steadily since 1974, showing their first decrease, from 615,326 in 2009 to 580,480 (5.7%), in the 2013 survey. Two-year college Spanish enrollments, rising steadily between 1983 and 2009, have dropped 14.1% in 2013, from 234,214 in 2009 to 201,154.

Arabic enrollments in 2013 have also reversed upward trends at the undergraduate level: down by 16.4 % in two-year institutions and by 5.2% in four-year programs. Italian enrollments have reversed rising trends at the undergraduate level as well, falling by 18.5% in two-year colleges and by 9.7% in four-year programs.

Enrollments in Vietnamese and Farsi/Persian, each among the top fifteen languages at two-year institutions only, also have reversed upward trends, dropping, respectively, by 26.3% and 17.0%. Modern Hebrew, among the top fifteen languages only at four-year undergraduate institutions, continues a negative trend first marked in the 2009 survey, dropping by 18.4% after having shown growth in 2002 and 2006. Enrollments in Biblical Hebrew, among the top fifteen languages in four-year undergraduate institutions and graduate programs, reached historic peaks in the last decade, in 2002 in four-year undergraduate programs and in 2006 in graduate programs, but fell in 2013, by 7.4% in four-year colleges and by 10.9% in graduate programs. Of the enrollments in Biblical Hebrew in four-year colleges recorded in 2013, 14.9% are reported by yeshivas or rabbinical academies and may not reflect education organized by standard college semesters and three-to-five-credit courses; these institutions represent 3.7% of postsecondary institutions reporting premodern Hebrew enrollments.

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013*

French, German, and Russian undergraduate enrollments fell precipitously in 1995 and have yet to recover. In 2009, there were small increases in undergraduate enrollments in all three languages, but these gains have been lost in 2013. French enrollments fell by 10.2% in two-year colleges and by 7.3% in four-year undergraduate programs; German enrollments fell by 19.6% in two-year colleges and by 7.4% in four-year undergraduate programs; Russian enrollments dropped by 25.2% in two-year colleges and by 17.6% in four-year undergraduate programs. Graduate enrollments in French and Russian have been trending downward since 1990. Between 2009 and 2013, French graduate enrollments continued this trend, falling by 24.7%, and German graduate enrollments fell by 24.6%. Russian graduate enrollments remained relatively stable, growing by 0.8% since 2009.

Japanese-language enrollments rose dramatically in two- and four-year institutions from 1998 to 2009. Enrollments in Japanese at the four-year undergraduate level rose from 32,628 in 1998 to 53,796 in 2009. Graduate enrollments in Japanese rose swiftly over the fifteen years from 1980 to 1995, peaking at 1,406, though they have fallen steadily ever since, despite the growth in enrollments at two-year and four-year undergraduate levels. The 2013 enrollment survey marks reversals in trends at undergraduate institutional levels: enrollments dropped by 18.6% in two-year colleges and by 4.0% in four-year undergraduate programs. At the graduate level, enrollments in Japanese fell by 15.5% to 560 in 2013.

Latin enrollments in recent decades have not risen as dramatically as have those in Japanese, particularly at the four-year undergraduate level, where they have fluctuated between about 23,000 and 30,000. Latin enrollments in two-year colleges and in graduate schools have also fluctuated between 1974 and 2013, rising in 2009 at both levels. The 2013 enrollment survey records significant drops in Latin enrollments at all three institutional levels: 35.3% in two-year colleges, 15.5% in four-year undergraduate institutions, and 10.5% at the graduate level. These decreases counter the gains recorded since 2002.

Enrollments in Ancient Greek are not included in the top fifteen languages in two-year colleges in 2013. In four-year undergraduate institutions and at the graduate level, enrollments in Ancient Greek fell severely, by 35.2% and 37.0%, respectively. The drop in Ancient Greek enrollments at the graduate level may not be quite as extreme as it first appears, resulting in part from the changes in periodization already noted; in 2013, significant numbers of graduate enrollments were reported as New Testament Greek and Koine Greek, categories of premodern Greek that were not reported before 2009. Nevertheless, the total number for Ancient Greek, Koine Greek, and New Testament Greek combined continues to describe a downward trend, though not quite as severe a drop as the 2013 numbers for Ancient Greek graduate enrollments indicate.

Ratio of Introductory to Advanced Undergraduate Enrollments

Beginning in 2006, the survey included questions that track the distinctions between enrollments in introductory and advanced courses. For the purpose of the survey we define introductory enrollments as those in first- and second-year courses and

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013*

advanced enrollments as those in third- and fourth-year courses. Enrollments in introductory classes include a variety of tracks. In some institutions, enrollments in introductory classes reflect the presence of a linguistic or cultural general education requirement. Advanced undergraduate language enrollments may lead to language minors and majors and may also reflect courses taken as a part of professional preparation, such as Spanish for the health professions, German for business, and so on. Although different languages require different time frames for attainment of competency levels, for most European languages enrollment in advanced classes should indicate the beginning of a functional level of competency. Languages such as Arabic, Chinese, Korean, and Russian require extended learning periods for most native speakers of English. Despite differences in time required, the time span between surveys makes it possible to monitor relative changes in competency levels for all languages and to note institutional responses to students' changing interests in languages other than English.

One caveat should be noted in the 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 institutional research, registrars, and designated staff members in the appropriate dean's office will generally distinguish introductory from advanced enrollments on the basis of course numbers; while these numerical designations are usually regularized, they are not universally transparent as an indication of the level. Languages taught at beginning levels in linguistics or anthropology departments, for instance, may not be assigned the numbers traditionally reserved for introductory courses (e.g., Linguistics 101 will be reserved for an introduction to linguistics). When introductory courses in American Sign Language are offered outside language departments, they may carry a course number that is associated with an upper-level course. In multilanguage departments, languages offered occasionally also may not receive the standard 101-102 or 201-202 designation.

Table 7a, table 7b, and table 7c compare the introductory and advanced enrollments for the top fifteen languages in 2013, 2009, and 2006, respectively; these comparisons are visualized in figure 4. While many reporting institutions have noted decreased enrollments at the advanced level between 2009 and 2013, three modern languages continue to increase in their absolute number of enrollments at the advanced level: American Sign Language, Chinese, and Korean. In addition, Arabic and Portuguese maintained almost the same number of advanced enrollments between 2009 and 2013.⁷ In 2013, advanced classes make up 20% or more of all undergraduate enrollments in four languages: Chinese (21.9%), Portuguese (22.7%), Russian (25.5%), and Biblical Hebrew (57.0%). Biblical Hebrew also had the greatest proportionate number of enrollments at the advanced level in 2009. Six additional languages approach the 20% threshold of enrollments in advanced classes: German (17.4%), Japanese (17.4%), French (18.0%), Modern Hebrew (18.5%), Korean (18.9%), and Ancient Greek (19.6%). The aggregated LCTLs have nearly 15% enrollments above the introductory level. Italian (8.5%), American Sign Language (10.3%), Latin (12.4%), and Arabic (13.0%) have the lowest percentages of enrollments in advanced levels in 2013—not surprising in American Sign Language and Arabic, given the relative newness of programs in these two languages, whose solid

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013*

enrollments at the introductory level will likely foster the creation of additional courses at the advanced level in the years to come.

Comparison of advanced enrollments as a percentage of undergraduate enrollments moving from 2006 to 2009 to 2013 shows interesting trends. Of the modern languages, five have steadily increased the proportion of advanced enrollments over the eight-year period: American Sign Language, Arabic, Chinese, Modern Hebrew, and Japanese. In three, the ratio has decreased over this same period: French, German, and Italian. The proportion of advanced enrollments to all undergraduate enrollments in Korean and Portuguese grew between 2006 and 2009 but then decreased between 2009 and 2013, from 24.7% to 18.9% in Korean and from 25.3% to 22.7% in Portuguese. Given the marked growth of Korean and Portuguese enrollments in 2013, one would expect, as these areas develop, the relatively high proportion of advanced enrollments in these two languages to decrease in the next survey if the enrollments at the lower level continue to grow so noticeably. A similar pattern occurred in the LCTLs as a group. In contrast, advanced enrollments as a percentage of all undergraduate enrollments in Ancient Greek, Russian, and Spanish decreased between 2006 and 2009 and increased slightly between 2009 and 2013.

The differential in enrollments between introductory and advanced undergraduate courses varies from one language to another. The differential is most marked in Italian enrollments: the ratio of introductory to advanced courses was 9:1 in 2006, 10:1 in 2009, and 11:1 in 2013. Enrollments in American Sign Language show a trajectory headed in the opposite direction, from a ratio of introductory enrollments to advanced enrollments of 12:1 in 2006, to 11:1 in 2009, and up to 9:1 in 2013. Such a trend may suggest the development of courses that, in the appropriate institutional context, are able to sustain a viable major. In 2013, the differential in enrollments between introductory and advanced undergraduate courses in Arabic and Latin is 8:1. In 2013, for every five introductory enrollments in French, German, Japanese, and Spanish, there is one enrollment in an advanced course at the undergraduate level. In 2009, the ratio of introductory to advanced courses in Japanese and Spanish was also fixed at 5:1, whereas the ratio for French and German was 4:1, marking a downward trend in advanced course enrollments for those two languages in 2013. The differential in enrollments between introductory and advanced undergraduate courses in Chinese is steady over the past three surveys, consistently registering a ratio of 4:1 from 2006 to 2013.

Names of Languages

Variations in usage by reporting institutions introduce occasional incongruities in the names of languages appearing in the survey. Our rule with regard to language names has 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. 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

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013*

in the data. 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 have checked with reporting institutions and know that more than one of these languages is being taught in courses under the regional designation. 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 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.

But we do make exceptions when language name variants are not significant. Our specialists in Farsi and Persian made the case during this survey that we should combine the three categories Farsi, Persian, and Farsi/Persian into one. We were persuaded that in this case we should not maintain the separate categories.

In tables 10a–10d, we also combined some language names, but only for the purposes of these tables. Enrollments reported as Ojibwa, Ojibway, and Ojibwe, for example, are listed collectively as Ojibwa, Ojibway, or Ojibwe in table 10d. Combining allowed us, in these tables, to show how large the collective enrollments are. The enrollments for individual categories are reported separately in table 8.

Specialists in American Sign Language, Arabic, Biblical Hebrew, Chinese, Farsi and Persian, French, German, Greek and Latin, Italian, Japanese, Korean, Modern Hebrew, Native American languages, languages of the Philippines, Portuguese, Russian and other Slavic languages, Scandinavian languages, Spanish, and Wolof 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.⁸

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 when speaking of languages at all program levels. The list of the top fifteen languages changes when we look at subsets, so that designation as an LCTL is specific to context (e.g., Hawai‘ian and Vietnamese are among the languages commonly taught in two-year colleges). Several LCTLs are language variants that in survey years of less finely grained reporting might have been included in larger categories, some among the commonly taught languages; thus, enrollments reported as Arabic are included among the top fifteen languages in table 1a, whereas the list of LCTLs in table 8 includes enrollments in variants not reported in 2006 or 2009: Egyptian Arabic, Gulf Arabic, Levantine Arabic, and Modern Standard Arabic. Total Arabic enrollments in 2013 would increase by 1,234 to 33,520 if all variants were included (table 1c).

A total of 248 LCTLs were offered in 2013, as shown in table 8, which includes enrollments reported in 2006 and 2009 (214 LCTLs were reported in 2009, 187 in 2006). Less commonly taught language offerings can be fragile and transitory:

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013*

63 LCTLs with enrollments in 2013 did not show enrollments in 2006 or 2009, whereas 56 LCTLs offered in either one or both of the two previous survey years were not offered in 2013. Of the 248 LCTLs reported in 2013, 104 were taught in only one reporting institution; at many institutions, extremely low enrollments suggest that study was organized without classroom instruction. Language departments or centers may often arrange self-instructional language study through national organizations that provide resources and consultation.

At the same time, enrollments in several LCTLs recorded limited but solid continuing interest. [Table 9](#) gives an overview of enrollments in LCTLs by region of origin; tables 10a–10d show data on the LCTLs within each region, presenting enrollments every four to seven years since 1974. In Middle Eastern or African LCTLs ([table 10a](#)), total enrollments in 2013 reached over 1,000 in only four languages and over 100 in only four more. Farsi/Persian, the most enrolled language in this category, at 2,696 in 2013, has shown consistent growth since 1995, more than doubling between 1995 and 2002 and almost doubling again between 2002 and 2006. Of the top fifteen European LCTLs ([table 10b](#)), only two had enrollments over 1,000 in 2013; enrollments in the other thirteen languages ranged between 123 and 871. Modern Greek has fluctuated between 533 in 1974 and 1,982 in 2009, declining in 2013 to 1,157. Asian and Pacific LCTLs ([table 10c](#)) included three with over 1,000 enrollments in 2013; the other twelve ranged from 177 to 913. The category that includes Hindi, Hindi-Urdu, and Urdu, the most enrolled in this group since 2006, registered consistent growth between 1980 and 2009 but fell 14.4%, from 3,134 in 2009 to 2,682 in 2013. Among the top fifteen indigenous American languages ([table 10d](#)), only Hawai‘ian has ever registered more than 1,000 enrollments; enrollments in the other fourteen languages ranged from 50 to 854 in 2013. Hawai‘ian has grown from 441 enrollments in 1986 to 2,419 in 2013.

As with Arabic, departmental or institutional designations and political considerations have also affected enrollment counts in some languages from the Balkan countries. Between 2009 and 2013, enrollments reported in Bosnian dropped from 55 to 0, Croatian enrollments fell from 44 to 1, Serbian enrollments fell from 90 to 0, and enrollments reported as Serbo-Croatian dropped from 159 to 61. In the same period, however, enrollments reported as Bosnian/Croatian/Serbian (BCS) rose from 24 to 149, and enrollments reported as Serbian/Croatian rose from 12 to 47. These counts are probably best understood together, representing a 32.8% drop in 2013 (from 384 to 258) in enrollments in languages from the region.

Of the 248 LCTLs reporting enrollments in 2013, 59 were offered in two-year institutions, 212 were offered in four-year undergraduate programs, and 116 were reported at the graduate level. Enrollments have fallen in the LCTLs as a group by 1,052 (2.6%) between 2009 and 2013, but this change is not uniform across languages and institutional types. While two-year and undergraduate four-year enrollments in the LCTLs have fallen by, respectively, 955 (14.0%) and 1,894 (6.0%), graduate enrollments in the LCTLs have risen by 1,797, or 66.4%. The increase in graduate enrollments in LCTLs is largely a function of the way that institutions report premodern Greek rather than increased interest in other less commonly taught languages at the graduate level.

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013*

It is important to repeat that enrollments represent course enrollments and not students; thus, for instance, 20 graduate enrollments in Czech might represent only 10 graduate students. Loss of even a few graduate enrollments may signal a threat to the capacity 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 years between MLA enrollment surveys.

Notes on Methodology

Using the MLA database, augmented by the online 2013 Higher Education Directory, the Carnegie Classification list, and the National Center for Education Statistics data, we contacted 2,696 institutions of postsecondary education teaching languages in the United States. These included accredited two-year and four-year institutions, universities, and a number of accredited seminaries. The total number of institutions in the survey has declined since 2009, in part because of the consolidation of administrative offices. More and more often, colleges and universities with branch campuses provide comprehensive figures for all their campuses. In the past, branch campuses often reported separately.

To collect the enrollment data, we started by contacting directors of institutional research or registrars. If they did not respond, we approached deans, provosts, or presidents of institutions. If we were unsuccessful in getting enrollment numbers through them, we contacted chairs of departments. If all else failed, we took enrollments from official institutional Web sites. We asked informants to provide enrollments in credit-bearing language courses other than English and gave them the option to respond on our Web site or by e-mail, mail, fax, or telephone. Between mid-October 2013 and mid-January 2014, we sent four rounds of survey requests (two by postal mail and two by e-mail), and we started follow-up telephone calls in early February 2014, when we had 1,500 nonrespondents remaining out of the 2,696 institutions contacted. The data collection process was closed at the beginning of September 2014.

As the collection period neared completion, we invited specialists in twenty-one languages and language groups to review the data, with an eye to identifying possibly anomalous numbers or missing programs or institutions. In July and August 2014, following the advice of these consultants, we contacted omitted programs and recontacted institutions to verify data when necessary.

While we were conducting the 2013 survey, a number of institutions noted inaccuracies in their 2009 data (and, to a lesser extent, in their earlier data). We made these corrections, as well as other corrections in discrepancies that we found when we reviewed and analyzed the MLA Language Enrollments Database (http://www.mla.org/flsurvey_search). As a result, all tables and figures have been redone with the revised numbers, and the 2013 report should be considered the definitive one, superseding all previous reports. In the context of over 22 million enrollments in all the surveys from 1958 to 2013, the revisions were small, and the overall picture is not altered greatly.

This year, in consultation with our specialists in American Sign Language, we reconsidered the way that we count enrollments in ASL. Previously, we counted courses explicitly in language (e.g., ASL 101), courses in subject matter drawn from the culture

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013*

lived in the language (e.g., poetry in ASL), and courses about using the language in specific contexts (e.g., ASL for medical professionals), but we did not count fully bilingual education (e.g., French history taught in ASL, with readings in English or French). We came to the decision that instead we should count all courses taught in ASL since we explicitly had asked institutions to report “all courses in which teaching or reading is primarily in a language other than English,” on the premise that students are increasing their knowledge of the language in which the course is taught regardless of the subject matter. Part of the 2013 increase in American Sign Language is attributable to the change in the way that we are now counting enrollments.⁹ (In general, in the 2013 survey, we counted enrollments in programs for native speakers when the courses, whatever the subject matter, were taught in a language other than English.)

It has been the policy of the MLA to exclude for-profit institutions from the survey, but over the years some have been inadvertently included. Before the start of the 2013 survey, we removed all for-profit institutions, of which there were 30. Their exclusion had a small effect on the total enrollments for 2013 (in 2009, they reported a combined 1,052 enrollments, 0.06% of the total 1,673,543 enrollments). Enrollments of for-profit institutions remain in the historical enrollments database, since the database includes all institutions reporting at the time of each survey.

We are aware that undercounting of enrollments occurs in certain circumstances. Yeshiva students necessarily study both Biblical Hebrew and Aramaic, but many yeshivas do not report enrollments in Aramaic. American Sign Language courses are often taught in departments other than traditional language departments, such as programs in special education, communication sciences, speech language pathology, and social work. Registrars and directors of institutional research may not consider the data of such programs for enrollments in language when they are answering our enrollment survey.

The emergence of previously unreported premodern Greek categories (e.g., Koine Greek, Old Testament Greek) starting in 2009 complicates the reporting of enrollments in Ancient Greek, since these new premodern categories are not included with Ancient Greek in tables 1a and 1b. A similar situation exists with regard to all reported categories of Arabic and Hebrew. To provide an alternative view, we created table 1c, which shows Greek enrollments that include premodern Greek categories, Hebrew enrollments that include all Hebrew categories, and Arabic enrollments that include premodern and regional Arabic variants (e.g., Iraqi Arabic, Levantine Arabic, Qur’anic Arabic). Enrollments in all three categories still show a decline between 2009 and 2013, but the decline is not as great as it is in the single categories.

In 2006 we began to collect enrollments separately for lower-level and upper-level courses. We defined the introductory level as first- and second-year language classes and the advanced level as third- and fourth-year classes.¹⁰ Although this differentiation by year is simple and disregards variations in requirements, curricular design, and language difficulty, it illuminates an important aspect of language study. Advanced enrollments include majors and indicate potential graduate students, as well as individuals who have the capacity to use their language knowledge professionally.

With the 2013 survey, we eliminated a few tables and figures and added others. Figure 1b, new to the report, highlights graduate enrollments over time; figure 2

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013*

now includes Latin and Ancient Greek enrollments (except for 1960, when Latin and Ancient Greek enrollments were not collected); and figure 4 has been revised to better show introductory and advanced enrollments. Table 1c has been added to provide an alternative view of enrollments in premodern Greek, Hebrew, and Arabic. Tables 2a and 2b have been considerably redesigned so that two-year enrollments, four-year enrollments, and enrollments in graduate courses are in separate tables and cover a larger span of time. Table 2e, a new table, shows the percentage of enrollments in two-year versus four-year institutions over time. Tables 5 and 7a–7c have been simplified, and tables 10a and 10b now go further back in time. Another new table, table 11, shows the number of institutions reporting enrollments for the survey years 2006, 2009, and 2013; tables 12a–12c, also new, show the number and percentage of institutions with enrollments in the top fifteen languages in selected years. Tables 13a–13d, new as well, show the percentage of programs, by language, that had declining, stable, or increasing enrollments. Finally, the last new table, table 14, shows the number of bachelor's degrees granted in the fifteen most commonly taught languages in selected years since 2005.¹¹

There have been changes over time 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 1963, the survey was called the Modern Foreign Language Survey but, of the classical languages, excluded only Latin and Ancient Greek. Latin and Ancient Greek were introduced in 1965. The 1965 survey was also the first to provide enrollments in LCTLs by language name and by institution, rather than in aggregate under the term “other languages” or in aggregate by language, not broken down by institution.

In Conclusion: Two Directions in the Data

The data collected in the 2013 language enrollment survey show trends that are polarized. On the one hand, there is an indisputable drop of 6.7% across total enrollments. On the other hand, in many sectors of the curriculum and in many institutions across the country, there have been remarkable gains in enrollments that counter the negative downturn. These two facts combined mean that those programs that suffered a decline in enrollments had to decline by more than 6.7% on average. For every program that had stable or increasing enrollments, there was another that had declining enrollments; among all programs and for all languages, 51.2% declined and 48.8% increased or were stable (table 13a).

The largest percentages of stability or growth in 2013 were in programs of advanced undergraduate study or graduate study (table 13c and table 13d; see table 13b for data on introductory undergraduate programs). There may be fewer students taking courses in languages other than English, but the ones who are enrolled are often going further than ever before and presumably are being put in a position to gain greater proficiency than ever before. Arabic enrollments fell 7.5% nationally, but 53.3% of all Arabic programs recorded either stable or increased enrollments, and 41.9% reported growth (table 13a); moreover, the number of completed bachelor's degrees in Arabic nearly doubled between 2009 and 2013 (table 14). French and

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013*

German enrollments fell nationally by, respectively, 8.1% and 9.3%, but just under 50% of all French and German programs reported either stability or gains. Likewise, despite the large decline in Russian enrollments in 2013 (17.9%), 16.6% of all Russian programs reported stability in 2013, and 32.1% reported growth. Although Chinese enrollments grew by a relatively small 2.0%, nearly half the programs experienced an increase in enrollments (table 13a). Looking more closely at the percentage of programs in Chinese with stable or increasing undergraduate enrollments, one sees that 58.9% were stable or showed an increase at the introductory level and 71.2% were stable or showed an increase at the advanced level (table 13b, table 13c).

Data from the Integrated Postsecondary Education Data System (IPEDS) database on completed degrees at four-year institutions corroborate this positive countertrend to the overall decrease in enrollments in languages other than English in 2013 (table 14). In Chinese, for example, despite the relatively modest growth in overall enrollments in 2013 (2.0%), the number of completed bachelor's degrees in Chinese rose between 2009 and 2013 from 384 to 510, a substantial increase of 32.8%, and the number of institutions reporting completed degrees in Chinese increased noticeably from 69 to 93 (34.8%). Between 2009 and 2013 the number of degree completions—an indicator of the number of majors in a given subject at an institution—also increased in American Sign Language, Arabic, Japanese, Korean, Portuguese, and Russian, as well as in Biblical Hebrew.¹² With the exception of Russian, we could classify these languages as non-European, noting that the dramatic increase in Portuguese is parallel to increased attention to Brazil (Milleret 141). French, German, Italian, and Spanish, along with Classical Greek, Latin, and Modern Hebrew, showed decreases in the number of completed degrees in 2013.

Graduate enrollments have grown in American Sign Language (216.3%), Chinese (9.7%), Korean (86.6%), Portuguese (18.4%), and Russian (0.8%);¹³ the number of bachelor's degrees in these languages also increased in 2013. Most of the other commonly taught languages showed double-digit declines in graduate enrollments: Arabic fell 20.1%, French 24.7%, German 24.6%, Biblical Hebrew 10.9%, Italian 14.6%, Japanese 15.5%, Latin 10.5%, and Spanish 20.5%.

Enrollment numbers are not the only measure of the health of the language field. Tables 12a–12c, which track the number of institutions reporting enrollments in 1990, 2002, and 2013, help illuminate the issue from another angle. The number of institutions reporting five of the top fifteen most commonly taught languages has fallen in the decades the tables describe. **Table 12a** shows, for example, that 20.8% fewer institutions reported enrollments in German in 2013 than did in 1990, a drop of 282 institutions, from 1,356 to 1,074. **Table 12c** shows that, whereas 56.5% of reporting institutions taught German in 1990, only 44.1% showed enrollments in German in 2013. Declines in overall enrollments for French, Ancient Greek, Biblical Hebrew, and Russian coincide with drops in the number of institutions reporting enrollments in those languages in 2013. One may conclude that some programs in these languages have been suspended or shuttered. At the same time, four languages that show rising enrollments in 2013—American Sign Language, Chinese, Korean, and Portuguese—all show an increased number of institutions reporting course enrollments in those languages. The number of institutions reporting enrollments in

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013*

Chinese, for example, has more than doubled, from 412 in 1990 to 866 in 2013, and the enrollments in Chinese have more than tripled, from 19,427 in 1990 to 61,055 in 2013 (fig. 3b). Likewise, while 17.2% of reporting institutions taught Chinese in 1990, 35.6% of reporting institutions showed enrollments in Chinese in 2013.

Changes in numbers of reporting institutions do not always correspond neatly with changes in enrollments and may differ by instructional levels. Portuguese enrollments have risen steadily between 1990 and 2013, from 6,118 to 12,415 (fig. 3c), but this growth is not reflected at all levels: whereas two-year institutions reporting enrollments in Portuguese have increased from 12 to 29 between 1990 and 2013 and four-year undergraduate programs reporting enrollments in Portuguese have increased in the same period from 129 to 207, the number of graduate programs reporting enrollments in Portuguese has barely changed, moving from 40 in 1990 to 42 in 2002 and to 41 in 2013 (table 12b). And although Arabic enrollments fell between 2009 and 2013, the number of institutions reporting Arabic programs rose in the same period, from 565 to 588 (table 11).

One can take away from the data in 2013 the following crucial detail: many programs, presumably those that are well run and have been provided with enough resources to survive, if not thrive, do succeed. Such programs need to be studied, for they are apparently remarkable models of effective foreign language teaching and learning, all the more so in a time of financial constraints, challenges to the profession, and general disregard for language study.

Notes

1. Any views, findings, conclusions, or recommendations expressed in this report do not necessarily represent those of the National Endowment for the Humanities.

2. This project began under the direction of Nelly Furman, director of programs at the MLA through December 2013.

3. The hard work of collecting enrollment data and following up with nonresponding institutions was done by our research assistants, Christine Astor and Judy Strassberg. We thank them for their persistence, diplomacy, and organizational skill. Judy Strassberg also contributed to the long process of cleaning and analyzing the data, as well as to the compilation of the tables and figures.

4. The Language Map also displays the locations of speakers of four language groups designated by the United States Census: African languages, Other Native North American languages (i.e., languages other than Navajo), Other Pacific Island languages, and Scandinavian languages. Visitors to the map can ask where languages in these groups are taught and see enrollments in specific languages (e.g., under African languages, enrollments in Wolof, Xhosa, or Yoruba).

5. According to the United States Census Bureau, "College enrollment declined by close to half a million (463,000) between 2012 and 2013, marking the second year in a row that a drop of this magnitude has occurred. The cumulative two-year drop of 930,000 was larger than any college enrollment drop before the recent recession" ("College Enrollment"). The National Center for Education Statistics (NCES) also reports a decline in postsecondary enrollments, but a somewhat smaller one (a drop of 299,268 between 2012 and 2013 and a drop of 709,472 between 2011 and 2013 [Knapp, Kelly-Reid, and Ginder, *Enrollment . . . Fall 2011*; Ginder and Kelly-Reid; Ginder, Kelly-Reid, and Mann]). For a useful description of the different ways in which the NCES and the United States Census define the corpus of their research, see Hurst and Hudson.

6. The state showing the greatest loss of enrollments by far in 2013 was Alaska, recording a drop of 35.6%; Alaska recorded a gain of 36.0%, or 957 enrollments, in 2009, which may suggest that 2009 Alaskan enrollments were inflated by an error in institutional reporting.

7. Aside from Latin, these five languages are the only ones of the top fifteen for which there has also been an increase in the number of reporting institutions in 2013: 84 more institutions reported enrollments in Chinese in 2013 than in 2009, 26 more reported enrollments in American Sign Language, 23 more in Arabic, 19 more in Korean, and 17 more in Portuguese (table 11). The increase in the number of institutions

**Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013**

that report enrollments in these five languages does not imply anything specific about introductory versus advanced enrollments, but it is further evidence that these languages continue to be of heightened interest.

8. We extend our thanks to our consultants for their detailed review of the data and for their expert advice: Fabian Alfie, Kirk Belnap, Malcolm Compitello, Frederick Greenspahn, Raychelle Harris, Louis Janus, Omar Ka, Richard LaFleur, Ruth Mabanglo, Ginger Marcus, Scott McGinnis, Pardis Minuchehr, Gilead Morahg, Fallou Ngom, Teresita Ramos, Benjamin Rifkin, A. LaVonne Brown Ruoff, Downing Thomas, Luiz Fernando Valente, Hye-Sook Wang, and Mary Wildner-Basset.

9. Possibly 10% of 2013 ASL enrollments can be attributed to this change. A significant increase in enrollments occurred at only three institutions: Gallaudet University; California State University, Northridge; and Howard College, TX. If those three institutions had reported stable enrollments for 2013 (i.e., the same enrollments as in 2009), then total ASL enrollments in 2013 would have been around 98,640 (a 7.1% increase), as opposed to what we reported, 109,577 (a 19.0% increase).

10. In 2006, the survey instrument asked for “number of enrollments in 1st and 2nd year courses,” “number of enrollments in all other undergraduate courses,” and “number of enrollments” in graduate courses. In 2009 and 2013, the survey instrument asked for “number of enrollments in 1st- and 2nd-year courses,” “number of enrollments in 3rd- and 4th-year courses,” and “number of enrollments in graduate courses.”

11. We thank David Laurence, director of research at the MLA, for doing the compilation and analysis of table 14 and for his generous advice on several issues related to the enrollment survey and report.

12. Biblical Hebrew grew by only one degree completion between 2009 and 2013.

13. Koine Greek also showed an increase in graduate enrollments in 2013, from 523 to 1,443, but this jump is probably explained by a drop of 1,716 graduate enrollments in Ancient Greek. The growth in American Sign Language is at least in part a result of the survey’s approach to including enrollments in courses not focused on language and culture but taught in a target language, as described in the section on methodology.

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**Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013**

“Table 170: Enrollment and Staff in, and Degrees Conferred by, Institutions of Higher Education and Noncollegiate Postsecondary Institutions: 1994–95 and Fall 1993 and 1995.” *Digest of Education Statistics, 1997*. National Center for Education Statistics. NCES, Dept. of Educ., May 1997. Web. 18 Nov. 2014. <<http://nces.ed.gov/programs/digest/d97/d97t170.asp>>.

“Table 171: Enrollment, Staff, and Degrees Conferred by Degree-Granting and Non-Degree-Granting Institutions: Fall 1998 and 1997 and 1997–98.” *Digest of Education Statistics, 2000*. National Center for Education Statistics. NCES, Dept. of Educ., Oct. 2000. Web. 18 Nov. 2014. <<http://nces.ed.gov/programs/digest/d00/dt171.asp>>.

“Table 221: Total Fall Enrollment in Degree-Granting Institutions, by Attendance Status, Sex of Student, and Control of Institution: Selected Years, 1947 through 2011.” *Digest of Education Statistics, 2012*. National Center for Education Statistics. NCES, Dept. of Educ., Sept. 2012. Web. 18 Nov. 2014. <http://nces.ed.gov/programs/digest/d12/tables/dt12_221.asp>.

Fig. A
Survey Universe

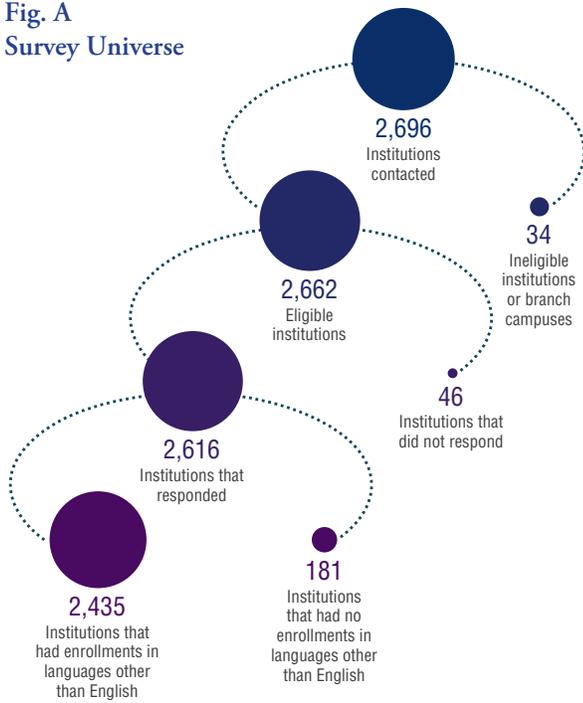


Fig. 1a
Language Enrollments, Excluding Latin and Ancient Greek



Fig. 1b
Graduate Language Enrollments, Excluding Latin and Ancient Greek

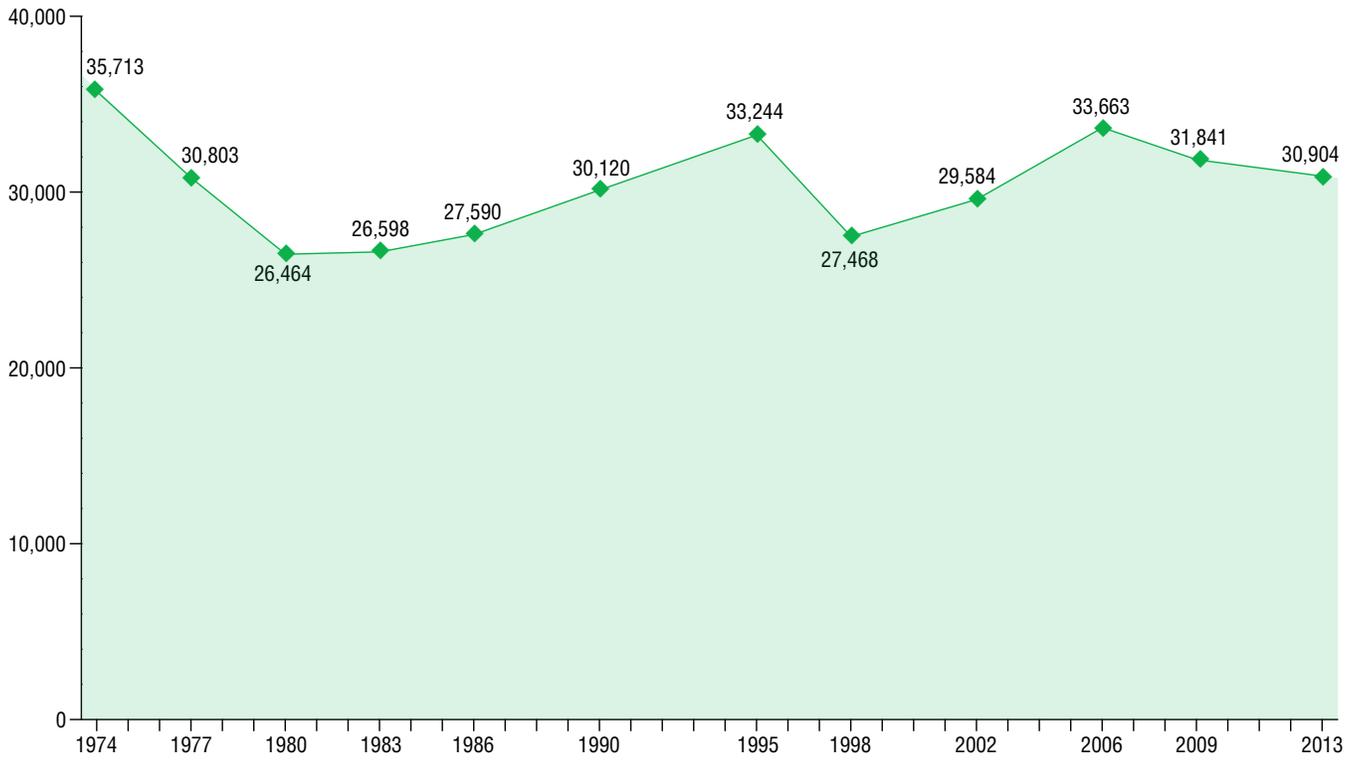
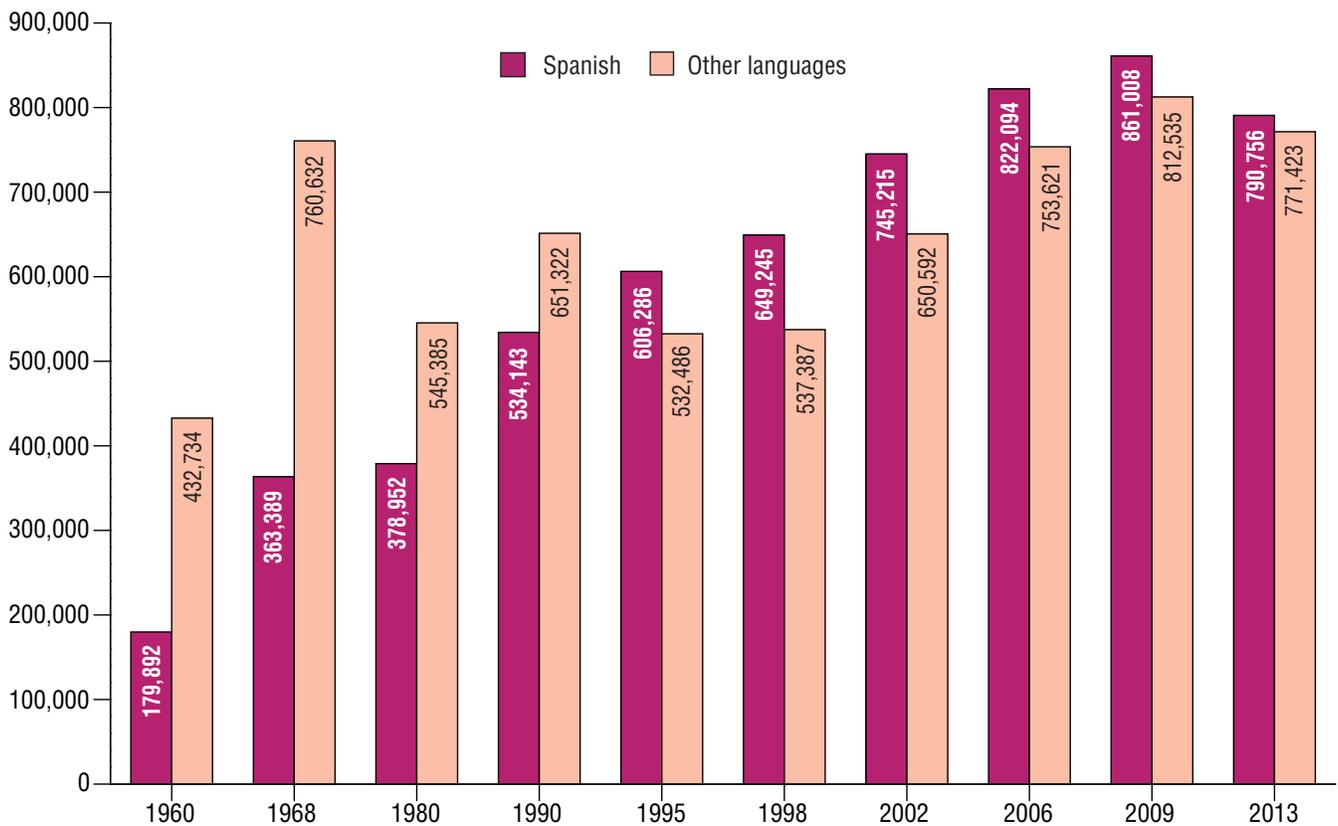
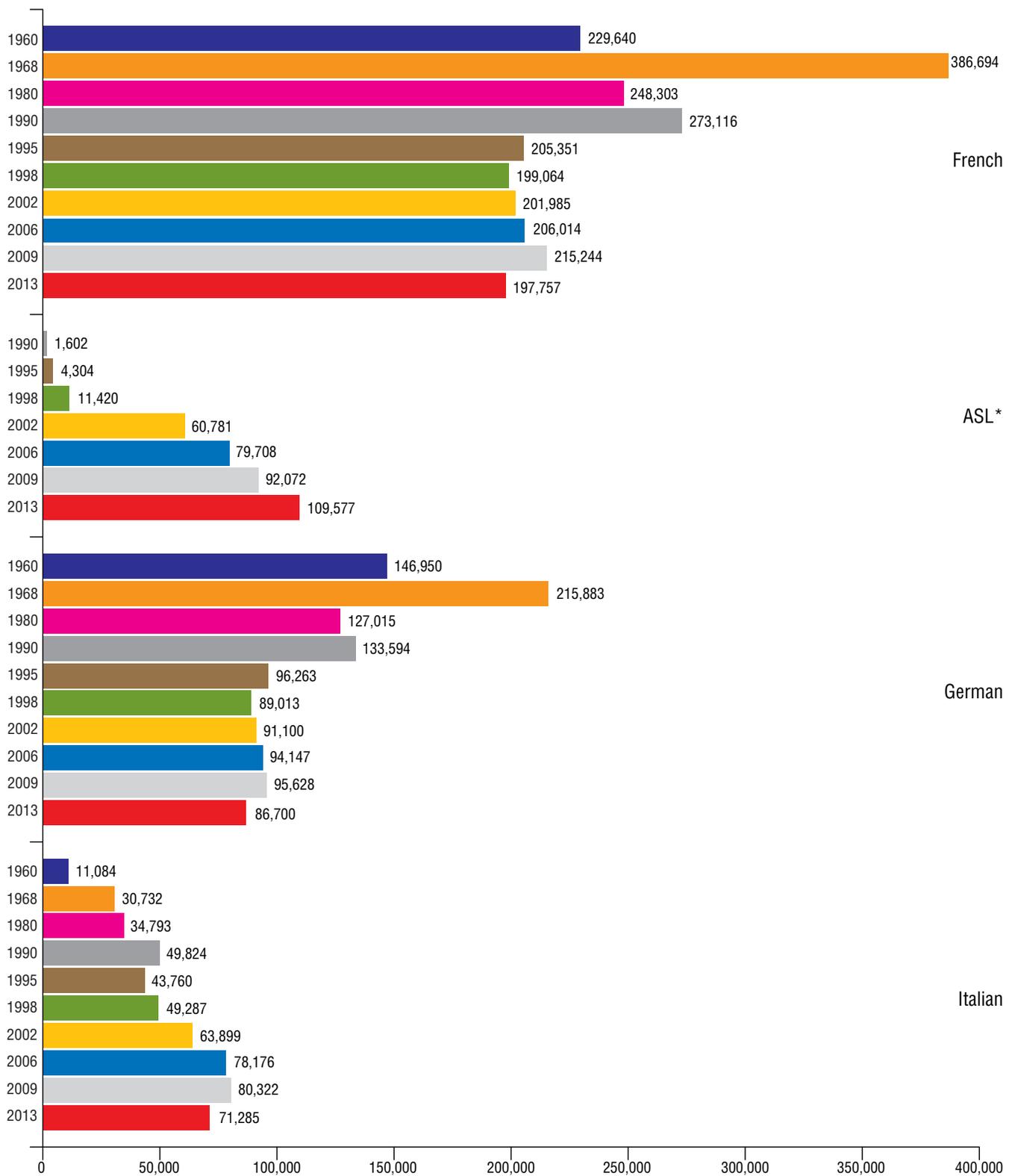


Fig. 2
Enrollments in Spanish Compared with Those of All Other Languages



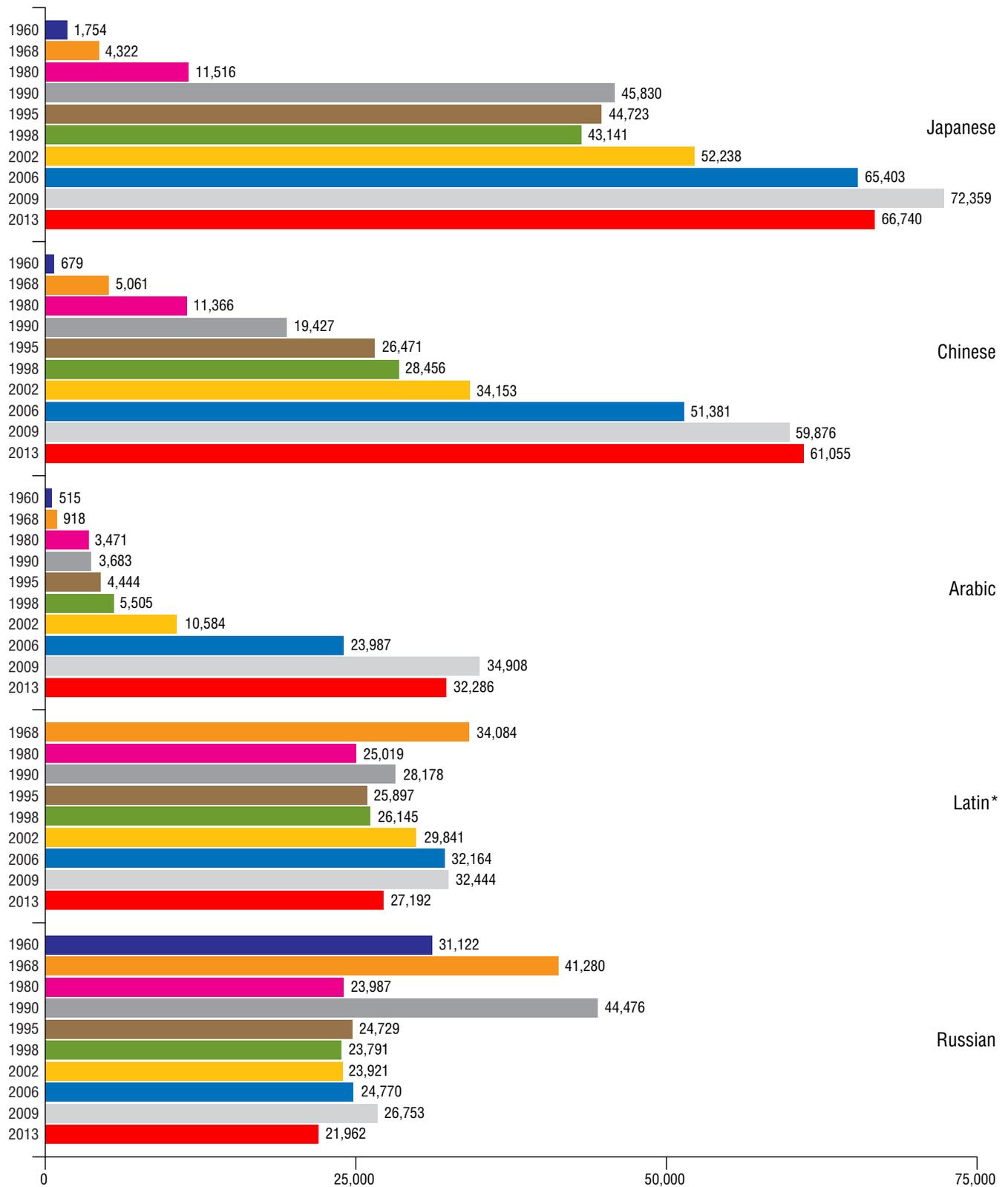
Latin and Ancient Greek were not included in the 1960 survey.

Fig. 3a
Enrollments in French, ASL, German, and Italian



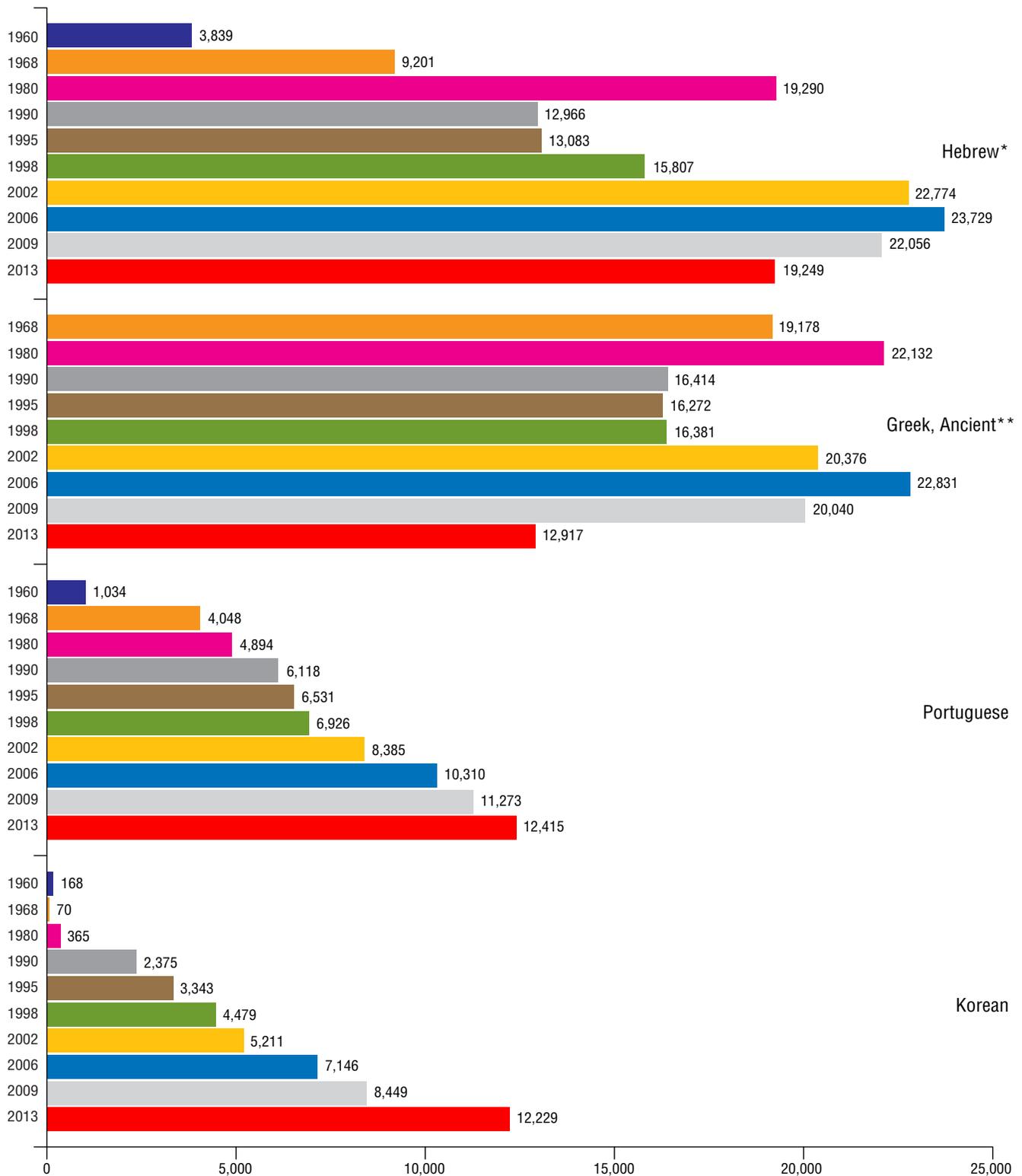
*Figures for ASL are not available before 1990.

Fig. 3b
Enrollments in Japanese, Chinese, Arabic, Latin, and Russian



*Figures for Latin are not available for 1960.

Fig. 3c
Enrollments in Hebrew, Ancient Greek, Portuguese, and Korean



*In this figure, Biblical and Modern Hebrew totals are combined under this category for surveys from 1990 to the present. Most earlier surveys reported under only one term, Hebrew. For 1960, 1968, and 1980, all enrollments reported under Hebrew, Biblical Hebrew, Modern Hebrew, and Biblical and Modern Hebrew are included.

**Figures for Ancient Greek are not available for 1960.

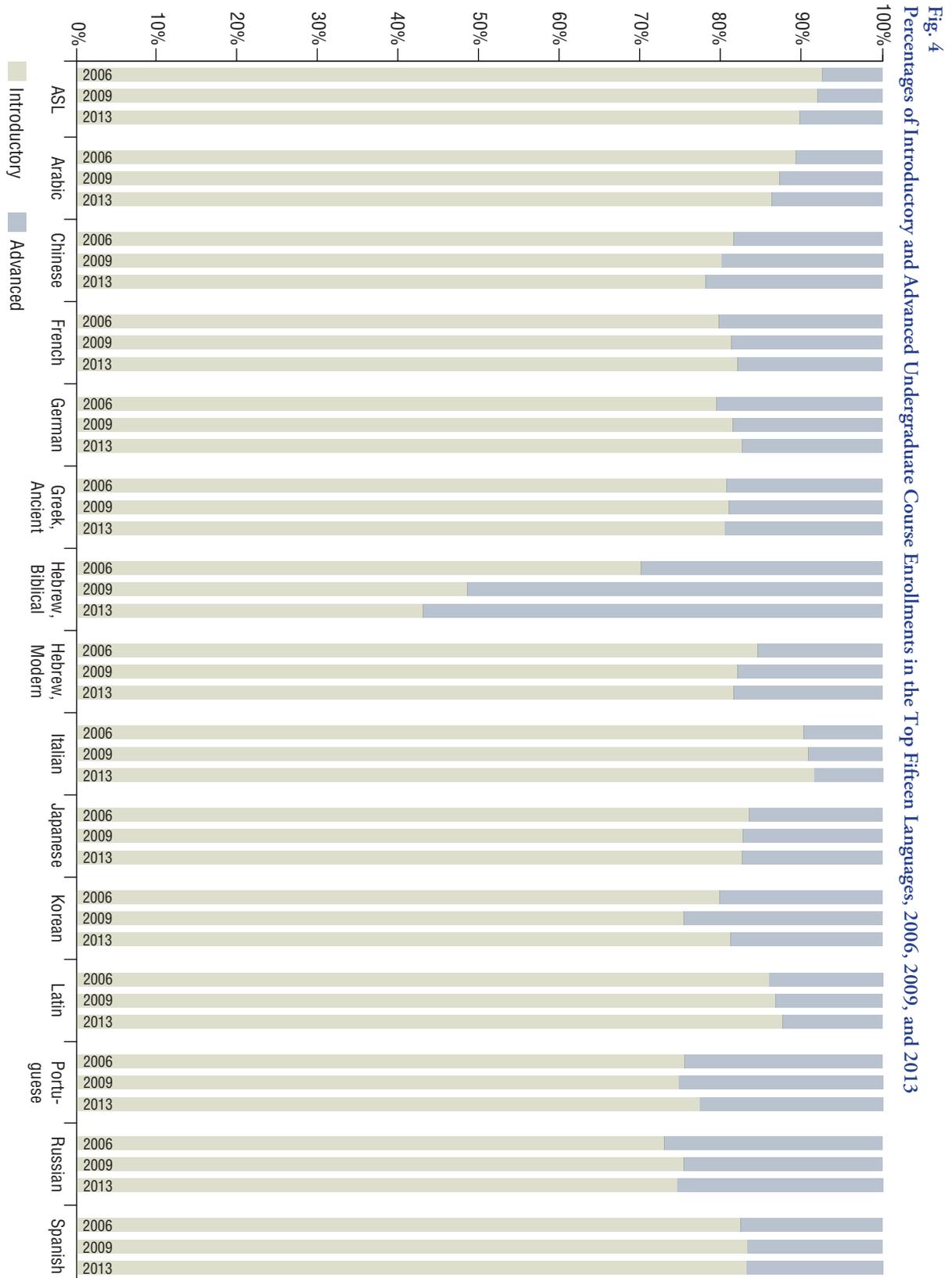


Fig. 5
Modern Language Course Enrollments per 100 Students Enrolled in Colleges and Universities

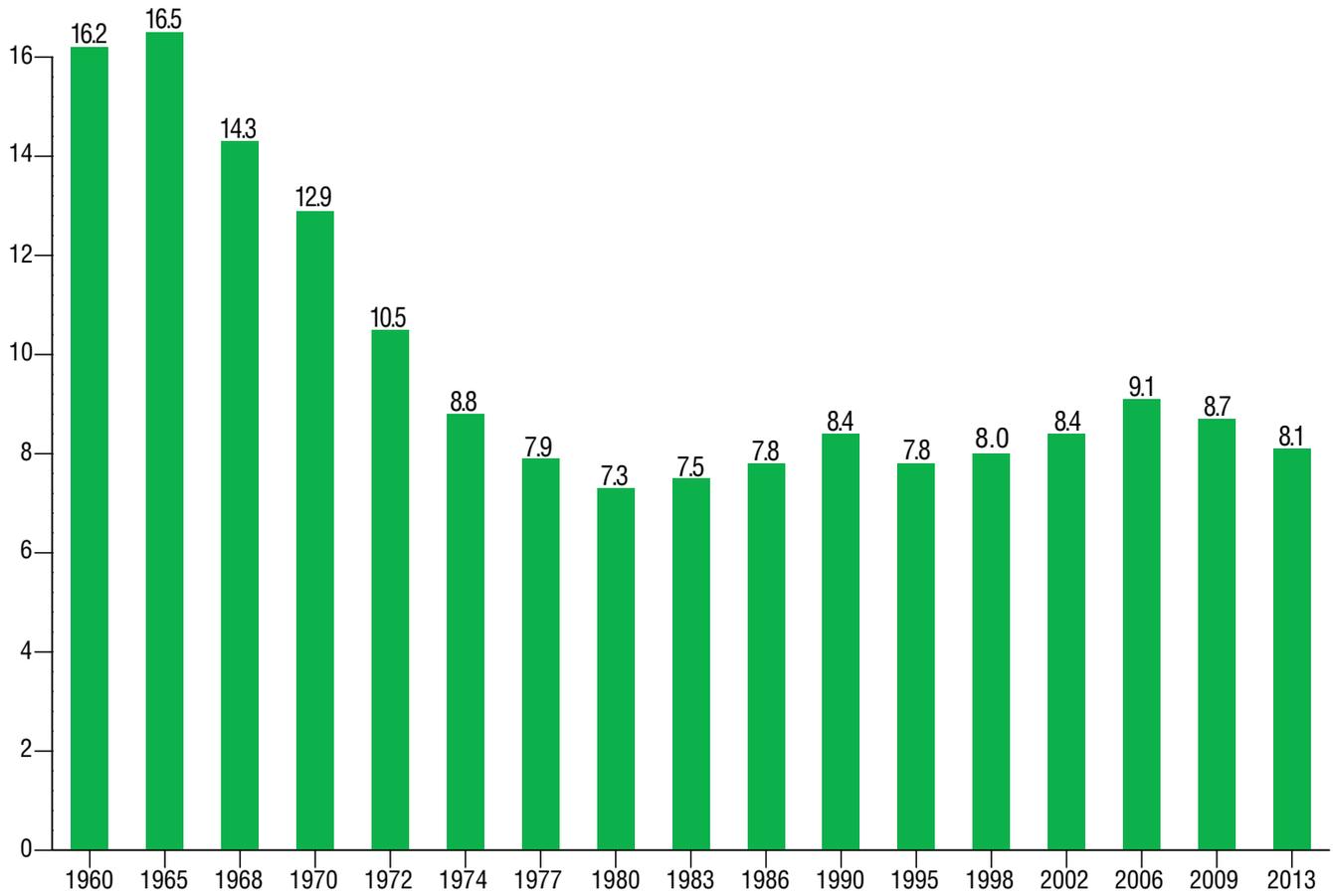


Table 1a
Language Enrollments and Percentage Change (Languages in Descending Order of 2013 Totals)

	2002	2006	% Change, 2002–06	2009	% Change, 2006–09	2013	% Change, 2009–13
Spanish	745,215	822,094	10.3	861,008	4.7	790,756	-8.2
French	201,985	206,014	2.0	215,244	4.5	197,757	-8.1
American Sign Language	60,781	79,708	31.1	92,072	15.5	109,577	19.0
German	91,100	94,147	3.3	95,628	1.6	86,700	-9.3
Italian	63,899	78,176	22.3	80,322	2.7	71,285	-11.3
Japanese	52,238	65,403	25.2	72,359	10.6	66,740	-7.8
Chinese	34,153	51,381	50.4	59,876	16.5	61,055	2.0
Arabic	10,584	23,987	126.6	34,908	45.5	32,286	-7.5
Latin	29,841	32,164	7.8	32,444	0.9	27,192	-16.2
Russian	23,921	24,770	3.5	26,753	8.0	21,962	-17.9
Greek, Ancient	20,376	22,831	12.0	20,040	-12.2	12,917	-35.5
Hebrew, Biblical	14,155	14,109	-0.3	13,749	-2.6	12,551	-8.7
Portuguese	8,385	10,310	23.0	11,273	9.3	12,415	10.1
Korean	5,211	7,146	37.1	8,449	18.2	12,229	44.7
Hebrew, Modern	8,619	9,620	11.6	8,307	-13.6	6,698	-19.4
Other languages	25,344	33,855	33.6	41,111	21.4	40,059	-2.6
Total	1,395,807	1,575,715	12.9	1,673,543	6.2	1,562,179	-6.7

Table 1b
Language Enrollments and Percentage Change (Languages in Alphabetical Order)

	2002	2006	% Change, 2002–06	2009	% Change, 2006–09	2013	% Change, 2009–13
American Sign Language	60,781	79,708	31.1	92,072	15.5	109,577	19.0
Arabic	10,584	23,987	126.6	34,908	45.5	32,286	-7.5
Chinese	34,153	51,381	50.4	59,876	16.5	61,055	2.0
French	201,985	206,014	2.0	215,244	4.5	197,757	-8.1
German	91,100	94,147	3.3	95,628	1.6	86,700	-9.3
Greek, Ancient	20,376	22,831	12.0	20,040	-12.2	12,917	-35.5
Hebrew, Biblical	14,155	14,109	-0.3	13,749	-2.6	12,551	-8.7
Hebrew, Modern	8,619	9,620	11.6	8,307	-13.6	6,698	-19.4
Italian	63,899	78,176	22.3	80,322	2.7	71,285	-11.3
Japanese	52,238	65,403	25.2	72,359	10.6	66,740	-7.8
Korean	5,211	7,146	37.1	8,449	18.2	12,229	44.7
Latin	29,841	32,164	7.8	32,444	0.9	27,192	-16.2
Portuguese	8,385	10,310	23.0	11,273	9.3	12,415	10.1
Russian	23,921	24,770	3.5	26,753	8.0	21,962	-17.9
Spanish	745,215	822,094	10.3	861,008	4.7	790,756	-8.2
Other languages	25,344	33,855	33.6	41,111	21.4	40,059	-2.6
Total	1,395,807	1,575,715	12.9	1,673,543	6.2	1,562,179	-6.7

Table 1c
Language Enrollments and Percentage Change for Arabic, Premodern Greek, and Hebrew, All Variants Combined

	2002	2006	% Change, 2002–06	2009	% Change, 2006–09	2013	% Change, 2009–13
Arabic*	10,584	24,010	126.9	35,228	46.7	33,520	–4.8
Greek, Premodern**	20,376	22,842	12.1	21,476	–6.0	17,014	–20.8
Hebrew***	14,183	14,147	–0.3	14,355	1.5	13,171	–8.2

*Includes enrollments reported under Arabic, Classical Arabic, Egyptian Arabic, Gulf Arabic, Iraqi Arabic, Levantine Arabic, Modern Standard Arabic, Qur'anic Arabic, and Sudanese Arabic.

**Includes enrollments reported under Ancient Greek, Biblical Greek, Koine Greek, New Testament Greek, and Old Testament Greek. Excludes enrollments reported under Greek because they may include Modern Greek.

***Includes enrollments reported under Hebrew, Biblical Hebrew, Biblical and Modern Hebrew, Classical Hebrew, and Rabbinic Hebrew.

Table 2a
Language Course Enrollments in Two-Year Colleges (Languages in Descending Order of 2013 Totals)

	1974	1977	1980	1983	1986	1990	1995	1998	2002	2006	2009	2013	% Change, 2009-13	% Change, 1974-2013
Spanish	87,155	93,803	94,631	88,676	88,936	133,376	160,843	166,930	212,867	223,922	234,214	201,154	-14.1	130.8
ASL*						1,140	3,394	6,960	37,888	44,592	51,830	50,871	-1.9	
French	34,361	35,616	37,174	40,518	39,557	44,133	29,900	28,833	32,960	31,364	34,931	31,363	-10.2	-8.7
Japanese	1,674	2,317	2,619	3,258	4,835	10,308	9,372	9,157	12,585	15,687	17,900	14,562	-18.6	769.9
Italian	5,279	5,601	5,706	6,423	6,194	8,350	6,450	7,110	10,962	12,824	13,440	10,951	-18.5	107.4
German	18,786	17,407	16,017	17,236	15,323	19,042	11,444	11,261	11,611	12,068	11,964	9,623	-19.6	-48.8
Chinese	1,140	1,353	1,698	1,591	2,105	3,506	4,415	4,690	6,185	8,452	9,188	8,473	-7.8	643.2
Arabic	112	279	194	381	354	423	196	1,158	1,848	4,411	6,185	5,168	-16.4	4,514.3
Russian	1,723	1,494	974	1,014	1,579	3,472	1,900	2,180	2,642	2,371	2,613	1,954	-25.2	13.4
Korean		22	42	60		141	169	624	1,055	1,244	1,079	1,377	27.6	
Vietnamese			50	42	56	169	489	385	1,185	1,203	1,465	1,079	-26.3	
Latin	461	363	517	448	482	909	814	797	998	936	1,401	906	-35.3	96.5
Portuguese	190	371	407	258	289	365	462	480	724	800	968	700	-27.7	268.4
Hawaiian	150	300	193	213	199	299	635	645	667	549	556	669	20.3	346.0
Farsi/Persian			2	43	17			233	328	629	652	541	-17.0	

This table lists the fifteen most commonly taught languages at two-year colleges as of fall 2013.

*Before 1990, figures for ASL are not available.

**Enrollments in
 Languages Other Than
 English in United States
 Institutions of Higher
 Education, Fall 2013**

Table 2b
Undergraduate Language Course Enrollments in Four-Year Colleges (Languages in Descending Order of 2013 Totals)

	1974	1977	1980	1983	1986	1990	1995	1998	2002	2006	2009	2013	% Change, 2009–13	% Change, 1974–2013
Spanish	265,179	274,375	276,900	290,215	314,861	391,972	434,507	473,269	522,398	587,212	615,326	580,480	-5.7	118.9
French	209,632	203,745	205,477	223,411	228,803	221,862	168,642	165,384	164,425	169,940	176,146	163,257	-7.3	-22.1
German	127,639	113,301	106,578	106,812	101,314	110,198	80,638	74,819	76,690	79,011	81,198	75,218	-7.4	-41.1
Italian	26,625	26,759	28,254	31,321	33,778	40,657	36,275	41,256	51,898	64,358	66,127	59,689	-9.7	124.2
ASL*						439	852	4,297	22,772	34,348	39,407	56,065	42.3	
Japanese	7,063	7,889	8,521	12,341	17,966	34,635	33,945	32,628	38,723	48,874	53,796	51,618	-4.0	630.8
Chinese	8,328	7,687	9,048	10,840	14,087	15,090	21,014	22,546	27,034	41,725	49,641	51,433	3.6	517.6
Arabic	1,614	2,446	2,862	2,555	2,680	2,874	3,807	3,902	8,205	18,633	27,946	26,497	-5.2	1,541.7
Latin	23,543	23,021	23,727	22,857	23,739	26,311	24,043	24,454	27,798	30,189	29,996	25,349	-15.5	7.7
Russian	29,018	25,084	21,776	27,732	30,904	39,291	21,405	20,647	20,509	21,645	23,536	19,399	-17.6	-33.1
Portuguese	4,512	4,211	4,192	3,875	4,441	5,421	5,359	5,958	7,174	9,033	9,871	11,201	13.5	148.2
Korean	67	135	322	568	845	2,188	2,943	3,546	4,045	5,665	7,018	10,195	45.3	15,116.4
Greek, Ancient	18,640	20,062	17,106	14,280	12,912	11,416	11,809	11,824	14,252	16,347	15,339	9,940	-35.2	-46.7
Hebrew, Biblical**						2,425	2,421	5,648	9,008	8,501	8,533	7,902	-7.4	
Hebrew, Modern**						6,128	6,401	6,120	7,683	8,442	7,498	6,121	-18.4	

This table lists the fifteen most commonly taught languages at four-year colleges as of fall 2013.

* Figures for ASL are not available before 1990.

**Before 1986, most surveys combined Biblical Hebrew and Modern Hebrew enrollments under Hebrew.

**Enrollments in
 Languages Other Than
 English in United States
 Institutions of Higher
 Education, Fall 2013**

Table 2c
Graduate Language Course Enrollments (Languages in Descending Order of 2013 Totals)

	1974	1977	1980	1983	1986	1990	1995	1998	2002	2006	2009	2013	% Change, 2009–13	% Change, 1974–2013
Spanish	9,577	8,994	7,421	7,322	7,579	8,795	10,936	9,046	9,950	10,960	11,468	9,122	-20.5	-4.8
Hebrew, Biblical*						3,250	2,915	3,336	5,111	5,566	5,214	4,647	-10.9	
French	9,142	6,883	5,652	6,056	6,772	7,121	6,809	4,847	4,600	4,710	4,167	3,137	-24.7	-65.7
Greek, Ancient	5,015	5,304	4,823	4,786	4,759	4,753	4,385	4,471	6,033	6,423	4,639	2,923	-37.0	-41.7
ASL**						23	58	163	121	768	835	2,641	216.3	
German	5,688	4,766	4,420	4,039	4,283	4,354	4,181	2,933	2,799	3,068	2,466	1,859	-24.6	-67.3
Greek, Koine											523	1,443	175.9	
Chinese	1,108	758	620	747	699	831	1,042	1,220	934	1,204	1,047	1,149	9.7	3.7
Latin	1,163	1,009	775	894	817	958	1,040	894	1,045	1,039	1,047	937	-10.5	-19.4
Korean	20	6	1	32	30	46	231	309	111	237	352	657	86.6	3,185.0
Italian	1,144	934	833	928	932	817	1,035	921	1,039	994	755	645	-14.6	-43.6
Arabic	308	353	415	505	383	386	441	445	531	943	777	621	-20.1	101.6
Russian	1,781	1,382	1,237	1,421	1,462	1,713	1,424	964	770	754	604	609	0.8	-65.8
Japanese	867	515	376	528	653	887	1,406	1,356	930	842	663	560	-15.5	-35.4
Greek, New Testament											95	538	466.3	

This table lists the fifteen most commonly taught languages at the graduate level as of fall 2013. For the first time since 1960, Portuguese does not appear on this table, despite the fact that Portuguese graduate enrollments have risen notably, from 434 in 2009 to 514 in 2013 (an increase of 18.4%).

*Before 1986, most surveys combined Biblical Hebrew and Modern Hebrew enrollments under Hebrew.

**Figures for ASL are not available before 1990.

**Enrollments in
 Languages Other Than
 English in United States
 Institutions of Higher
 Education, Fall 2013**

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013*

Table 2d
Total Language Course Enrollments by Level of Instruction

	Two-Year	Four-Year	Graduate	Total
1974	154,713	749,706	41,891	946,310
1977	163,464	733,766	37,116	934,346
1980	162,716	729,559	32,062	924,337
1983	163,165	769,886	32,278	965,329
1986	161,683	808,324	33,166	1,003,173
1990	227,625	922,009	35,831	1,185,465
1995	233,123	866,980	38,669	1,138,772
1998	243,096	910,703	32,833	1,186,632
2002	337,304	1,021,841	36,662	1,395,807
2006	364,857	1,169,733	41,125	1,575,715
2009	393,060	1,242,956	37,527	1,673,543
2013	343,367	1,184,048	34,764	1,562,179

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013*

Table 2e
Percentage of Language Course Enrollments by Level of Instruction

	Two-Year	Four-Year Undergraduate and Graduate
1959	8.3	91.7
1960	8.5	91.5
1963	9.1	90.9
1965	10.5	89.5
1968	11.6	88.4
1970	14.0	86.0
1972	15.1	84.9
1974	16.3	83.7
1977	17.5	82.5
1980	17.6	82.4
1983	16.9	83.1
1986	16.1	83.9
1990	19.2	80.8
1995	20.5	79.5
1998	20.5	79.5
2002	24.2	75.8
2006	23.2	76.8
2009	23.5	76.5
2013	22.0	78.0

Enrollments of institutions with no recorded level of instruction are not included.

***Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013***

**Table 3a
Geographic Distribution of Language Enrollments**

	2009		2013	
	Number	% of National	Number	% of National
Northeast	367,484	22.0	346,886	22.2
Midwest	360,152	21.5	329,412	21.1
South Atlantic	370,027	22.1	360,947	23.1
South Central	160,147	9.6	148,461	9.5
Rocky Mountain	121,569	7.3	109,589	7.0
Pacific Coast	294,164	17.6	266,884	17.1
National (total)	1,673,543	100.0	1,562,179	100.0

States included in each region:

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

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

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

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

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

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

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013*

Table 3b
Language Enrollments by State

	2006	2009	% Change, 2006–09	2013	% Change, 2009–13
Alabama	14,936	16,999	13.8	16,581	-2.5
Alaska	2,655	3,612	36.0	2,327	-35.6
Arizona	37,730	39,673	5.1	33,890	-14.6
Arkansas	11,347	11,499	1.3	11,475	-0.2
California	200,892	220,837	9.9	200,246	-9.3
Colorado	23,947	25,504	6.5	21,644	-15.1
Connecticut	18,099	19,009	5.0	17,950	-5.6
Delaware	5,401	5,949	10.1	6,688	12.4
District of Columbia	16,371	17,902	9.4	23,906	33.5
Florida	48,186	56,627	17.5	53,206	-6.0
Georgia	37,464	44,258	18.1	42,763	-3.4
Hawai'i	9,476	9,657	1.9	9,985	3.4
Idaho	7,826	7,161	-8.5	7,142	-0.3
Illinois	57,837	58,767	1.6	50,463	-14.1
Indiana	38,970	48,048	23.3	39,381	-18.0
Iowa	18,529	18,296	-1.3	15,795	-13.7
Kansas	12,766	12,453	-2.5	11,095	-10.9
Kentucky	20,426	21,333	4.4	20,530	-3.8
Louisiana	18,184	19,372	6.5	17,007	-12.2
Maine	5,035	4,660	-7.4	4,236	-9.1
Maryland	26,122	27,450	5.1	29,947	9.1
Massachusetts	51,095	50,689	-0.8	45,986	-9.3
Michigan	51,655	53,372	3.3	46,619	-12.7
Minnesota	29,554	33,134	12.1	28,912	-12.7
Mississippi	13,048	13,830	6.0	13,081	-5.4
Missouri	29,044	31,434	8.2	34,555	9.9
Montana	3,647	3,933	7.8	3,518	-10.6
Nebraska	8,349	8,727	4.5	7,770	-11.0
Nevada	9,725	10,754	10.6	9,455	-12.1
New Hampshire	6,900	5,847	-15.3	6,177	5.6
New Jersey	37,478	39,081	4.3	36,926	-5.5
New Mexico	13,247	11,133	-16.0	11,836	6.3
New York	133,838	144,870	8.2	142,755	-1.5
North Carolina	58,692	66,001	12.5	63,301	-4.1
North Dakota	3,145	2,998	-4.7	2,507	-16.4
Ohio	59,190	58,460	-1.2	57,794	-1.1
Oklahoma	17,447	16,789	-3.8	14,852	-11.5
Oregon	26,499	31,595	19.2	28,985	-8.3
Pennsylvania	82,790	82,269	-0.6	71,211	-13.4
Rhode Island	8,707	9,011	3.5	9,073	0.7
South Carolina	29,033	32,784	12.9	31,256	-4.7
South Dakota	3,208	3,331	3.8	2,791	-16.2
Tennessee	29,779	29,337	-1.5	26,736	-8.9
Texas	95,146	98,657	3.7	92,001	-6.7
Utah	19,532	20,314	4.0	19,214	-5.4
Vermont	5,520	6,099	10.5	5,884	-3.5
Virginia	46,569	47,905	2.9	45,012	-6.0
Washington	29,849	28,463	-4.6	25,341	-11.0
West Virginia	8,456	9,431	11.5	7,754	-17.8
Wisconsin	29,555	31,132	5.3	31,730	1.9
Wyoming	2,819	3,097	9.9	2,890	-6.7
Total	1,575,715	1,673,543	6.2	1,562,179	-6.7

**Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013**

Table 4
**Modern Language (ML) Course Enrollments Compared with Total Number of Students
Enrolled in Colleges and Universities**

	Total Number of Students*	Total Student Index of Growth (%)**	ML Enrollments***	ML Index of Growth (%)	ML Enrollments per 100 Students
1960	3,789,000	100.0	612,626	100.0	16.2
1965	5,920,864	156.3	977,118	159.5	16.5
1968	7,491,863	197.7	1,070,759	174.8	14.3
1970	8,562,554	226.0	1,108,274	180.9	12.9
1972	9,193,880	242.6	962,840	157.2	10.5
1974	10,189,463	268.9	896,860	146.4	8.8
1977	11,233,645	296.5	884,105	144.3	7.9
1980	11,985,181	316.3	877,186	143.2	7.3
1983	12,271,921	323.9	921,827	150.5	7.5
1986	12,286,372	324.3	960,329	156.8	7.8
1990	13,604,944	359.1	1,140,873	186.2	8.4
1995	14,020,610	370.0	1,096,603	179.0	7.8
1998	14,317,701	377.9	1,144,106	186.8	8.0
2002	16,091,183	424.7	1,345,590	219.6	8.4
2006	16,760,919	442.4	1,520,720	248.2	9.1
2009	18,647,150	492.1	1,621,059	264.6	8.7
2013	18,781,654	495.7	1,522,070	248.5	8.1

The total numbers of students were purged of those enrolled in for-profit institutions and those in institutions granting a degree of less than two years, since the MLA enrollment survey does not include those institutions.

*The figures in the first column are derived from data in publications of the United States Department of Education's National Center for Education Statistics. The total enrollment for 1960 is an estimate. Statistics for the other years are drawn from the following sources (complete information given in the works-cited list of this report): "Table 221" (1965–90); "Table 170" (1995); "Table 171" (1998); "Table 169" (2002); Knapp, Kelly-Reid, Ginder, and Miller (2006); Knapp, Kelly-Reid, and Ginder, *Enrollment . . . Fall 2009* (2009); and Ginder, Kelly-Reid, and Mann (2013).

**For index figures, 1960 = 100.0%.

***Includes all languages reported in the survey except Latin and Ancient Greek, which are excluded from this table because the 1960 survey covered modern languages only. To show comparable numbers over time, Latin and Ancient Greek were removed from all other enrollment numbers listed in this table.

Table 5
Enrollments in the Fourteen Leading Languages

	1960	1968	1980	1990	1995	1998	2002	2006	2009	2013	% Change, 1960–2013
Spanish	179,892	363,389	378,952	534,143	606,286	649,245	745,215	822,094	861,008	790,756	339.6
French	229,640	386,694	248,303	273,116	205,351	199,064	201,985	206,014	215,244	197,757	-13.9
ASL*				1,602	4,304	11,420	60,781	79,708	92,072	109,577	
German	146,950	215,883	127,015	133,594	96,263	89,013	91,100	94,147	95,628	86,700	-41.0
Italian	11,084	30,732	34,793	49,824	43,760	49,287	63,899	78,176	80,322	71,285	543.1
Japanese	1,754	4,322	11,516	45,830	44,723	43,141	52,238	65,403	72,359	66,740	3,705.0
Chinese	679	5,061	11,366	19,427	26,471	28,456	34,153	51,381	59,876	61,055	8,891.9
Arabic	515	918	3,471	3,683	4,444	5,505	10,584	23,987	34,908	32,286	6,169.1
Latin**		34,084	25,019	28,178	25,897	26,145	29,841	32,164	32,444	27,192	
Russian	31,122	41,280	23,987	44,476	24,729	23,791	23,921	24,770	26,753	21,962	-29.4
Hebrew***	3,839	9,201	19,290	12,966	13,083	15,807	22,774	23,729	22,056	19,249	401.4
Greek, Ancient**		19,178	22,132	16,414	16,272	16,381	20,376	22,831	20,040	12,917	
Portuguese	1,034	4,048	4,894	6,118	6,531	6,926	8,385	10,310	11,273	12,415	1,100.7
Korean	168	70	365	2,375	3,343	4,479	5,211	7,146	8,449	12,229	7,179.2
Total	606,677	1,114,860	911,103	1,171,746	1,121,457	1,168,660	1,370,463	1,541,860	1,632,432	1,522,120	150.9

*Figures for ASL are not available before 1990.

**Latin and Ancient Greek were not included in the 1960 survey.

***In this table, Biblical and Modern Hebrew are combined under this category for surveys from 1990 to the present. Most earlier surveys reported under only one term, Hebrew. For 1960, 1968, and 1980, all enrollments reported under Hebrew, Biblical Hebrew, Modern Hebrew, and Biblical and Modern Hebrew are included.

**Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013**

Table 6
Percentage of Total Language Course Enrollments for the Fourteen Most Commonly Taught Languages in 2013

	1968	1980	1990	1995	2002	2006	2009	2013
Spanish	32.3	41.0	45.1	53.2	53.4	52.2	51.4	50.6
French	34.4	26.9	23.0	18.0	14.5	13.1	12.9	12.7
American Sign Language			0.1	0.4	4.4	5.1	5.5	7.0
German	19.2	13.7	11.3	8.5	6.5	6.0	5.7	5.5
Italian	2.7	3.8	4.2	3.8	4.6	5.0	4.8	4.6
Japanese	0.4	1.2	3.9	3.9	3.7	4.2	4.3	4.3
Chinese	0.5	1.2	1.6	2.3	2.4	3.3	3.6	3.9
Arabic	0.1	0.4	0.3	0.4	0.8	1.5	2.1	2.1
Latin	3.0	2.7	2.4	2.3	2.1	2.0	1.9	1.7
Russian	3.7	2.6	3.8	2.2	1.7	1.6	1.6	1.4
Hebrew*	0.8	2.1	1.1	1.1	1.6	1.5	1.3	1.2
Greek, Ancient	1.7	2.4	1.4	1.4	1.5	1.4	1.2	0.8
Portuguese	0.4	0.5	0.5	0.6	0.6	0.7	0.7	0.8
Korean	0.01	0.04	0.2	0.3	0.4	0.5	0.5	0.8
Other languages	0.8	1.4	1.2	1.5	1.8	2.1	2.5	2.6
Total percentage	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total enrollments	1,124,021	924,337	1,185,465	1,138,772	1,395,807	1,575,715	1,673,543	1,562,179

*Since the 1990 survey, Biblical and Modern Hebrew totals are combined in this category; most earlier surveys reported under only one term, Hebrew. Hebrew enrollments for 1968 and 1980 include those reported under Hebrew, Biblical Hebrew, Modern Hebrew, and Biblical and Modern Hebrew.

Table 7a
Comparison of Introductory and Advanced Undergraduate Language Course Enrollments, 2013

	Introductory Enrollments	Advanced Enrollments	Ratio of Introductory to Advanced	All Undergraduate Enrollments	Advanced Enrollments as % of All Undergraduate Enrollments
American Sign Language	95,908	11,028	9:1	106,936	10.3
Arabic	27,563	4,102	7:1	31,665	13.0
Chinese	46,763	13,143	4:1	59,906	21.9
French	159,603	35,017	5:1	194,620	18.0
German	70,076	14,765	5:1	84,841	17.4
Greek, Ancient	8,033	1,961	4:1	9,994	19.6
Hebrew, Biblical	3,399	4,505	1:1	7,904	57.0
Hebrew, Modern	5,260	1,197	4:1	6,457	18.5
Italian	64,609	6,031	11:1	70,640	8.5
Japanese	54,646	11,534	5:1	66,180	17.4
Korean	9,388	2,184	4:1	11,572	18.9
Latin	23,009	3,246	7:1	26,255	12.4
Portuguese	9,200	2,701	3:1	11,901	22.7
Russian	15,909	5,444	3:1	21,353	25.5
Spanish	649,225	132,409	5:1	781,634	16.9
Other languages	30,337	5,220	6:1	35,557	14.7
Total	1,272,928	254,487	5:1	1,527,415	16.7

Numbers in the ratio column are rounded.

Table 7b
Comparison of Introductory and Advanced Undergraduate Language Course Enrollments, 2009

	Introductory Enrollments	Advanced Enrollments	Ratio of Introductory to Advanced	All Undergraduate Enrollments	Advanced Enrollments as % of All Undergraduate Enrollments
American Sign Language	83,846	7,391	11:1	91,237	8.1
Arabic	29,749	4,382	7:1	34,131	12.8
Chinese	47,148	11,681	4:1	58,829	19.9
French	171,416	39,661	4:1	211,077	18.8
German	75,875	17,287	4:1	93,162	18.6
Greek, Ancient	12,460	2,941	4:1	15,401	19.1
Hebrew, Biblical	4,141	4,394	1:1	8,535	51.5
Hebrew, Modern	6,524	1,429	5:1	7,953	18.0
Italian	72,252	7,315	10:1	79,567	9.2
Japanese	59,302	12,394	5:1	71,696	17.3
Korean	6,095	2,002	3:1	8,097	24.7
Latin	27,229	4,168	7:1	31,397	13.3
Portuguese	8,093	2,746	3:1	10,839	25.3
Russian	19,696	6,453	3:1	26,149	24.7
Spanish	706,412	143,128	5:1	849,540	16.8
Other languages	32,044	6,362	5:1	38,406	16.6
Total	1,362,282	273,734	5:1	1,636,016	16.7

Numbers in the ratio column are rounded.

Table 7c
Comparison of Introductory and Advanced Undergraduate Language Course Enrollments, 2006

	Introductory Enrollments	Advanced Enrollments	Ratio of Introductory to Advanced	All Undergraduate Enrollments	Advanced Enrollments as % of All Undergraduate Enrollments
American Sign Language	73,013	5,927	12:1	78,940	7.5
Arabic	20,561	2,483	8:1	23,044	10.8
Chinese	40,902	9,275	4:1	50,177	18.5
French	160,349	40,955	4:1	201,304	20.3
German	72,343	18,736	4:1	91,079	20.6
Greek, Ancient	13,222	3,186	4:1	16,408	19.4
Hebrew, Biblical	6,008	2,535	2:1	8,543	29.7
Hebrew, Modern	7,536	1,384	5:1	8,920	15.5
Italian	69,607	7,575	9:1	77,182	9.8
Japanese	53,839	10,722	5:1	64,561	16.6
Korean	5,516	1,393	4:1	6,909	20.2
Latin	26,735	4,390	6:1	31,125	14.1
Portuguese	7,416	2,417	3:1	9,833	24.6
Russian	17,515	6,501	3:1	24,016	27.1
Spanish	668,243	142,891	5:1	811,134	17.6
Other languages	27,203	4,212	7:1	31,415	13.4
Total	1,270,008	264,582	5:1	1,534,590	17.2

Numbers in the ratio column are rounded.

Table 8
Enrollments in 304 Less Commonly Taught Languages

		Two-Year Institutions	Four-Year Institutions	Graduate Programs	Totals
African languages	2006				0
	2009				0
	2013		4		4
Afrikaans	2006		25		25
	2009		4		4
	2013		3		3
Akan	2006		6	2	8
	2009		13		13
	2013		38	3	41
Akkadian	2006		36	60	96
	2009		47	81	128
	2013		38	71	109
Alaskan languages	2006				0
	2009		207		207
	2013				0
Albanian	2006				0
	2009			1	1
	2013				0
Amharic	2006		13	3	16
	2009		60		60
	2013		15	1	16
Anishinabe	2006	217	27		244
	2009	36			36
	2013	70			70
Apache	2006	21			21
	2009	47			47
	2013	25			25
Arabian, Old South	2006				0
	2009				0
	2013			4	4
Arabic, Classical	2006		1	3	4
	2009		235		235
	2013		84	14	98
Arabic, Egyptian	2006				0
	2009				0
	2013	45	113		158
Arabic, Gulf	2006				0
	2009				0
	2013		4		4
Arabic, Iraqi	2006				0
	2009	60	1		61
	2013	159			159
Arabic, Levantine	2006				0
	2009				0
	2013	200	38		238
Arabic, Modern Standard	2006				0
	2009				0
	2013	4	548	21	573
Arabic, Qur'anic	2006		9	10	19
	2009		20	1	21
	2013				0

(continued)

Table 8 (cont.)
Enrollments in 304 Less Commonly Taught Languages

		Two-Year Institutions	Four-Year Institutions	Graduate Programs	Totals
Arabic, Sudanese	2006				0
	2009			3	3
	2013		4		4
Aramaic	2006	26	1,812	718	2,556
	2009		229	333	562
	2013	28	701	368	1,097
Aramaic, Modern	2006				0
	2009		22		22
	2013				0
Aramaic, Old	2006				0
	2009				0
	2013			3	3
Aramaic, Targumic	2006			8	8
	2009			12	12
	2013			9	9
Arapahoe	2006	13	22		35
	2009	41	19		60
	2013	17	7		24
Arikara	2006				0
	2009	13			13
	2013		12		12
Armenian	2006	489	282	3	774
	2009	537	209	1	747
	2013	512	180	1	693
Armenian, Classical	2006				0
	2009			7	7
	2013		5		5
Armenian, Eastern	2006		91		91
	2009		84		84
	2013		96		96
Armenian, Modern	2006				0
	2009				0
	2013		17		17
Armenian, Western	2006		17		17
	2009		31		31
	2013		20		20
Ashanti-Twi	2006				0
	2009				0
	2013		22		22
Assiniboine	2006				0
	2009	23			23
	2013	43			43
Athabaskan languages	2006				0
	2009				0
	2013		12	4	16
Aymara	2006				0
	2009		1		1
	2013				0
Azerbaijani	2006				0
	2009		2		2
	2013				0

(continued)

Table 8 (cont.)
Enrollments in 304 Less Commonly Taught Languages

		Two-Year Institutions	Four-Year Institutions	Graduate Programs	Totals
Azeri	2006				0
	2009		3		3
	2013				0
Bamana	2006				0
	2009		26	2	28
	2013		11	3	14
Bambara	2006		41	5	46
	2009				0
	2013		21		21
Basque	2006		5		5
	2009		57	3	60
	2013		118	5	123
Bengali	2006		83	9	92
	2009	1	95	2	98
	2013		54	10	64
Blackfeet	2006	50	33		83
	2009	42			42
	2013	38	27		65
Bosnian	2006		8		8
	2009		52	3	55
	2013				0
Bosnian/Croatian/Serbian	2006		21	5	26
	2009		24		24
	2013		142	7	149
Bulgarian	2006		59		59
	2009		12		12
	2013		15		15
Burmese	2006		33	2	35
	2009		29		29
	2013		31	12	43
Cambodian	2006		29		29
	2009		27		27
	2013		47		47
Cantonese	2006	96	82		178
	2009	57	119	9	185
	2013	66	206	11	283
Catalan	2006		57	7	64
	2009		105	5	110
	2013		82	5	87
Cebuano	2006				0
	2009				0
	2013		9		9
Celtic languages	2006		20	18	38
	2009		49		49
	2013				0
Chamorro	2006		15		15
	2009		18		18
	2013		6		6
Cherokee	2006	23	283		306
	2009	27	321		348
	2013	16	417		433

(continued)

Table 8 (cont.)
Enrollments in 304 Less Commonly Taught Languages

		Two-Year Institutions	Four-Year Institutions	Graduate Programs	Totals
Cheyenne	2006		34		34
	2009		28		28
	2013		9		9
Cheyenne, Northern	2006	22			22
	2009	50			50
	2013	42			42
Chichewa	2006				0
	2009		3		3
	2013		1		1
Chinese, Classical	2006		96	12	108
	2009		179	26	205
	2013		148	37	185
Chinese, Premodern	2006				0
	2009				0
	2013		16		16
Chinook Wa Wa	2006				0
	2009				0
	2013	19	1		20
Chinyanja	2006				0
	2009		11		11
	2013				0
Chippewa/Cree	2006				0
	2009		12		12
	2013		7		7
Choctaw	2006	4	164		168
	2009	6	187		193
	2013	1	213		214
Coeur d'Alene	2006				0
	2009	4			4
	2013	7			7
Comanche	2006		16		16
	2009		12		12
	2013				0
Coptic	2006		8	20	28
	2009		4	15	19
	2013		13	10	23
Cree	2006		10		10
	2009	44	20		64
	2013	35	15		50
Creole, African	2006				0
	2009				0
	2013		12		12
Creole, Cape Verdean	2006	8	22		30
	2009	32	32		64
	2013	13	28		41
Creole, Haitian	2006		165	6	171
	2009		135		135
	2013		169	8	177
Creoloid languages	2006				0
	2009				0
	2013		13	6	19

(continued)

Table 8 (cont.)
Enrollments in 304 Less Commonly Taught Languages

		Two-Year Institutions	Four-Year Institutions	Graduate Programs	Totals
Croatian	2006		20	4	24
	2009		42	2	44
	2013		1		1
Crow	2006	79			79
	2009	94			94
	2013	81			81
Czech	2006		302	27	329
	2009		391	15	406
	2013		189	20	209
Dakota	2006				0
	2009	173	54		227
	2013	66	36		102
Dakota/Lakota	2006	40	576	9	625
	2009	19	24		43
	2013		59		59
Danish	2006		146	9	155
	2009		155		155
	2013		64		64
Dari	2006	100	4		104
	2009		17		17
	2013		4	3	7
Dinka	2006				0
	2009		3		3
	2013				0
Dutch	2006		423	22	445
	2009		506	10	516
	2013		334	13	347
East Asian languages	2006				0
	2009				0
	2013			1	1
Egyptian	2006		49	7	56
	2009		83	31	114
	2013		49	2	51
Egyptian, Ancient	2006				0
	2009				0
	2013		16	3	19
Egyptian, Late	2006				0
	2009				0
	2013		2	1	3
Egyptian, Middle	2006		30		30
	2009		15	1	16
	2013		35	10	45
Eskimo	2006				0
	2009				0
	2013		94		94
Esperanto	2006				0
	2009		7		7
	2013				0
Estonian	2006		9	3	12
	2009		2		2
	2013		3	1	4

(continued)

Table 8 (cont.)
Enrollments in 304 Less Commonly Taught Languages

		Two-Year Institutions	Four-Year Institutions	Graduate Programs	Totals
Ethiopic	2006		1		1
	2009				0
	2013				0
Evenki	2006			1	1
	2009				0
	2013				0
Far Eastern languages	2006				0
	2009				0
	2013		10		10
Farsi/Persian	2006	629	1,528	125	2,282
	2009	652	1,799	108	2,559
	2013	541	2,044	111	2,696
Fijian	2006				0
	2009				0
	2013		9		9
Filipino	2006				0
	2009	24	327		351
	2013	85	760		845
Finnish	2006	4	145	1	150
	2009	8	108		116
	2013	6	375	2	383
French, Cajun	2006				0
	2009				0
	2013		10		10
French, Old	2006				0
	2009				0
	2013			12	12
Fula	2006				0
	2009		3		3
	2013				0
Gaelic	2006		10		10
	2009		8		8
	2013		66		66
Gaelic, Scottish	2006		6	7	13
	2009		39		39
	2013		3		3
Galician	2006				0
	2009				0
	2013		8		8
Georgian	2006		8		8
	2009		14	1	15
	2013		1	6	7
German, Middle High	2006		1	8	9
	2009		45	20	65
	2013		13		13
German, Theological	2006			1	1
	2009			7	7
	2013			16	16
Gikuyu	2006		3		3
	2009				0
	2013		1		1

(continued)

Table 8 (cont.)
Enrollments in 304 Less Commonly Taught Languages

		Two-Year Institutions	Four-Year Institutions	Graduate Programs	Totals
Greek	2006				0
	2009		126	26	152
	2013	8	25		33
Greek and Hebrew	2006				0
	2009				0
	2013		21	11	32
Greek and Latin	2006				0
	2009		1,274	32	1,306
	2013		756	9	765
Greek, Biblical	2006			11	11
	2009		142	213	355
	2013		431	430	861
Greek, Koine	2006				0
	2009		362	523	885
	2013		729	1,443	2,172
Greek, Modern	2006	20	1,239	64	1,323
	2009	72	1,872	38	1,982
	2013		1,053	104	1,157
Greek, New Testament	2006				0
	2009		98	95	193
	2013		526	538	1,064
Greek, Old Testament	2006				0
	2009			3	3
	2013				0
Gros Ventre	2006	20			20
	2009	13			13
	2013				0
Guarani	2006				0
	2009				0
	2013		6		6
Gujarati	2006		18		18
	2009		11		11
	2013		6		6
Gwich'in	2006		10	1	11
	2009				0
	2013				0
Haida	2006		4		4
	2009				0
	2013		7		7
Hausa	2006		49	5	54
	2009		34		34
	2013		5		5
Hawai'ian	2006	549	1,078	27	1,654
	2009	556	1,351	99	2,006
	2013	669	1,663	87	2,419
Hebrew	2006				0
	2009	36	529	35	600
	2013	9	342	69	420
Hebrew, Biblical and Modern	2006		10		10
	2009				0
	2013		104	51	155

(continued)

Table 8 (cont.)
Enrollments in 304 Less Commonly Taught Languages

		Two-Year Institutions	Four-Year Institutions	Graduate Programs	Totals
Hebrew, Classical	2006		13	15	28
	2009		6		6
	2013		40		40
Hebrew, Rabbinic	2006				0
	2009				0
	2013		1	4	5
Hidatsa	2006	15			15
	2009	34			34
	2013		34		34
Hindi	2006	14	1,856	92	1,962
	2009	39	2,071	63	2,173
	2013	48	1,688	64	1,800
Hindi-Urdu	2006		309	84	393
	2009	5	603	23	631
	2013	10	512	11	533
Hittite	2006				0
	2009		9	3	12
	2013		7	3	10
Hmong	2006	149	253		402
	2009	110	272	11	393
	2013	123	418	1	542
Ho-Chunk	2006				0
	2009	30			30
	2013	15			15
Hungarian	2006	5	230	3	238
	2009		101	4	105
	2013		112	12	124
Icelandic	2006		4		4
	2009		7		7
	2013		10		10
Icelandic, Old	2006		3		3
	2009				0
	2013			9	9
Igbo	2006		2		2
	2009		22		22
	2013		32	1	33
Ilocano	2006		79		79
	2009		96		96
	2013		12		12
Ilokano	2006				0
	2009				0
	2013		76		76
Indonesia, Bahasa	2006				0
	2009				0
	2013			12	12
Indonesian	2006	10	234	57	301
	2009	17	233	46	296
	2013	12	262	15	289
Indonesian, Malay	2006				0
	2009				0
	2013		65	18	83

(continued)

Table 8 (cont.)
Enrollments in 304 Less Commonly Taught Languages

		Two-Year Institutions	Four-Year Institutions	Graduate Programs	Totals
Ingwaconic languages	2006				0
	2009				0
	2013			3	3
Inuktitut	2006				0
	2009				0
	2013		2		2
Inupiaq	2006	58	51		109
	2009	31			31
	2013	22			22
Iranian languages	2006			16	16
	2009		158		158
	2013		13		13
Iranian languages, Middle	2006				0
	2009				0
	2013			3	3
Iranian languages, Old	2006			3	3
	2009			21	21
	2013				0
Irish	2006		371	1	372
	2009	27	298		325
	2013		213		213
Irish, Modern	2006		15		15
	2009		76		76
	2013		94		94
Irish, Old	2006		7		7
	2009		7		7
	2013				0
Irish, Old and Middle	2006				0
	2009				0
	2013		3		3
Japanese, Classical	2006		23	7	30
	2009		22		22
	2013		59	7	66
Javanese	2006				0
	2009		1		1
	2013				0
Kana	2006		3		3
	2009				0
	2013				0
Kannada	2006		2		2
	2009		4		4
	2013		5		5
Kazakh/Qazaq	2006		6	2	8
	2009		3	1	4
	2013		11	5	16
Khmer	2006		47		47
	2009		58	2	60
	2013	19	58		77
Kiksht	2006				0
	2009				0
	2013	5			5

(continued)

Table 8 (cont.)
Enrollments in 304 Less Commonly Taught Languages

		Two-Year Institutions	Four-Year Institutions	Graduate Programs	Totals
Kiowa	2006		82		82
	2009		121		121
	2013		77		77
Kiswahili	2006				0
	2009		50		50
	2013		234	8	242
Kootenai	2006				0
	2009		9		9
	2013		13		13
Kumeyaay	2006				0
	2009				0
	2013	13			13
Kurdish	2006		1	4	5
	2009		18		18
	2013		10		10
Kurmanji	2006	10			10
	2009				0
	2013				0
Kutenai	2006		10		10
	2009				0
	2013				0
Kyrgyz	2006				0
	2009		1		1
	2013				0
Ladino	2006		1		1
	2009		3		3
	2013		4		4
Lakota	2006		19		19
	2009		580	21	601
	2013		571	2	573
Lakota/Dakota	2006				0
	2009		42		42
	2013		9		9
Latin, Medieval	2006		3	2	5
	2009	20	124		144
	2013		3	9	12
Latvian	2006		9	2	11
	2009		7		7
	2013		4		4
Lingala	2006		56	2	58
	2009		11	1	12
	2013		9		9
Lithuanian	2006		2	12	14
	2009				0
	2013		62		62
Luganda	2006				0
	2009				0
	2013		18		18
Luiseno	2006		52		52
	2009		16		16
	2013				0

(continued)

Table 8 (cont.)
Enrollments in 304 Less Commonly Taught Languages

		Two-Year Institutions	Four-Year Institutions	Graduate Programs	Totals
Lushootseed	2006	4			4
	2009	10			10
	2013		5		5
Macedonian	2006		19	10	29
	2009				0
	2013				0
Malagasy	2006				0
	2009				0
	2013		48		48
Malay	2006		1	4	5
	2009		1		1
	2013		18		18
Malayalam	2006		19		19
	2009		16	2	18
	2013		44		44
Maliseet Wabanaki	2006		16		16
	2009		28		28
	2013		30		30
Manchu	2006			9	9
	2009				0
	2013		3		3
Mandan	2006				0
	2009	4			4
	2013				0
Mandarin	2006				0
	2009	440	1,187	109	1,736
	2013	391	399	123	913
Maninka	2006				0
	2009				0
	2013		1		1
Maori	2006		27		27
	2009		42		42
	2013		23		23
Marathi	2006		2		2
	2009		9		9
	2013		4	1	5
Marshallese	2006		2		2
	2009				0
	2013				0
Mayan	2006		57	1	58
	2009		26		26
	2013				0
Mayan, Kaqchikel	2006		2	2	4
	2009				0
	2013		7	4	11
Mayan, Quiche	2006				0
	2009				0
	2013		33		33
Mayan, Yucatec	2006				0
	2009				0
	2013		7	5	12

(continued)

Table 8 (cont.)
Enrollments in 304 Less Commonly Taught Languages

		Two-Year Institutions	Four-Year Institutions	Graduate Programs	Totals
Menominee	2006	20			20
	2009	31			31
	2013		30		30
Mohawk	2006		29		29
	2009		21		21
	2013				0
Mongolian	2006		4	1	5
	2009		15		15
	2013		4	12	16
Muskogee (Creek)	2006		179		179
	2009		143		143
	2013		149		149
Nahuatl languages	2006				0
	2009		21		21
	2013				0
Nakoda	2006	20			20
	2009				0
	2013				0
Nakona	2006	3			3
	2009	8			8
	2013	7			7
Namibian languages	2006				0
	2009		9		9
	2013				0
Native American languages	2006				0
	2009				0
	2013		17		17
Navajo	2006	183	464	2	649
	2009	245	665	4	914
	2013	176	678		854
Near Eastern languages	2006				0
	2009				0
	2013		6		6
Nepali	2006		26	2	28
	2009		44		44
	2013		26	1	27
Nez Perce	2006	7	8		15
	2009	11	38		49
	2013		30		30
Norse	2006			21	21
	2009		12	3	15
	2013				0
Norse, Old	2006				0
	2009				0
	2013		46	7	53
Norwegian	2006		774	8	782
	2009		826	5	831
	2013		726	5	731
Norwegian, Modern	2006				0
	2009				0
	2013		31		31

(continued)

Table 8 (cont.)
Enrollments in 304 Less Commonly Taught Languages

		Two-Year Institutions	Four-Year Institutions	Graduate Programs	Totals
Nselxcin (Okanogan and Nespelem)	2006	10			10
	2009				0
	2013	10			10
Ojibwa	2006				0
	2009				0
	2013	58	12		70
Ojibwe	2006	218	415		633
	2009	328	372		700
	2013	125	248		373
Omaha	2006	13			13
	2009	13			13
	2013	13			13
Oneida	2006		23		23
	2009	25	17		42
	2013		9		9
Osage	2006				0
	2009				0
	2013		6		6
Palenquero	2006				0
	2009				0
	2013		1		1
Pali	2006		1	1	2
	2009		1	1	2
	2013		1	2	3
Pashto	2006	100	3		103
	2009		15		15
	2013	356	13	6	375
Pawnee	2006				0
	2009				0
	2013		3		3
Pennsylvania Dutch	2006	3			3
	2009				0
	2013				0
Persian, Afghan	2006				0
	2009	29			29
	2013	6			6
Phoenician	2006				0
	2009				0
	2013			3	3
Pilipino	2006	295	330		625
	2009	241	105		346
	2013	126			126
Pima	2006	16			16
	2009	12			12
	2013				0
Plains Indian Sign Language	2006				0
	2009				0
	2013	1			1
Polish	2006	155	1,179	47	1,381
	2009	94	1,127	30	1,251
	2013	57	776	38	871

(continued)

Table 8 (cont.)
Enrollments in 304 Less Commonly Taught Languages

		Two-Year Institutions	Four-Year Institutions	Graduate Programs	Totals
Pulaar	2006		1		1
	2009				0
	2013		2		2
Punjabi	2006		105		105
	2009	305	160		465
	2013	13	111		124
Pushu, Afghan	2006				0
	2009	95			95
	2013				0
Quechua/Kichwa languages	2006		37	18	55
	2009		94	10	104
	2013		71	23	94
Romance languages	2006				0
	2009				0
	2013		14	11	25
Romani languages	2006		1		1
	2009				0
	2013				0
Romanian	2006		122	12	134
	2009		180	15	195
	2013		209	2	211
Sahaptin languages	2006		18		18
	2009		11		11
	2013		12		12
Salish	2006	10	52		62
	2009	14	32		46
	2013		38		38
Samoan	2006	17	263		280
	2009		281		281
	2013		264		264
Sanskrit	2006		461	155	616
	2009		376	105	481
	2013		274	73	347
Sanskrit, Vedic	2006			5	5
	2009			16	16
	2013		13	52	65
Scandinavian languages	2006		37		37
	2009		518	57	575
	2013		84	5	89
Semitic languages	2006				0
	2009				0
	2013			1	1
Semitic languages, Ancient	2006				0
	2009				0
	2013			1	1
Serbian	2006		13	3	16
	2009		68	22	90
	2013				0
Serbian/Croatian	2006				0
	2009		11	1	12
	2013	14	29	4	47

(continued)

Table 8 (cont.)
Enrollments in 304 Less Commonly Taught Languages

		Two-Year Institutions	Four-Year Institutions	Graduate Programs	Totals
Serbo-Croatian	2006	30	227	20	277
	2009	4	148	7	159
	2013		55	6	61
Sesotho	2006				0
	2009		24		24
	2013				0
Setswana	2006				0
	2009				0
	2013		4		4
Shona	2006				0
	2009		1	1	2
	2013				0
Shoshoni	2006	9	21		30
	2009	10	10		20
	2013				0
Sign Language	2006				0
	2009				0
	2013	12	72		84
Sinhala	2006				0
	2009		4		4
	2013				0
Sinhalese	2006		4		4
	2009				0
	2013				0
Slavic languages	2006				0
	2009		79	3	82
	2013		24	11	35
Slavic, Church	2006				0
	2009		10		10
	2013			4	4
Slavic, Old Church	2006		121	12	133
	2009		53	20	73
	2013			6	6
Slavonic, Old Church	2006				0
	2009				0
	2013		14		14
Slovak	2006		34		34
	2009		64		64
	2013		25		25
Slovene	2006		1		1
	2009				0
	2013		2	1	3
Slovenian	2006				0
	2009	13	13		26
	2013		28		28
Somali	2006		4		4
	2009		44	2	46
	2013		80	1	81
Sorani	2006	15			15
	2009				0
	2013				0

(continued)

Table 8 (cont.)
Enrollments in 304 Less Commonly Taught Languages

		Two-Year Institutions	Four-Year Institutions	Graduate Programs	Totals
Spanish, Pastoral	2006			15	15
	2009			14	14
	2013		6	13	19
Sumerian	2006		8	2	10
	2009		16	5	21
	2013		15	13	28
Swahili	2006	25	2,078	63	2,166
	2009	7	2,460	38	2,505
	2013		1,969	33	2,002
Swedish	2006		693	29	722
	2009		756	2	758
	2013		720	12	732
Syriac	2006		4	35	39
	2009		8	17	25
	2013		11	10	21
Tagalog	2006	453	488	3	944
	2009	327	336		663
	2013	135	184	2	321
Tagalog/Pilipino	2006				0
	2009				0
	2013		31		31
Tahitian	2006		17		17
	2009		18		18
	2013		12		12
Taiwanese	2006		21		21
	2009		16	1	17
	2013		15	2	17
Tajik	2006				0
	2009		4		4
	2013		1		1
Tamil	2006		90	23	113
	2009		83	11	94
	2013		73	9	82
Telugu	2006		16	1	17
	2009		40	7	47
	2013		51		51
Thai	2006	15	261	31	307
	2009	14	286	17	317
	2013	6	270	10	286
Tibetan	2006		56	64	120
	2009		73	36	109
	2013		115	62	177
Tibetan, Classical	2006		11	33	44
	2009		32	9	41
	2013		17	11	28
Tigrinya	2006				0
	2009		4		4
	2013				0
Tlingit	2006		32		32
	2009				0
	2013		89		89

(continued)

Table 8 (cont.)
Enrollments in 304 Less Commonly Taught Languages

		Two-Year Institutions	Four-Year Institutions	Graduate Programs	Totals
Tocharian languages	2006				0
	2009				0
	2013			6	6
Tohono O'odham	2006	13	15		28
	2009	28	5		33
	2013	15			15
Tonga	2006	14	61		75
	2009		16		16
	2013				0
Tongan	2006				0
	2009		35		35
	2013	21	38		59
Tswana	2006				0
	2009		1		1
	2013				0
Turkic languages	2006		23	6	29
	2009		3	2	5
	2013				0
Turkic, Old	2006				0
	2009				0
	2013		4		4
Turkish	2006	10	531	83	624
	2009	8	582	58	648
	2013	61	594	61	716
Turkish, Old Anatolian	2006			2	2
	2009				0
	2013				0
Turkish, Ottoman	2006			7	7
	2009		7		7
	2013			12	12
Twi	2006		32	4	36
	2009		19	6	25
	2013		107	2	109
Ugaritic	2006			46	46
	2009		1	17	18
	2013		3		3
Ukrainian	2006		95	8	103
	2009		63	11	74
	2013		55	4	59
Urdu	2006	60	265	24	349
	2009	23	277	30	330
	2013	98	227	24	349
Uyghur	2006		4		4
	2009		9		9
	2013		5	5	10
Uzbek	2006	10	22	13	45
	2009	4	22	1	27
	2013		17	10	27
Vedic	2006				0
	2009				0
	2013			4	4

(continued)

Table 8 (cont.)
Enrollments in 304 Less Commonly Taught Languages

		Two-Year Institutions	Four-Year Institutions	Graduate Programs	Totals
Vietnamese	2006	1,203	1,261	21	2,485
	2009	1,465	1,231	16	2,712
	2013	1,079	1,007	9	2,095
Welsh	2006		83		83
	2009		33		33
	2013		78		78
Welsh, Early	2006				0
	2009		8		8
	2013				0
Welsh, Middle	2006				0
	2009				0
	2013		2		2
Wolof	2006		116	6	122
	2009		160	4	164
	2013		66	7	73
Xhosa	2006		2	2	4
	2009		16	1	17
	2013		22	1	23
Xwlemi (Lummi)	2006	3			3
	2009	15			15
	2013				0
Yaqui	2006				0
	2009	12			12
	2013				0
Yiddish	2006		932	44	976
	2009		301	30	331
	2013		230	21	251
Yoruba	2006		257	8	265
	2009		407		407
	2013		228	2	230
Yup'ik	2006		62		62
	2009				0
	2013		41		41
Yurok	2006				0
	2009				0
	2013		23		23
Zapotec languages	2006		8		8
	2009		8		8
	2013				0
Zulu	2006		127	9	136
	2009		107		107
	2013		83	6	89
Zuni	2006				0
	2009	13			13
	2013	21	23		44
Totals	2006	5,605	25,810	2,440	33,855
	2009	6,828	31,578	2,705	41,111
	2013	5,873	29,684	4,502	40,059

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013*

Table 9
**Enrollments in Less Commonly Taught Languages, by
Region of Origin**

	Number of Languages*	Enrollments	Percentage of Enrollments
2006			
Europe	44	8,096	23.9
Middle East and Africa	37	8,297	24.5
Asia and Pacific	56	11,678	34.5
North, Central, and South America	48	5,721	16.9
Other**	2	63	0.2
Total	187	33,855	100.0
2009			
Europe	50	11,817	28.7
Middle East and Africa	44	8,074	19.6
Asia and Pacific	64	14,384	35.0
North, Central, and South America	54	6,826	16.6
Other**	2	10	0.0
Total	214	41,111	100.0
2013			
Europe	54	11,461	28.6
Middle East and Africa	57	9,131	22.8
Asia and Pacific	71	12,553	31.3
North, Central, and South America	62	6,818	17.0
Other**	4	96	0.2
Total	248	40,059	100.0

*Includes only languages with enrollments in the given year.

**Includes languages that are spoken in more than one region.

Table 10a
Enrollments in Fifteen Leading Middle Eastern or African Less Commonly Taught Languages

	1974	1980	1986	1990	1995	2002	2006	2009	2013	% Change, 2009–13	% Change, 1974–2013
Farsi/Persian	278	703	306	380	469	1,202	2,282	2,559	2,696	5.4	869.8
Swahili or Kiswahili	1,694	576	973	1,209	1,209	1,593	2,166	2,555	2,244	-12.2	32.5
Arabic, Other*							23	320	1,234	285.6	
Aramaic	371	142	109	332	196	1,686	2,556	562	1,097	95.2	195.7
Hebrew, Other**					44	28	38	606	620	2.3	
Yoruba	87	127	107	134	108	76	265	407	230	-43.5	164.4
Akkadian	168	95	51	84	98	95	96	128	109	-14.8	-35.1
Twi	20				35	79	36	25	109	336.0	445.0
Zulu	7	41	38	63	54	72	136	107	89	-16.8	1,171.4
Somali							4	46	81	76.1	
Wolof	1	51	76	45	56	74	122	164	73	-55.5	7,200.0
Egyptian	64	44	94	80	55	47	56	114	51	-55.3	-20.3
Malagasy									48		
Egyptian, Middle				22	1		30	16	45	181.3	
Akan						5	8	13	41	215.4	
Total	2,690	1,779	1,754	2,349	2,325	4,957	7,818	7,622	8,767	15.0	225.9

Some related languages were combined for the purposes of this table. Enrollments for individual languages are reported separately in table 8.

*This category includes Modern Standard Arabic, Levantine Arabic, Iraqi Arabic, Egyptian Arabic, Classical Arabic, Gulf Arabic, Sudanese Arabic, and Qur'anic Arabic.

**This category includes Classical Hebrew, Rabbinic Hebrew, and Biblical and Modern Hebrew, as well as enrollments reported under Hebrew, with no additional specification. Enrollments for Biblical Hebrew and Modern Hebrew are not included. Most earlier surveys reported under only one term, Hebrew.

Table 10b
Enrollments in Fifteen Leading European Less Commonly Taught Languages

	1974	1980	1986	1990	1995	2002	2006	2009	2013	% Change, 2009–13	% Change, 1974–2013
Greek, Other*		17					11	1,588	4,130	160.1	
Greek, Modern	533	800	980	835	538	804	1,323	1,982	1,157	-41.6	117.1
Polish	1,123	1,268	963	888	802	1,053	1,381	1,251	871	-30.4	-22.4
Greek and Latin**								1,306	765	-41.4	
Swedish	1,396	1,575	1,363	1,051	726	736	722	758	732	-3.4	-47.6
Norwegian	1,557	1,616	1,031	845	624	777	782	831	731	-12.0	-53.1
Finnish	134	152	134	96	92	162	150	116	383	230.2	185.8
Dutch	456	500	431	507	364	375	445	516	347	-32.8	-23.9
Bosnian, Bosnian/ Croatian/Serbian, Croatian, Serbian, Serbian/Croatian, or Serbo-Croatian	242	182	243	220	238	381	351	384	258	-32.8	6.6
Yiddish	1,079	944	431	347	656	438	976	331	251	-24.2	-76.7
Irish	60	13	20	58	89	318	372	325	213	-34.5	255.0
Romanian	31	187	105	87	75	126	134	195	211	8.2	580.6
Czech	337	151	193	230	266	321	329	406	209	-48.5	-38.0
Hungarian	64	98	140	115	79	102	238	105	124	18.1	93.8
Basque	118	21	14	10	20	49	5	60	123	105.0	4.2
Total	7,130	7,524	6,048	5,289	4,569	5,642	7,219	10,154	10,505	3.5	47.3

Some related languages were combined for the purposes of this table. Enrollments for individual languages are reported separately in table 8.

*This category includes Biblical Greek, Koine Greek, New Testament Greek, and Old Testament Greek, as well as enrollments reported under Greek, with no additional specification.

**This category includes enrollments for courses in which both Greek and Latin were taught.

Table 10c
Enrollments in Fifteen Leading Asian or Pacific Less Commonly Taught Languages

	1974	1980	1986	1990	1995	2002	2006	2009	2013	% Change, 2009–13	% Change, 1974–2013
Hindi, Hindi-Urdu, or Urdu	425	297	450	521	1,045	2,009	2,704	3,134	2,682	-14.4	531.1
Vietnamese	29	74	175	327	1,010	2,236	2,485	2,712	2,095	-22.8	7,124.1
Filipino, Pilipino, Tagalog, or Tagalog/Pilipino	325	263	220	342	680	1,142	1,569	1,360	1,323	-2.7	307.1
Mandarin	40							1,736	913	-47.4	2,182.5
Turkish	156	147	259	172	167	314	624	648	716	10.5	359.0
Armenian	121	231	153	255	217	607	774	747	693	-7.2	472.7
Hmong				13	170	283	402	393	542	37.9	
Pashto or Pushtu, Afghan						14	103	110	375	240.9	
Sanskrit	402	218	250	251	377	487	616	481	347	-27.9	-13.7
Indonesian	121	113	156	222	256	225	301	296	289	-2.4	138.8
Thai	71	80	108	192	278	330	307	317	286	-9.8	302.8
Cantonese	46	39	111	83	33	180	178	185	283	53.0	515.2
Samoan		18	56	69	179	201	280	281	264	-6.0	
Chinese, Classical						74	108	205	185	-9.8	
Tibetan	61	56	50	75	67	78	120	109	177	62.4	190.2
Total	1,797	1,536	1,988	2,522	4,479	8,180	10,571	12,714	11,170	-12.1	521.6

Some related languages were combined for the purposes of this table. Enrollments for individual languages are reported separately in table 8.

Table 10d
Enrollments in Fifteen Leading Indigenous American Less Commonly Taught Languages

	1974	1980	1986	1990	1995	2002	2006	2009	2013	% Change, 2009–13	% Change, 1974–2013
Hawai‘ian	555	610	441	913	1,890	1,687	1,654	2,006	2,419	20.6	335.9
Navajo	589	225	275	186	832	783	649	914	854	-6.6	45.0
Dakota, Dakota/Lakota, Lakota, or Lakota/Dakota	91	166	168	159	476	610	644	913	743	-18.6	716.5
Ojibwa, Ojibway, or Ojibwe	95	84	184	233	321	270	633	700	443	-36.7	366.3
Cherokee	15	29	22	57	73	118	306	348	433	24.4	2,786.7
Choctaw	14			8		63	168	193	214	10.9	1,428.6
Muskogee (Creek)	20					132	179	143	149	4.2	645.0
Eskimo						99			94		
Quechua/Kichwa languages	33	30	18	45	54	51	55	104	94	-9.6	184.8
Tlingit	15	5				108	32		89		493.3
Crow		16	14	21	38	55	79	94	81	-13.8	
Kiowa						77	82	121	77	-36.4	
Anishinabe						24	244	36	70	94.4	
Blackfeet			36	34	53	41	83	42	65	54.8	
Cree					8		10	64	50	-21.9	
Total	1,427	1,165	1,158	1,656	3,745	4,118	4,818	5,678	5,875	3.5	311.7

Some related languages were combined for the purposes of this table. Enrollments for individual languages are reported separately in table 8.

**Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013**

**Table 11
Number of Institutions Reporting Language Course Enrollments, by Language**

	2006	2009	Loss/Gain, 2006–09	2013	Loss/Gain, 2009–13
African languages			0	1	1
Afrikaans	3	2	–1	1	–1
Akan	1	1	0	3	2
Akkadian	13	17	4	15	–2
Alaskan languages		1	1		–1
Albanian		1	1		–1
American Sign Language	699	730	31	756	26
Amharic	4	6	2	5	–1
Anishinabe	5	2	–3	3	1
Apache	2	2	0	1	–1
Arabian, Old South			0	1	1
Arabic	454	565	111	588	23
Arabic, Classical	2	12	10	6	–6
Arabic, Egyptian			0	7	7
Arabic, Gulf			0	1	1
Arabic, Iraqi		2	2	1	–1
Arabic, Levantine			0	2	2
Arabic, Modern Standard			0	11	11
Arabic, Qur'anic	1	3	2		–3
Arabic, Sudanese		1	1	1	0
Aramaic	18	17	–1	20	3
Aramaic, Modern		1	1		–1
Aramaic, Old			0	1	1
Aramaic, Targumic	1	2	1	4	2
Arapahoe	3	5	2	4	–1
Arikara		1	1	1	0
Armenian	18	14	–4	9	–5
Armenian, Classical		1	1	1	0
Armenian, Eastern	1	1	0	1	0
Armenian, Modern			0	2	2
Armenian, Western	1	2	1	2	0
Ashanti-Twi			0	1	1
Assiniboine		1	1	1	0
Athabaskan languages			0	1	1
Aymara		1	1		–1
Azerbaijani		1	1		–1
Azeri		1	1		–1
Bamana		2	2	2	0
Bambara	2		–2	1	1
Basque	1	1	0	5	4
Bengali	11	12	1	11	–1
Blackfeet	2	1	–1	3	2

(continued)

**Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013**

**Table 11 (cont.)
Number of Institutions Reporting Language Course Enrollments, by Language**

	2006	2009	Loss/Gain, 2006–09	2013	Loss/Gain, 2009–13
Bosnian	2	4	2		–4
Bosnian/Croatian/ Serbian	1	1	0	11	10
Bulgarian	5	2	–3	3	1
Burmese	3	3	0	4	1
Cambodian	1	1	0	2	1
Cantonese	8	8	0	11	3
Catalan	9	11	2	9	–2
Cebuano			0	1	1
Celtic languages	1	1	0		–1
Chamorro	1	1	0	1	0
Cherokee	6	10	4	8	–2
Cheyenne	2	2	0	1	–1
Cheyenne, Northern	1	1	0	1	0
Chichewa		2	2	1	–1
Chinese	646	782	136	866	84
Chinese, Classical	7	11	4	14	3
Chinese, Premodern			0	1	1
Chinook Wa Wa			0	2	2
Chinyanja		1	1		–1
Chippewa/Cree		1	1	1	0
Choctaw	3	3	0	4	1
Coeur d'Alene		1	1	1	0
Comanche	1	1	0		–1
Coptic	4	3	–1	5	2
Cree	1	2	1	2	0
Creole, African			0	1	1
Creole, Cape Verdean	2	3	1	2	–1
Creole, Haitian	9	7	–2	13	6
Creoloid languages			0	1	1
Croatian	4	5	1	1	–4
Crow	1	1	0	1	0
Czech	27	26	–1	26	0
Dakota		5	5	6	1
Dakota/Lakota	13	2	–11	2	0
Danish	9	12	3	7	–5
Dari	3	2	–1	1	–1
Dinka		1	1		–1
Dutch	23	19	–4	23	4
East Asian languages			0	1	1
Egyptian	6	7	1	3	–4
Egyptian, Ancient			0	2	2
Egyptian, Late			0	1	1
Egyptian, Middle	1	3	2	6	3

(continued)

**Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013**

**Table 11 (cont.)
Number of Institutions Reporting Language Course Enrollments, by Language**

	2006	2009	Loss/Gain, 2006–09	2013	Loss/Gain, 2009–13
Eskimo			0	1	1
Esperanto		1	1		–1
Estonian	2	1	–1	2	1
Ethiopic	1		–1		0
Evenki	1		–1		0
Far Eastern languages			0	1	1
Farsi/Persian	58	67	9	72	5
Fijian			0	1	1
Filipino		6	6	16	10
Finnish	11	11	0	12	1
French	1,686	1,642	–44	1,606	–36
French, Cajun			0	1	1
French, Old			0	2	2
Fula		1	1		–1
Gaelic	1	1	0	3	2
Gaelic, Scottish	3	3	0	1	–2
Galician			0	1	1
Georgian	3	4	1	2	–2
German	1,181	1,111	–70	1,074	–37
German, Middle High	1	5	4	1	–4
German, Theological	1	3	2	3	0
Gikuyu	2		–2	1	1
Greek		2	2	2	0
Greek and Hebrew			0	2	2
Greek and Latin		2	2	5	3
Greek, Ancient	658	611	–47	512	–99
Greek, Biblical	1	13	12	38	25
Greek, Koine		11	11	40	29
Greek, Modern	54	57	3	46	–11
Greek, New Testament		7	7	28	21
Greek, Old Testament		1	1		–1
Gros Ventre	1	1	0		–1
Guarani			0	1	1
Gujarati	1	1	0	1	0
Gwich'in	1		–1		0
Haida	1		–1	1	1
Hausa	5	5	0	3	–2
Hawai'ian	13	15	2	15	0
Hebrew		13	13	8	–5
Hebrew, Biblical	325	307	–18	259	–48
Hebrew, Biblical and Modern	1		–1	5	5
Hebrew, Classical	1	1	0	3	2
Hebrew, Modern	187	174	–13	173	–1

(continued)

**Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013**

**Table 11 (cont.)
Number of Institutions Reporting Language Course Enrollments, by Language**

	2006	2009	Loss/Gain, 2006–09	2013	Loss/Gain, 2009–13
Hebrew, Rabbinic			0	2	2
Hidatsa	1	1	0	1	0
Hindi	58	66	8	60	–6
Hindi-Urdu	11	14	3	14	0
Hittite		3	3	2	–1
Hmong	9	8	–1	11	3
Ho-Chunk		1	1	1	0
Hungarian	16	13	–3	11	–2
Icelandic	1	1	0	1	0
Icelandic, Old	1		–1	1	1
Igbo	1	3	2	5	2
Ilocano	1	1	0	1	0
Ilokano			0	1	1
Indonesia, Bahasa			0	1	1
Indonesian	19	19	0	14	–5
Indonesian, Malay			0	2	2
Ingwaëonic languages			0	1	1
Inuktitut			0	1	1
Inupiaq	2	1	–1	1	0
Iranian languages	2	2	0	2	0
Iranian languages, Middle			0	1	1
Iranian languages, Old	1	1	0		–1
Irish	11	15	4	11	–4
Irish, Modern	2	3	1	6	3
Irish, Old	1	1	0		–1
Irish, Old and Middle			0	1	1
Italian	655	670	15	665	–5
Japanese	701	711	10	706	–5
Japanese, Classical	4	2	–2	6	4
Javanese		1	1		–1
Kana	1		–1		0
Kannada	1	3	2	1	–2
Kazakh/Qazaq	2	2	0	5	3
Khmer	3	4	1	8	4
Kiksht			0	1	1
Kiowa	2	2	0	1	–1
Kiswahili		1	1	5	4
Kootenai		1	1	1	0
Korean	121	135	14	154	19
Kumeyaay			0	1	1
Kurdish	1	1	0	1	0
Kurmanji	1		–1		0
Kutenai	1		–1		0

(continued)

**Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013**

**Table 11 (cont.)
Number of Institutions Reporting Language Course Enrollments, by Language**

	2006	2009	Loss/Gain, 2006–09	2013	Loss/Gain, 2009–13
Kyrgyz		1	1		-1
Ladino	1	1	0	1	0
Lakota	1	5	4	4	-1
Lakota/Dakota		1	1	1	0
Latin	593	588	-5	590	2
Latin, Medieval	1	7	6	1	-6
Latvian	1	1	0	1	0
Lingala	1	1	0	1	0
Lithuanian	2		-2	2	2
Luganda			0	1	1
Luiseno	1	1	0		-1
Lushootseed	1	2	1	1	-1
Macedonian	2		-2		0
Malagasy			0	2	2
Malay	2	1	-1	3	2
Malayalam	2	3	1	3	0
Maliseet Wabanaki	1	1	0	2	1
Manchu	1		-1	1	1
Mandan		1	1		-1
Mandarin		15	15	20	5
Maninka			0	1	1
Maori	2	2	0	2	0
Marathi	1	2	1	2	0
Marshallese	1		-1		0
Mayan	2	3	1		-3
Mayan, Kaqchikel	1		-1	1	1
Mayan, Quiche			0	2	2
Mayan, Yucatec			0	2	2
Menominee	1	1	0	1	0
Mohawk	1	1	0		-1
Mongolian	1	2	1	2	0
Muskogee (Creek)	3	2	-1	3	1
Nahuatl languages		1	1		-1
Nakoda	1		-1		0
Nakona	1	1	0	1	0
Namibian languages		1	1		-1
Native American languages			0	1	1
Navajo	13	14	1	9	-5
Near Eastern languages			0	1	1
Nepali	5	4	-1	6	2
Nez Perce	2	2	0	1	-1
Norse	2	3	1		-3

(continued)

**Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013**

**Table 11 (cont.)
Number of Institutions Reporting Language Course Enrollments, by Language**

	2006	2009	Loss/Gain, 2006–09	2013	Loss/Gain, 2009–13
Norse, Old			0	3	3
Norwegian	21	21	0	18	–3
Norwegian, Modern			0	2	2
Nselxcin (Okanogan and Nespelem)	1		–1	1	1
Ojibwa			0	4	4
Ojibwe	19	16	–3	15	–1
Omaha	1	1	0	1	0
Oneida	1	2	1	1	–1
Osage			0	1	1
Palenquero			0	1	1
Pali	2	2	0	2	0
Pashto	4	4	0	8	4
Pawnee			0	1	1
Pennsylvania Dutch	1		–1		0
Persian, Afghan		1	1	1	0
Phoenician			0	1	1
Pilipino	9	6	–3	2	–4
Pima	1	1	0		–1
Plains Indian Sign Language			0	1	1
Polish	62	55	–7	47	–8
Portuguese	211	221	10	238	17
Pulaar	1		–1	1	1
Punjabi	11	10	–1	8	–2
Pushtu, Afghan		1	1		–1
Quechua/Kichwa languages	6	10	4	14	4
Romance languages			0	2	2
Romani languages	1		–1		0
Romanian	8	9	1	13	4
Russian	450	453	3	436	–17
Sahaptin languages	1	1	0	2	1
Salish	3	2	–1	1	–1
Samoan	4	3	–1	4	1
Sanskrit	38	32	–6	28	–4
Sanskrit, Vedic	1	2	1	1	–1
Scandinavian languages	1	7	6	5	–2
Semitic languages			0	1	1
Semitic languages, Ancient			0	1	1
Serbian	1	4	3		–4
Serbian/Croatian		1	1	3	2

(continued)

**Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013**

**Table 11 (cont.)
Number of Institutions Reporting Language Course Enrollments, by Language**

	2006	2009	Loss/Gain, 2006–09	2013	Loss/Gain, 2009–13
Serbo-Croatian	19	11	-8	4	-7
Sesotho		1	1		-1
Setswana			0	1	1
Shona		1	1		-1
Shoshoni	2	3	1		-3
Sign Language			0	3	3
Sinhala		1	1		-1
Sinhalese	1		-1		0
Slavic languages		2	2	6	4
Slavic, Church		1	1	1	0
Slavic, Old Church	3	5	2	1	-4
Slavonic, Old Church			0	1	1
Slovak	2	3	1	2	-1
Slovene	1		-1	1	1
Slovenian		3	3	2	-1
Somali	1	4	3	3	-1
Sorani	1		-1		0
Spanish	2,322	2,265	-57	2,226	-39
Spanish, Pastoral	1	1	0	2	1
Sumerian	3	5	2	7	2
Swahili	64	82	18	63	-19
Swedish	31	30	-1	25	-5
Syriac	5	4	-1	4	0
Tagalog	26	23	-3	11	-12
Tagalog/Pilipino			0	1	1
Tahitian	1	1	0	1	0
Taiwanese	2	3	1	3	0
Tajik		2	2	1	-1
Tamil	6	9	3	7	-2
Telugu	4	7	3	4	-3
Thai	20	18	-2	22	4
Tibetan	14	13	-1	16	3
Tibetan, Classical	4	3	-1	2	-1
Tigrinya		1	1		-1
Tlingit	1		-1	2	2
Tocharian languages			0	1	1
Tohono O'odham	2	2	0	1	-1
Tonga	4	1	-3		-1
Tongan		2	2	3	1
Tswana		1	1		-1
Turkic languages	2	1	-1		-1
Turkic, Old			0	1	1
Turkish	40	44	4	47	3

(continued)

**Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013**

**Table 11 (cont.)
Number of Institutions Reporting Language Course Enrollments, by Language**

	2006	2009	Loss/Gain, 2006–09	2013	Loss/Gain, 2009–13
Turkish, Old Anatolian	1		–1		0
Turkish, Ottoman	2	1	–1	2	1
Twi	5	3	–2	8	5
Ugaritic	5	4	–1	1	–3
Ukrainian	14	13	–1	12	–1
Urdu	18	17	–1	16	–1
Uyghur	1	3	2	4	1
Uzbek	6	8	2	6	–2
Vedic			0	1	1
Vietnamese	52	54	2	43	–11
Welsh	3	5	2	4	–1
Welsh, Early		1	1		–1
Welsh, Middle			0	1	1
Wolof	9	14	5	14	0
Xhosa	2	5	3	2	–3
Xwlemi (Lummi)	1	1	0		–1
Yaqui		1	1		–1
Yiddish	26	20	–6	24	4
Yoruba	13	16	3	15	–1
Yup'ik	1		–1	1	1
Yurok			0	1	1
Zapotec languages	1	1	0		–1
Zulu	9	14	5	12	–2
Zuni		1	1	2	1
Total	12,129	12,385	256	12,349	–36

***Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013***

**Table 12a
Number of Institutions Reporting Enrollments in the Fifteen Most Commonly Taught Languages**

	1990	2002	2013	% Change, 1990–2013
American Sign Language	23	553	756	3,187.0
Arabic	137	241	588	329.2
Chinese	412	496	866	110.2
French	1,836	1,708	1,606	-12.5
German	1,356	1,171	1,074	-20.8
Greek, Ancient	655	656	512	-21.8
Hebrew, Biblical	261	324	259	-0.8
Hebrew, Modern	156	165	173	10.9
Italian	543	607	665	22.5
Japanese	657	699	706	7.5
Korean	50	91	154	208.0
Latin	556	571	590	6.1
Portuguese	146	178	238	63.0
Russian	626	445	436	-30.4
Spanish	2,122	2,289	2,226	4.9

Table 12b
Number of Institutions Reporting Enrollments in the Fifteen Most Commonly Taught Languages, by Level

	Two-Year				% Change, 1990-2013	Four-Year				% Change, 1990-2013	Graduate				% Change, 1990-2013
	1990	2002	2013			1990	2002	2013			1990	2002	2013		
American Sign Language	12	293	349		2,808.3	10	259	400		3,900.0	2	17	21		950.0
Arabic	20	34	109		445.0	110	199	473		330.0	36	51	46		27.8
Chinese	53	88	174		228.3	355	401	689		94.1	46	58	56		21.7
French	621	513	449		-27.7	1,209	1,188	1,152		-4.7	204	180	159		-22.1
German	365	284	248		-32.1	982	879	820		-16.5	164	133	102		-37.8
Greek, Ancient	16	11	6		-62.5	557	555	470		-15.6	170	186	122		-28.2
Hebrew, Biblical	3	3	1		-66.7	157	222	184		17.2	124	141	122		-1.6
Hebrew, Modern	21	15	13		-38.1	132	148	158		19.7	28	27	22		-21.4
Italian	127	151	156		22.8	414	455	509		22.9	67	64	47		-29.9
Japanese	154	171	170		10.4	498	525	534		7.2	55	63	47		-14.5
Korean	5	13	23		360.0	45	78	129		186.7	6	16	17		183.3
Latin	40	38	39		-2.5	505	523	540		6.9	89	88	78		-12.4
Portuguese	12	22	29		141.7	129	153	207		60.5	40	42	41		2.5
Russian	119	70	76		-36.1	502	371	360		-28.3	83	68	52		-37.3
Spanish	791	845	763		-3.5	1,317	1,434	1,448		9.9	238	240	264		10.9

**Enrollments in
 Languages Other Than
 English in United States
 Institutions of Higher
 Education, Fall 2013**

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013*

Table 12c
**Percentage of Institutions Reporting Enrollments in the
Fifteen Most Commonly Taught Languages**

	1990	2002	2013
American Sign Language	1.0	22.1	31.0
Arabic	5.7	9.6	24.1
Chinese	17.2	19.8	35.6
French	76.5	68.2	66.0
German	56.5	46.7	44.1
Greek, Ancient	27.3	26.2	21.0
Hebrew, Biblical	10.9	12.9	10.6
Hebrew, Modern	6.5	6.6	7.1
Italian	22.6	24.2	27.3
Japanese	27.4	27.9	29.0
Korean	2.1	3.6	6.3
Latin	23.2	22.8	24.2
Portuguese	6.1	7.1	9.8
Russian	26.1	17.8	17.9
Spanish	88.5	91.4	91.4
Number of institutions (basis for percentages)	2,399	2,505	2,435

**Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013**

Table 13a
Percentage of All Programs with Decreasing, Stable, or Increasing Enrollments between 2009 and 2013

	% Change in Enrollments	% of Programs with Enrollments			
		Decreasing	Stable*	Increasing	<i>Stable or Increasing</i>
American Sign Language	19.0	42.5	5.4	52.0	57.5
Arabic	-7.5	46.7	11.4	41.9	53.3
Chinese	2.0	40.3	10.8	48.9	59.7
French	-8.1	51.6	10.5	37.9	48.4
German	-9.3	53.6	10.8	35.6	46.4
Greek, Ancient	-35.5	57.2	16.7	26.1	42.8
Hebrew, Biblical	-8.7	50.0	20.7	29.3	50.0
Hebrew, Modern	-19.4	57.8	11.8	30.4	42.2
Italian	-11.3	58.6	7.5	33.9	41.4
Japanese	-7.8	52.4	10.8	36.8	47.6
Korean	44.7	24.0	9.1	66.9	76.0
Latin	-16.2	54.5	13.6	31.9	45.5
Portuguese	10.1	30.4	14.0	55.6	69.6
Russian	-17.9	51.3	16.6	32.1	48.7
Spanish	-8.2	59.0	4.0	36.9	41.0
Other languages	-2.6	44.5	11.9	43.6	55.5
Total	-6.7	51.2	10.0	38.7	48.8

*The percentage of programs with stable enrollments includes those with changes of plus or minus 2 enrollments.

**Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013**

Table 13b
Percentage of Introductory Undergraduate Programs with Decreasing, Stable, or
Increasing Enrollments between 2009 and 2013

	% Change in Enrollments	% of Programs with Enrollments			
		Decreasing	Stable*	Increasing	<i>Stable or Increasing</i>
American Sign Language	14.4	42.3	5.7	51.9	57.7
Arabic	-7.3	48.2	10.5	41.3	51.8
Chinese	-0.8	41.1	12.3	46.6	58.9
French	-6.9	49.9	10.7	39.3	50.1
German	-7.6	51.2	11.5	37.3	48.8
Greek, Ancient	-35.5	54.2	20.1	25.7	45.8
Hebrew, Biblical	-17.9	48.3	21.1	30.6	51.7
Hebrew, Modern	-19.4	54.3	16.6	29.1	45.7
Italian	-10.6	57.3	8.7	33.9	42.7
Japanese	-7.9	52.3	12.5	35.1	47.7
Korean	54.0	21.7	7.8	70.5	78.3
Latin	-15.5	52.4	14.2	33.4	47.6
Portuguese	13.7	27.6	14.5	57.8	72.4
Russian	-19.2	50.2	19.2	30.6	49.8
Spanish	-8.1	57.2	4.6	38.2	42.8
Other languages	-5.3	46.9	12.6	40.5	53.1
Total	-6.6	50.1	10.7	39.1	49.9

*The percentage of programs with stable enrollments includes those with changes of plus or minus 2 enrollments.

**Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013**

Table 13c
Percentage of Advanced Undergraduate Programs with Decreasing, Stable, or Increasing Enrollments between 2009 and 2013

	% Change in Enrollments	% of Programs with Enrollments			
		Decreasing	Stable*	Increasing	<i>Stable or Increasing</i>
American Sign Language	49.2	39.1	10.9	50.0	60.9
Arabic	-6.4	33.2	22.6	44.3	66.8
Chinese	12.5	28.8	20.1	51.1	71.2
French	-11.7	51.3	17.7	31.0	48.7
German	-14.6	46.5	22.0	31.5	53.5
Greek, Ancient	-33.3	39.7	40.5	19.8	60.3
Hebrew, Biblical	2.5	37.2	36.4	26.4	62.8
Hebrew, Modern	-16.2	44.3	29.9	25.8	55.7
Italian	-17.6	49.5	19.3	31.2	50.5
Japanese	-6.9	40.7	20.1	39.2	59.3
Korean	9.1	31.4	18.6	50.0	68.6
Latin	-22.1	41.2	34.9	23.9	58.8
Portuguese	-1.6	27.9	17.1	55.0	72.1
Russian	-15.6	41.9	24.3	33.8	58.1
Spanish	-7.5	52.4	10.9	36.7	47.6
Other languages	-18.0	34.7	25.4	39.9	65.3
Total	-7.0	44.2	20.7	35.2	55.8

*The percentage of programs with stable enrollments includes those with changes of plus or minus 2 enrollments.

**Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013**

Table 13d
Percentage of Graduate Programs with Decreasing, Stable, or Increasing Enrollments
between 2009 and 2013

	% Change in Enrollments	% of Programs with Enrollments			
		Decreasing	Stable*	Increasing	<i>Stable or Increasing</i>
American Sign Language	216.3	46.3	26.8	26.8	53.7
Arabic	-20.1	42.4	33.3	24.2	57.6
Chinese	9.7	35.8	26.9	37.3	64.2
French	-24.7	40.3	32.8	26.9	59.7
German	-24.6	49.2	26.2	24.6	50.8
Greek, Ancient	-37.0	50.2	23.2	26.6	49.8
Hebrew, Biblical	-10.9	48.2	19.4	32.4	51.8
Hebrew, Modern	-31.9	42.9	21.4	35.7	57.1
Italian	-14.6	37.5	33.9	28.6	62.5
Japanese	-15.5	30.4	50.0	19.6	69.6
Korean	86.6	37.5	41.7	20.8	62.5
Latin	-10.5	37.3	41.5	21.2	62.7
Portuguese	18.4	33.3	25.5	41.2	66.7
Russian	0.8	29.2	44.6	26.2	70.8
Spanish	-20.5	46.5	24.3	29.1	53.5
Other languages	66.4	25.9	19.3	54.8	74.1
Total	-7.4	41.8	28.2	30.0	58.2

*The percentage of programs with stable enrollments includes those with changes of plus or minus 2 enrollments.

*Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Fall 2013*

Table 14
Number of Bachelor's Degrees Granted for First Majors in the Fifteen Most Commonly Taught Languages, with Number of Institutions

	Degrees Granted (Institutions)			% Change from 2008–09 to 2012–13
	2005–06	2008–09	2012–13	
American Sign Language	246 (28)	269 (35)	448 (43)	66.5 (22.9)
Arabic	26 (10)	85 (16)	167 (25)	96.5 (56.3)
Chinese	241 (60)	384 (69)	510 (93)	32.8 (34.8)
French	2,415 (623)	2,452 (619)	2,287 (607)	–6.7 (–1.9)
German	1,106 (399)	1,059 (384)	931 (373)	–12.1 (–2.9)
Greek, Classical	28 (42)	33 (44)	31 (51)	–6.1 (15.9)
Hebrew, Biblical	26 (20)	37 (20)	38 (24)	2.7 (20.0)
Hebrew, Modern	28 (12)	65 (14)	63 (20)	–3.1 (42.9)
Italian	321 (105)	341 (107)	289 (112)	–15.2 (4.7)
Japanese	487 (69)	571 (75)	717 (87)	25.6 (16.0)
Korean	17 (5)	24 (5)	43 (6)	79.2 (20.0)
Latin	102 (84)	84 (84)	77 (90)	–8.3 (7.1)
Portuguese	37 (16)	43 (20)	55 (24)	27.9 (20.0)
Russian	279 (129)	325 (132)	392 (136)	20.6 (3.0)
Spanish	8,703 (861)	9,343 (875)	8,443 (868)	–9.6 (–0.8)
Total	14,062 (896)	15,115 (907)	14,491 (912)	–4.1 (0.6)

Data on degree completions are drawn from the United States Department of Education's Integrated Postsecondary Education Data System (IPEDS), as downloaded from the IPEDS Data Center (<http://nces.ed.gov/ipeds/datacenter/default.aspx>). The languages in the table correspond to the following CIP codes: American Sign Language (16.1601, 16.1602, 16.1603, and 16.1699); Arabic (16.1101); Chinese (16.0301); French (16.0901); German (16.0501); Classical Greek (16.1202); Biblical Hebrew (16.1103); Modern Hebrew (16.1102); Italian (16.0902); Japanese (16.0302); Korean (16.0303); Latin (16.1203); Portuguese (16.0904); Russian (16.0402); Spanish (16.0905). The institution counts include institutions that reported zero language degree completions in a given year.