

Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2006

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With the continuous support of grants from the Department of Education, the Modern Language Association (MLA) has since 1958 gathered and analyzed information on enrollments in languages other than English as reported to us by United States institutions of higher education. This latest and twenty-first survey examines trends in enrollments for individual languages for fall 2006. The information gathered was added to our database from previous surveys, thus allowing for comparative studies and historical depth. In the fall 2006 survey, we instituted a new level of detail by asking for a breakdown of enrollments between first- and second-year classes and upper-level language courses to have a more realistic view of the possible competency levels of students in each language.

Registrars, institutional research officers, and other school representatives were contacted to provide us with the enrollment data of their institution. Using procedures developed from our previous surveys, we solicited information by mail, by telephone, and electronically, asking for the number of enrollments in credit-bearing courses in languages other than English. Registrars were initially contacted in October 2006 and requested to complete the survey either on the Web site or on the survey card provided. We sent out three subsequent mailings, in November 2006, February 2007, and April 2007. From February until the end of July 2007, we called and e-mailed the remaining nonresponsive institutions. As a new procedure in the 2006 survey, we invited specialists in about fifteen languages and language groups to review our completed data.¹ In August, under the advice of these consultants, we contacted omitted programs, recontacted some institutions, and corrected data when necessary. The data collection process was closed on 22 August 2007. As in previous years, we have no way of knowing with certainty whether the information provided to us is accurate or complete. In view of the very high rate (99.8%) of return, however, minor discrepancies would not influence beyond an acceptable range the results of this survey.

We contacted 2,851 United States postsecondary institutions using the MLA database of all institutions that teach languages ([fig. A](#); all figures and tables appear at the end of this report). We supplemented the MLA list of institutions with data from the National Center for Education Statistics (NCES), to make sure that all eligible (i.e., accredited, not-for-profit) institutions were accounted for.² Fifty institutions proved ineligible, reducing the total number of eligible institutions to 2,801. Of these 2,801 institutions, six did not return the survey. These six together enroll approximately 9,600 students, representing 0.05% of all students in United States institutions of higher education in 2006. In the end, the results presented in this report were collected from a total of 2,795 AA-, BA-, MA- and PhD-granting colleges and

universities. These 2,795 institutions represent 66.3% of all higher education institutions in the United States. Our survey of enrollments in language courses for fall 2006 reports information from 99.8% of the 2,801 eligible colleges and universities. Our response rate of 99.8% is the highest in the history of the MLA enrollment survey, topping by a slim margin the 99.6% return we secured in 2002. Of the 2,795 institutions that responded to our survey, 91.7% (2,564) reported enrollments in at least one language other than English. Two hundred thirty-one showed no current enrollments in languages; a small number of these were branch campuses whose enrollment numbers were reported with those of the main campus. Responses came from 966 two-year colleges and 1,829 four-year institutions. No language courses were offered in 7.8% of responding four-year institutions and in 9.1% of responding two-year colleges.³

Trends in Language Enrollments

In 2006, overall enrollments in languages other than English rose by 12.9%. [Tables 1a and 1b](#) show a total of 180,557 more language enrollments than in 2002. As [figure 1](#), which excludes Classical Latin and Greek, demonstrates, this increase continues a trend: modern language enrollments have risen steadily since 1998. In [table 4](#), the total number of enrollments in modern language (ML) courses can be seen in relation to the total numbers of students registered in United States postsecondary institutions. To our knowledge, there are no data available on course enrollments in all subjects in United States institutions of higher education. To complicate matters, students, particularly majors, may enroll in more than one class in languages per semester and therefore be counted more than once. 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. [Table 4](#) reveals that, in fall 2006, only 8.6 enrollments of 100 total students attending postsecondary institutions were in modern language courses. Although 8.6 shows a slight increase over the 2002 figure of 8.1 and the 7.9 and 7.7 figures for 1998 and 1995, these modest increases are still well below, almost by half, the enrollments in 1960 and 1965 (16.1 and 16.5). Stated differently, while total postsecondary registrations have since 1960 shown a growth index of 456.8, modern language enrollments in the same period have a growth index of 250.1. While modern language enrollments grew by over 400,000 between 1960 and 1968, by 1970 growth had leveled off, and by 1972 enrollments had begun to decline. Since 1983, ML enrollments have grown fairly consistently.

First in descending order of enrollments and then listed alphabetically, [tables 1a and 1b](#) show the changes between 2002 and 2006 in enrollments in the fifteen most widely taught languages. Except for Biblical Hebrew, which decreased slightly, all languages show increased enrollments since 2002. The most dramatic increases between 2002 and 2006 were in Arabic (126.5%) and Chinese (51.0%). French, German, Russian, Japanese, Portuguese, and Korean increased by a larger percentage in 2006 than they did in 2002, although these increases are more modest than those in Arabic or Chinese. The small increases for French and German continue an upward trend, in contrast to the decline in these languages in the 1990s; on the other hand, these gradual increases have not restored French and German to the numerical stature they held in the 1970s ([tables 5 and 6](#)). In terms of ranking by number of enrollments in 2006, American Sign Language (ASL) jumped ahead of Italian, Arabic surpassed Ancient Greek and Biblical Hebrew, and Portuguese rose above Modern Hebrew ([table 1a](#)).

[Tables 1c and 1d](#) allow us to see changes in 2006 in the context of 1998. Spanish remains the most taught language in the United States, with a 10.3% increase over 2002; this 10.3% increase, however, marks a slight decrease from the 1998–2002 percentage raise, 13.7%. In actual numbers, Spanish gained 89,677 students between 1998 and 2002 and 76,718 students between 2002 and 2006. French remained the

second most taught language, increasing by 2.2% over 2002; German came in third with a 3.5% increase. In 2006, ASL did not match its meteoric rise of 432.2% from 1998 to 2002, but it is ranked fourth with nearly a third more enrollments (29.7%) than in 2002.⁴ From 1998 to 2002, and then again between 2002 and 2006, Italian and Japanese showed strong, steady increases: 29.6% and 22.6% for Italian and 21.1% and 27.5% for Japanese. Chinese went from a 20.0% increase between 1998 and 2002 to a noticeable 51.0% jump in 2006; in terms of actual numbers, Chinese gained 5,697 student enrollments between 1998 and 2002 and 17,429 between 2002 and 2006. In contrast to its low 0.5% increase between 1998 and 2002, Russian made a stronger showing in 2006, with a 3.9% increase. Arabic continued its impressive expansion: from 1998 to 2002, it lifted its enrollments by 92.3%, and between 2002 and 2006 by a remarkable 126.5%. Arabic almost doubled its enrollments in 2002 and more than doubled its figures again in 2006, bringing its latest enrollments to 23,974. Not only have enrollments in Arabic expanded two-fold, but the number of institutions of higher learning offering Arabic has also nearly doubled; we received reports from 466 programs in 2006 against 264 in 2002. The same rate of growth in number of programs for this period cannot be ascribed to Chinese, which reported 543 programs in 2002 and 661 in 2006. Enrollments in Portuguese continue to rise steadily: the 21.1% increase noted from 1998 to 2002 was followed by a 22.4% increase in 2006. The 16.3% increase in Korean from 1998 to 2002 was dwarfed by the strong 37.1% it registered in 2006. Latin and Ancient Greek also showed increased enrollments: Latin, which had grown by 14.1% from 1998 to 2002, posted another 7.9% increase in 2006; Ancient Greek, which grew by 24.2% between 1998 and 2002, expanded by another 12.1% in 2006. Biblical Hebrew registered a small decline of 0.3% in 2006. Before 1990, we did not distinguish Biblical Hebrew from Modern Hebrew; therefore, for comparative purposes, reports of trends begun before 1990 show combined enrollments for Hebrew through 2006.⁵

In both two-year and four-year colleges, Spanish remains the most taught language other than English in institutions of higher education. Its numbers surpass those of other languages by a very large margin: in 2006, Spanish counted 587,376 undergraduate enrollments in four-year institutions, whereas French, the second most taught language in the United States, only registered 169,949 (417,427 fewer than Spanish). German ranks third, with registered undergraduate enrollments of 79,071, less than half the enrollments in French.

While Spanish also leads by a substantial margin in two-year colleges, since 2002 American Sign Language has surpassed French enrollments and now ranks second among languages taught in two-year institutions. As opposed to the modest increases they have shown in four-year colleges, in two-year colleges French, German, Russian, Latin, Hebrew, and Ancient Greek lost ground in 2006 after small gains registered in 2002 ([table 2b](#)).

[Table 2c](#) shows that since 1974, overall enrollments in languages other than English more than doubled in two-year colleges (a 137% increase) and expanded by 56% in four-year institutions. After three decades of fluctuating graduate enrollments, all well below their 1974 high (41,892), total graduate numbers in 2006 (40,970) are near the 1974 level.

[Tables 5](#) and [6](#) describe trends in the leading languages between 1960 and 2006. As a percentage of total ML enrollments, in 2006, Spanish, French, and German have lost ground. Spanish remains above 50%, where it has been since 1995, having risen from 32.4% in 1968. French has fallen from 34.4% in 1968 to 13.1% in 2006. Over the same period, German has fallen from 19.2% to 6.0%. American Sign Language, Italian, Japanese, Chinese, Arabic, and less commonly taught languages (“other languages” on [table 6](#)) grew. Latin, Russian, Hebrew, Ancient Greek, Portuguese, and Korean remained almost flat, reporting no change over 2% ([table 6](#)). The number of students registered in the twelve leading modern languages is rising for each language, but seen over time, the numbers relate a different story: although there is growth in absolute numbers of enrollments in modern languages, because of the phenomenal expansion of students attending institutions of higher learning, in 2006 enrollments in the most taught languages have not reached the proportion they reached in 1960–65. Since the high of

1960–65, enrollments in languages have fallen substantially in proportion to the expanding number of students attending institutions of higher education. Thus describing trends only in terms of increasing enrollments does not convey the magnitude of some of these changes.

Introductory versus Advanced Course Enrollments

In an effort to have a more detailed picture of potential levels of attainment, we introduced a new feature in this 2006 survey: distinct figures for introductory (first- and second-year) and advanced enrollments for the top fifteen languages. Data for the less commonly taught languages were also collected in terms of introductory and advanced levels but are presented here in aggregated form. [Table 7a](#) reports the data for the top fifteen languages for all undergraduate enrollments in institutions of higher learning, and [table 7b](#) excludes enrollments in two-year institutions from this same data; [table 7b](#) thus narrows the comparison between introductory and advanced enrollments to those institutions in which upper-level courses are likely to be available. These tables reveal that, when all institutions of higher learning are considered together, upper-level classes constitute over 20% of all undergraduate student enrollments in five languages: Russian, Portuguese, German, French, and Korean (see [table 7a](#)). When only four-year colleges and universities are considered, eight languages are shown to have 20% or more of enrollments in upper-level classes: the five languages listed above and Spanish, Chinese, and Japanese. On the other hand, Italian, American Sign Language, and Biblical Hebrew score the lowest percentages of enrollments in advanced levels in both [tables 7a and 7b](#).

Global enrollment figures provided by this and preceding surveys only give a general view of the numbers of students engaged in language learning in United States colleges and universities; [tables 7a and 7b](#) add further information by providing a measure of the potential competency level of students by separating out enrollments in advanced language courses. The differential in enrollments between lower-level and upper-level classes is dramatic (see the “Ratio” column on [tables 7a and 7b](#)). [Table 7a](#) shows that for every eight enrollments in first- and second-year Arabic, there is only one enrollment in an advanced Arabic course; Chinese does somewhat better with a ratio of 9 to 2, whereas Spanish and Japanese, despite their proportional differences in size of total enrollments, both have one out of five enrollments in upper-level classes. First- and second-year language classes may reflect college requirements, whereas advanced courses may be electives or a requirement of the major. It is difficult to find meaningful patterns in the differences between ratios showing enrollments at lower and upper levels. There are large and small ratios within many categories: European languages (French 4:1; Italian 9:1), non-European languages (Korean 4:1; Arabic 8:1), languages that have been studied in the United States since 1968 (German 4:1; Biblical Hebrew 11:1), languages relatively new to American higher education (Japanese 5:1; Arabic 8:1). Issues such as national and local interest, funding and materials availability, and individual program strength may be factors that can explain these differences.

As we saw earlier, the ratio of modern language course enrollments to all postsecondary registrations in the United States stands at 8.6 language enrollments for every one hundred total student registrations; for enrollments in advanced modern language classes, the figure falls to 1.4 course enrollments per one hundred total students.

Geographic and Institutional Distribution of Enrollments

There has been no noticeable change in the regional patterns of enrollments in languages other than English since our 2002 survey. Enrollments are expanding in numbers, but their geographical

distribution as well as their representation in two-year colleges, four-year colleges, and graduate programs within that distribution remains steady. The Northeast, Midwest, and South Atlantic regions report the largest numbers of enrollments followed by the Pacific Coast, South Central, and Rocky Mountain regions.

As in previous surveys, the Pacific Coast leads the country in enrollments in two-year institutions by a large margin, with 36.8% of the national enrollments. The South Atlantic has the second largest number of enrollments in two-year institutions with 16.1%, followed by the Midwest (15.5%) and the Northeast (14.1%). The South Central and Rocky Mountain regions each post only 8.7% of the national enrollments for their two-year colleges.

With a 25% share of the national enrollments, the Northeast leads in four-year institutions as well as graduate programs, closely followed by the Midwest (23.5% and 23.8%) and the South Atlantic (22.9% and 21.7%). The Pacific Coast is behind them with 11.2% of four-year institutions and 13.9% of graduate programs. The South Central region posts 10.2% and 8.6%, and the Rocky Mountain region garners only 7.1% and 7.0% of these enrollments.

Less Commonly Taught Languages

[Table 8](#) offers a detailed list of the less commonly taught languages (LCTLs) offered in 2002 and 2006; [table 9](#) collapses these languages according to regions of origin. A total of 204 LCTLs were offered in 2006, 42 (25.9%) more LCTLs than reported in 2002. For the purpose of this article, we characterize as less commonly taught all languages other than the top fifteen in [table 1a](#). As in almost all the commonly taught languages, enrollments have risen in the LCTLs: 8,011 (31.2%) more students were studying LCTLs in 2006 than when we last surveyed the field, in 2002. The largest increases in enrollments were in Middle Eastern and African languages, where enrollments grew by 55.9%, up 3,562 enrollments, and in Asian and Pacific languages, which reported an added 1,965 enrollments (24.6% increase). The smallest numerical increase in enrollments was in North and South American languages (1,071); in contrast, the largest increase in languages taught was reported in this group (14, or 40.0%). The percentage of total LCTL enrollments by region of origin remained relatively stable between the years reported.

We follow institutional designations for languages, on the principle that those who name courses know most precisely what is being offered, but this may at times result in dividing enrollments that might be combined meaningfully.⁶ Among the Middle Eastern and African languages, numbers for Persian and Farsi are given separately as reported, but most probably represent enrollments in the same language. A comparable division occurs among the Asian and Pacific languages for Tagalog and Pili-pino. In the North and South American languages, we record numbers reported separately under the rubrics Dakota/Lakota and Lakota, although linguists minimize these differences; similarly, by following institutional nomenclature, we suggest a false distinction between Papago and Tohono O'odham. On the other hand, the name of a language may mask broad linguistic differences, as with Aramaic. Modern dialects of Aramaic are spoken by small, minority communities in Iraq, Turkey, Iran, and Syria and among émigré communities in Armenia, Georgia, and the United States. Aramaic enrollments reported by United States postsecondary institutions, however, appear to represent students of 2,000-year-old Palestinian Aramaic, the language of the time of Jesus and the Jerusalem Talmud, a compilation of Jewish religious and legal texts still widely studied (Dalby). In every case described, it seemed best to let institutions speak for themselves, but readers should exercise caution in interpreting the enrollments for some of these languages.

Among the Middle Eastern and African languages for which we report enrollments, Aramaic (2,556), Swahili (2,163), and Persian (2,037) attracted the greatest numbers of students in 2006.⁷ Enrollments in

each of these languages saw major increases since 2002: Aramaic rose 51.6%, Swahili 35.8%, and Persian 82.4%. Of the European LCTLs, the greatest numbers of enrollments are in Polish (1,379) and Modern Greek (1,294), followed by Yiddish (969), Norwegian (782), and Swedish (722). Since 2002, Polish has increased by 31.0%, Modern Greek by 60.9%. Norwegian and Swedish enrollments have remained almost level between the two surveys: Norwegian is up 0.6%, and Swedish is down 1.9%. Notable among the data for the European LCTLs in 2006 are the numbers for Yiddish and Irish. Yiddish enrollments increased by 121.2% since 2002, whereas Irish enrollments (384) decreased by 45.5%.

Enrollments in the sixteen leading Asian and Pacific less commonly taught languages, taken together, rose in 2006 by 25.7% ([table 10a](#)). This is by no means the most dramatic growth that this group has shown: in 1995, enrollments grew by 96.7% and in 2002 by 72.3%. Nonetheless, 2006 continues the trend of solid growth in all but three of these languages. Vietnamese is the leading LCTL among the Asian and Pacific languages, with 2,485 enrollments in 2006, an 11.1% rise over 2002. Growth in Vietnamese enrollments over the past three decades has been strong and steady. Enrollments rose from 29 to 327 between 1974 and 1990, tripled between 1990 and 1995, and then more than doubled between 1995 and 2002. In 2006, enrollments in Vietnamese are almost equally divided between two-year and four-year (undergraduate) institutions. Hindi total enrollments rose by 36.1% between 2002 and 2006, following a 72.1% increase between 1998 and 2002. Tagalog and Pilipino enrollments were marked by similarly strong growth in 2006 from 2002 (36.2% and 39.2%), but the percentage increases in these languages do not tell the whole story; the enrollment figures for Tagalog and Pilipino probably can be combined since both names refer to the national language of the Philippines. (Combining Pilipino and Tagalog puts enrollment numbers at 1,569.) Among Pilipino enrollments in 2006, 40.3% are found in two-year colleges; among Tagalog, 44.4%. Of the top sixteen Asian and Pacific languages among the LCTLs, only Hindi-Urdu and Thai showed a significant fall in enrollments between 2002 and 2006: 8% for Hindi-Urdu and 7.0% for Thai; Cantonese posted a small decline of 1.1%.

Hawaiian reports more than twice the enrollments of any other Native American language ([table 10b](#)). Hawaiian enrollments in 2006 stood at 1,654, marking a relatively small slide from 1,687 in 2002. Hawaiian was at a high of 2,007 in 1998. Hawaiian enrollments in 2006 are down since 2002 by more than half in two-year colleges but up by 30.2% in four-year institutions ([table 8](#)). Navajo, Ojibwe, and Dakota/Lakota are approximately even after Hawaiian, showing 2006 enrollments, respectively, of 649, 633, and 625 ([table 10b](#)). Though enrollment levels for these three languages are similar, they speak of distinct developments. Navajo has had significant ups and downs in enrollment over the past three decades, beginning with the greatest number of enrollments of any of the Native American languages in 1974, falling sharply throughout the 1980s, but then posting its strongest recorded year in 1995. Enrollments in Navajo are approximately twice the size in two-year than in four-year institutions; between 2002 and 2006, Navajo fell by 18.4% in two-year colleges and by 15.2% in four-year institutions ([table 8](#)). Overall enrollments in Ojibwe, by contrast, grew steadily to 270 between 1974 and 2002 and then swelled by 134.4% to 633 in 2006 ([table 10b](#)). Ojibwe doubled enrollments in four-year institutions between 2002 and 2006, rising from 230 to 466; in two-year institutions, Ojibwe enrollments increased by a factor of four, from 40 to 167 ([table 8](#)). Dakota/Lakota enrollments by and large have increased steadily since 1974, although with ups and downs, from 158 in 1990 to 465 in 1995 and then down to 334 in 1998 ([table 10b](#)). Between 2002 and 2006, Dakota/Lakota enrollments remained at their highest level in three decades, above 600 in both years. Dakota/Lakota enrollments in four-year institutions vastly outnumber those in two-year colleges, although they doubled in size, from 17 to 40, in two-year institutions and fell, from 589 to 576, in four-year institutions between 2002 and 2006. In 2006, 19 institutions reported enrollments for Ojibwe and 13 for Hawaiian, Navajo, and Dakota/Lakota. The ratio of two-year to four-year institutions for Hawaiian was 4:9, for Navajo 7:6, for Ojibwe 5:14, and for Dakota/Lakota 4:9.⁸

Bear in mind when dealing with relatively small program and enrollment numbers, such as those reported here for LCTLs, that the absence of data from one or two institutions may result in a significant difference from one survey year to the next. It is therefore difficult to speak of trends or developments with certainty. Nevertheless, we assume that a similar average number of omissions each year allows us to consider that the years are relatively equivalent and that trends are responsibly reported.

In Conclusion

Between 2002 and 2006, enrollments in language classes expanded by 12.9% (table 1a), and our data show an upward trend in the study of languages: more languages are being taught, and more students are enrolled in language classes. We are witnessing a noteworthy growth in the choices of languages students are pursuing, particularly non-European languages. Some languages have shown remarkable expansion: Arabic has grown by over 100%; Chinese and Korean post well over 30% growth; American Sign Language, Italian, Japanese, and Portuguese over 20% growth. Enrollments in Spanish have expanded by 10.3%, continuing a record of uninterrupted growth begun in 1980. French, German, Russian, and Hebrew have registered modest gains.

For the first time in our survey of enrollments in languages other than English, we garnered data separately for advanced and first- and second-year language courses. The differentiated data give a more finely grained picture of language learning in institutions of higher education. Retaining students in upper-level courses is a challenge many fields share and is made more acute by the growing curricular choices now offered to students in fields that did not exist a few decades ago. With the development of new media, expansion of study-abroad programs, and increasing international contacts, students in this first decade of the twenty-first century have new opportunities to develop their linguistic abilities in concert with their other educational or vocational interests. As the need for fluency in foreign languages and knowledge of foreign cultures intensifies, the need for starting language learning earlier and for sustained language learning becomes apparent. From K–12 through college, students should have the opportunity to learn languages, including those that are, at present, less commonly taught. Future surveys will continue to monitor trends in language study, including upper-level enrollments, which suggest higher levels of competence, so that we can remain alert to the place language study holds in higher education.

Notes

We would like to thank our research assistants, Kaitlin Walker and Elizabeth (Libby) Pratt, for their untiring dedication and attention to detail.

1. We were privileged to have the input of distinguished faculty members and consultants. Let them find here the expression of our gratitude for their insights and help.

2. NCES data is derived from the 2007 *Higher Education Directory*.

3. The National Center for Education Statistics estimates that in 2006 total United States college enrollments stood at 17,648,000 in 4,216 institutions. Of these, about 1,400 institutions were ineligible for inclusion in the survey, because they are for-profit or because their focus or mission does not include language teaching. The not-for-profit institutions that do not teach languages include undergraduate and postgraduate STEM (Science, Technology, Engineering, and Math) dominant institutions and specialized professional schools in such fields as law, medicine, agriculture, social work, and business.

4. We first reported ASL in our enrollment surveys in 1990. We did not ask for enrollments figures in ASL explicitly at that time; institutions reported it in the category of “other languages.” In 1998, ASL enrollment figures pushed it into the top fifteen languages reported, and consequently we named it as one of the languages about which we sought data in 2002. In response to the 2002 request for data, 436 more institutions than in 1998 reported courses in ASL. While naming ASL explicitly probably increased reporting, we also note that of the 522 institutions teaching ASL in 2002, 187 had instituted new programs.

5. Biblical Hebrew is often, but not exclusively, taught in religious academies (Yeshivas) and although these are counted by NCES among postsecondary institutions, their student population may include students of high school age.

6. There are, however, several exceptions to this rule. In this survey, we list Mandarin under Chinese, Kiswahili under Swahili, and Blackfoot under Blackfeet.

7. In addition to Swahili, three other African languages record remarkable growth as well, although from a much smaller base. Yoruba has risen by 248.7%, from 76 enrollments in 2002 to 265 in 2006; Zulu in the same period has risen 88.3%, from 72 to 132 enrollments, and Wolof has risen 64.9%, from 74 to 122.

8. Special thanks are due to A. LaVonne Brown Ruoff for her help in identifying programs and resources to support our expanding coverage of Native American languages. As is the case with other heritage languages, Native American languages may also be taught in programs that do not fall within the parameters of our survey, which looks only at courses bearing college credit.

Works Cited

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Fig. A

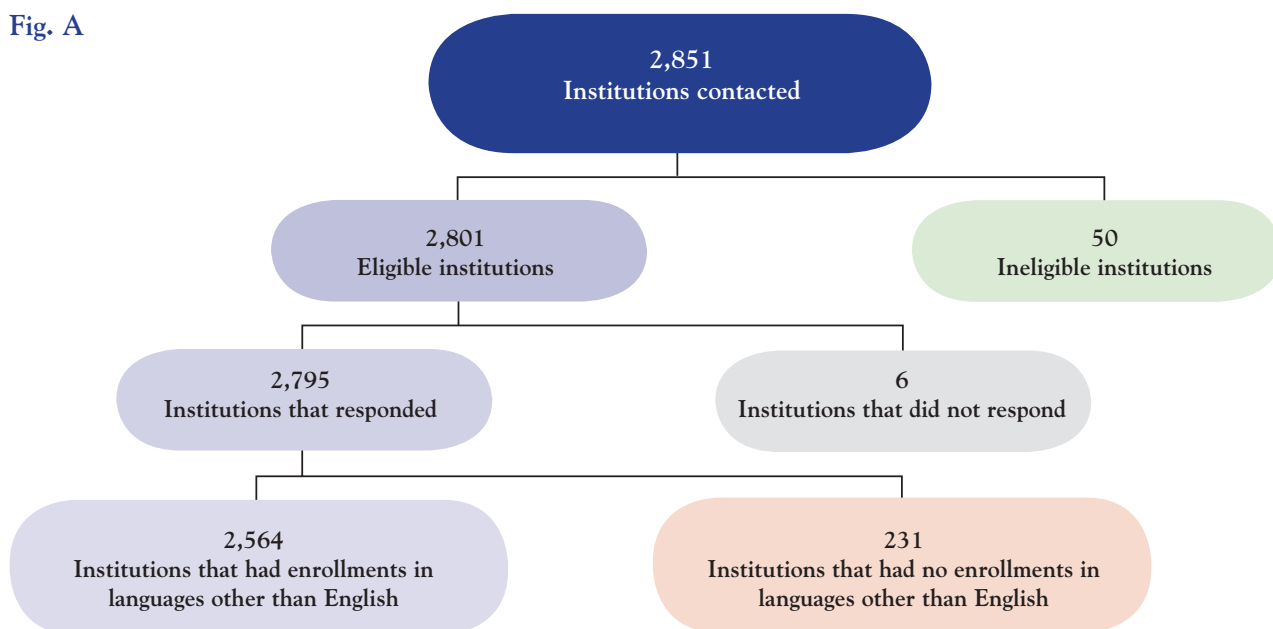


Fig. 1
Language Course Enrollments by Year, Excluding Latin and Ancient Greek

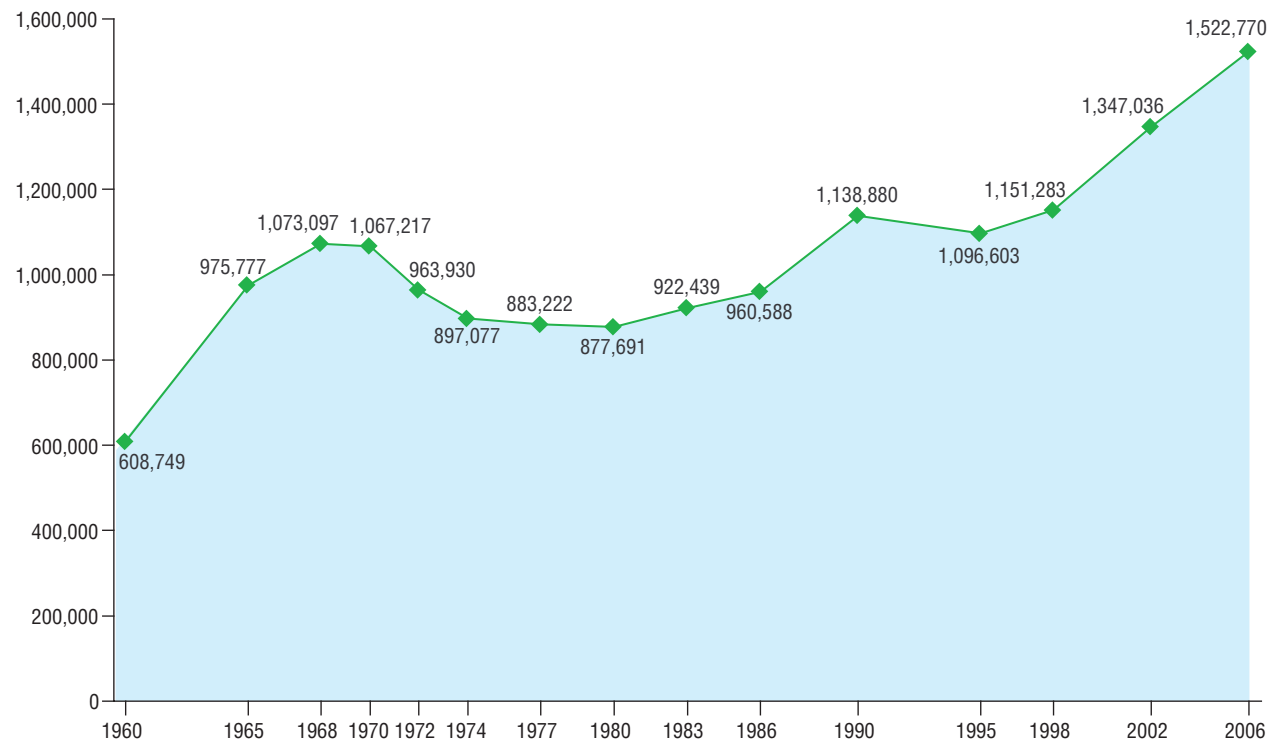


Fig. 2
Enrollments in Spanish Compared with Those of All Other Languages except Latin and Ancient Greek, by Year

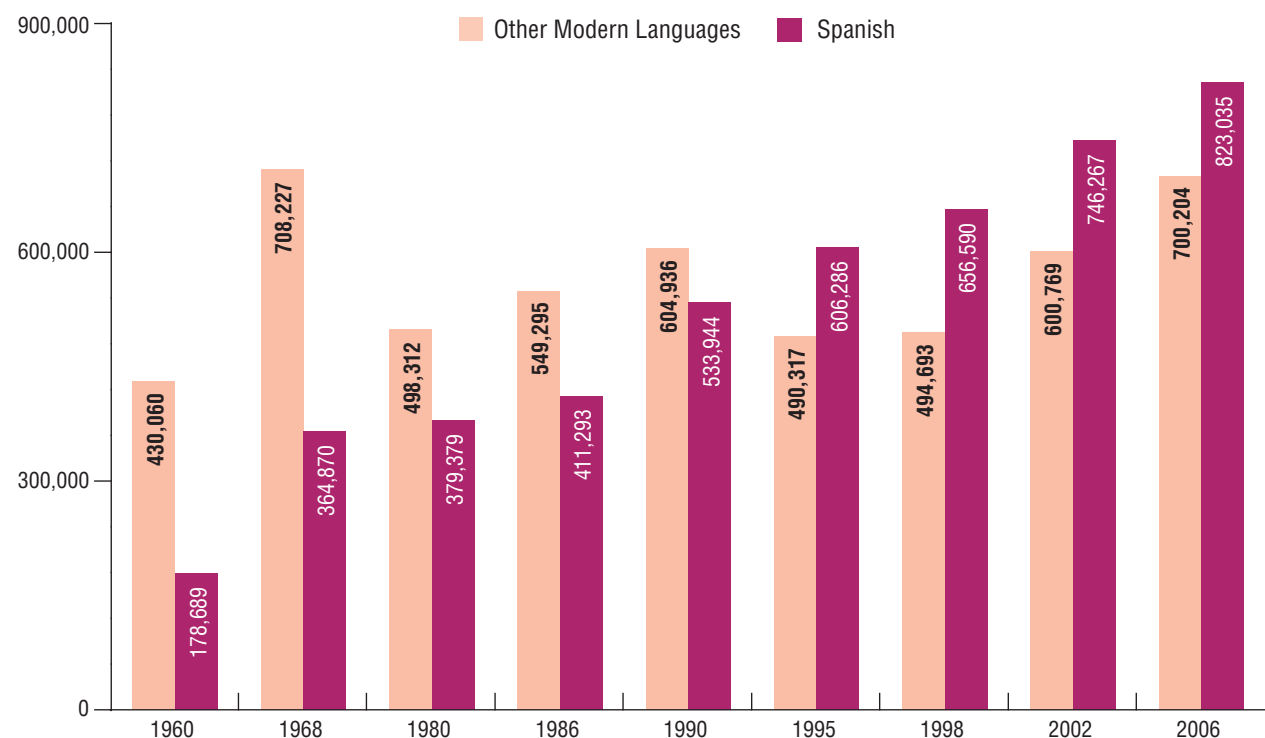


Fig. 3a

Enrollments in the Top 7 Modern Languages, Excluding Spanish, since 1960

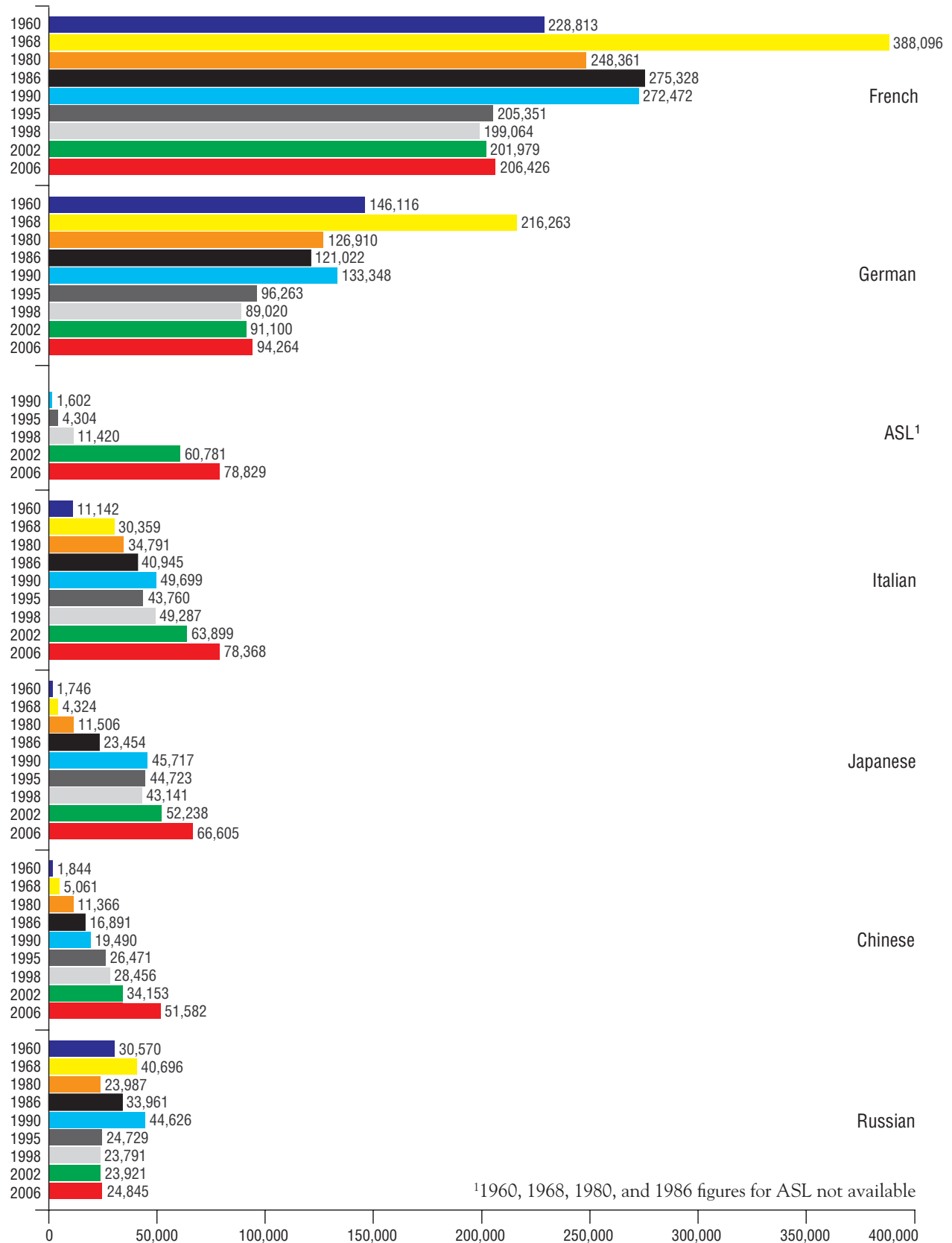


Fig. 3b
Enrollments in Selected Languages since 1980

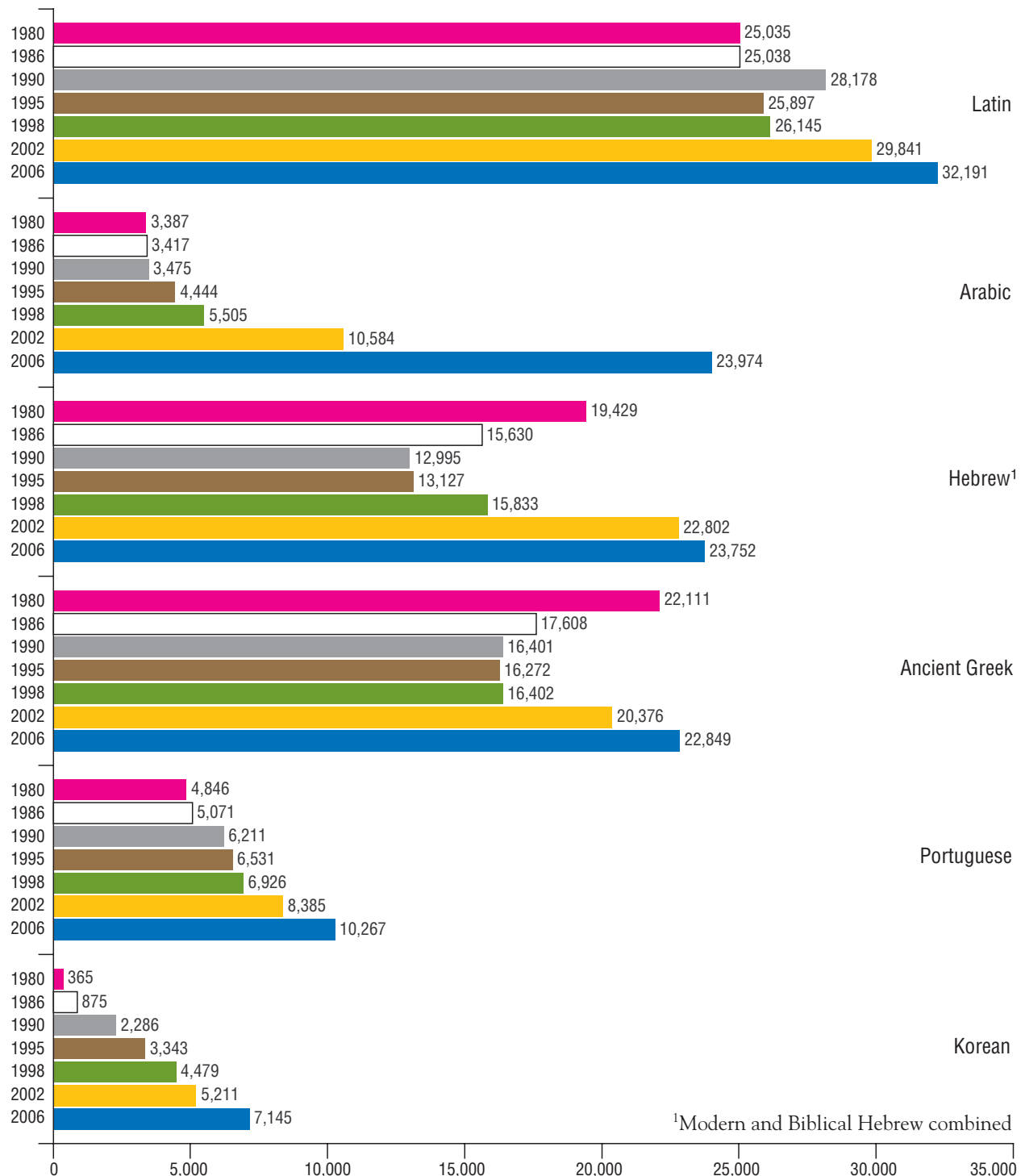


Fig. 4a
Ratio of Introductory to Advanced Undergraduate Enrollments in the Top 15 Languages in 2006

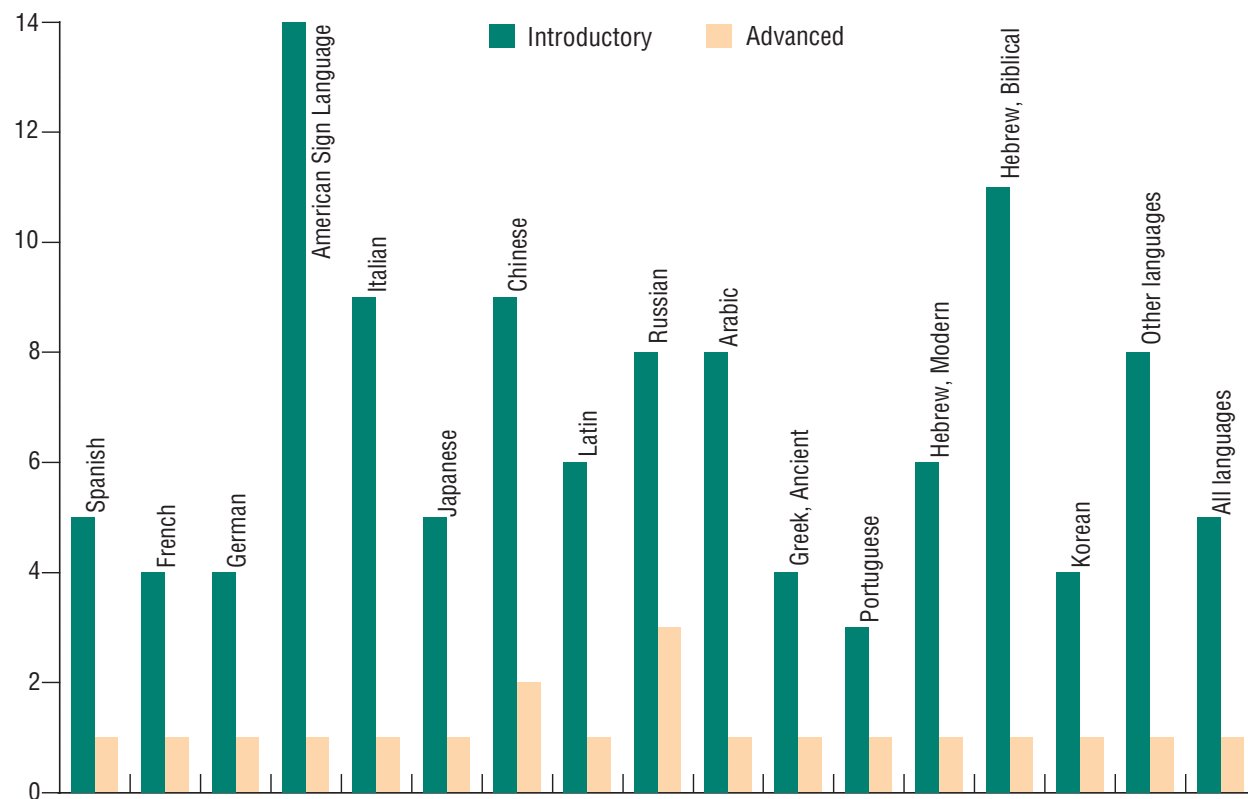


Fig. 4b
Ratio of Introductory to Advanced Undergraduate Enrollments (Excluding Enrollments in 2-Year Colleges) in the Top 15 Languages in 2006

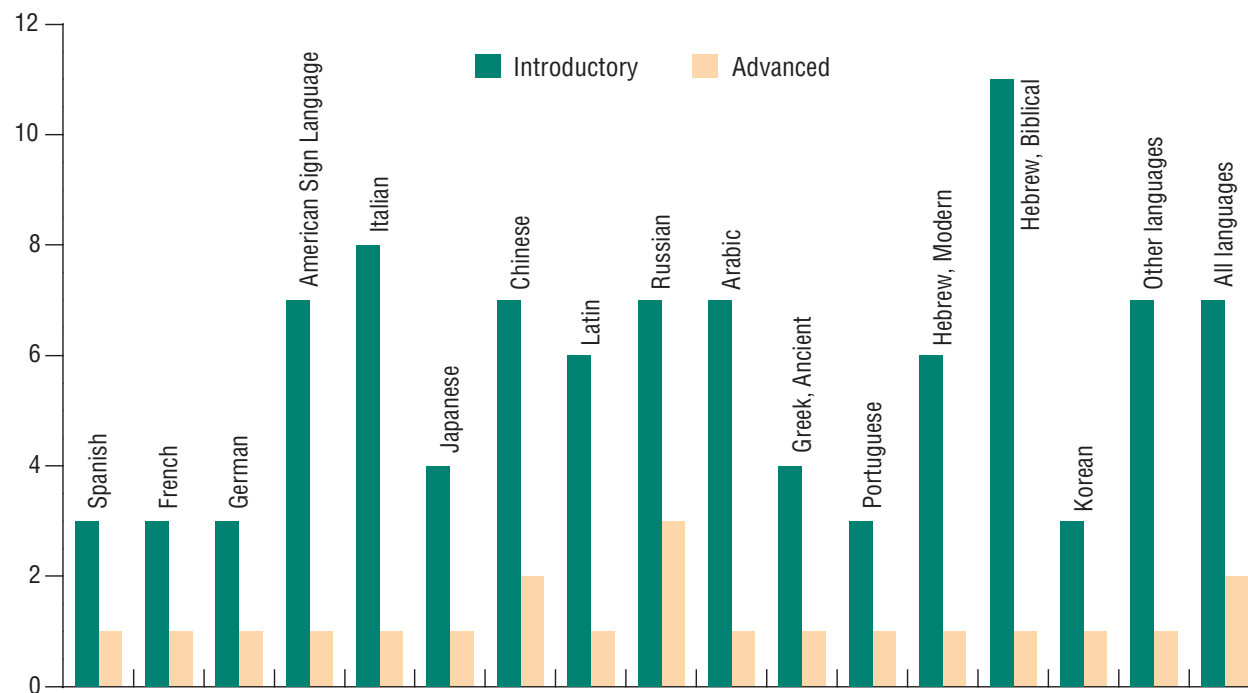


Table 1a
Fall 2002 and 2006 Language Course Enrollments
in US Institutions of Higher Education
(Languages in Descending Order of 2006 Totals)

	2002	2006	% Change
Spanish	746,267	822,985	10.3
French	201,979	206,426	2.2
German	91,100	94,264	3.5
American Sign Language	60,781	78,829	29.7
Italian	63,899	78,368	22.6
Japanese	52,238	66,605	27.5
Chinese	34,153	51,582	51.0
Latin	29,841	32,191	7.9
Russian	23,921	24,845	3.9
Arabic	10,584	23,974	126.5
Greek, Ancient	20,376	22,849	12.1
Hebrew, Biblical	14,183	14,140	-0.3
Portuguese	8,385	10,267	22.4
Hebrew, Modern	8,619	9,612	11.5
Korean	5,211	7,145	37.1
Other languages	25,716	33,728	31.2
Total	1,397,253	1,577,810	12.9

Table 1b
Fall 2002 and 2006 Language Course
Enrollments in US Institutions of Higher
Education (Languages in Alphabetical Order)

	2002	2006	% Change
American Sign Language	60,781	78,829	29.7
Arabic	10,584	23,974	126.5
Chinese	34,153	51,582	51.0
French	201,979	206,426	2.2
German	91,100	94,264	3.5
Greek, Ancient	20,376	22,849	12.1
Hebrew, Biblical	14,183	14,140	-0.3
Hebrew, Modern	8,619	9,612	11.5
Italian	63,899	78,368	22.6
Japanese	52,238	66,605	27.5
Korean	5,211	7,145	37.1
Latin	29,841	32,191	7.9
Portuguese	8,385	10,267	22.4
Russian	23,921	24,845	3.9
Spanish	746,267	822,985	10.3
Other languages	25,716	33,728	31.2
Total	1,397,253	1,577,810	12.9

Table 1c
Fall 1998, 2002, and 2006 Language Course Enrollments in US Institutions of Higher Education
(Languages in Descending Order of 2006 Totals)

	1998	2002	% Change 1998–2002	2006	% Change 2002–06
Spanish	656,590	746,267	13.7	822,985	10.3
French	199,064	201,979	1.5	206,426	2.2
German	89,020	91,100	2.3	94,264	3.5
American Sign Language	11,420	60,781	432.2	78,829	29.7
Italian	49,287	63,899	29.6	78,368	22.6
Japanese	43,141	52,238	21.1	66,605	27.5
Chinese	28,456	34,153	20.0	51,582	51.0
Latin	26,145	29,841	14.1	32,191	7.9
Russian	23,791	23,921	0.5	24,845	3.9
Arabic	5,505	10,584	92.3	23,974	126.5
Greek, Ancient	16,402	20,376	24.2	22,849	12.1
Hebrew, Biblical	9,099	14,183	55.9	14,140	–0.3
Portuguese	6,926	8,385	21.1	10,267	22.4
Hebrew, Modern	6,734	8,619	28.0	9,612	11.5
Korean	4,479	5,211	16.3	7,145	37.1
Other languages	17,771	25,716	44.7	33,728	31.2
Total	1,193,830	1,397,253	17.0	1,577,810	12.9

Table 1d
Fall 1998, 2002, and 2006 Language Course Enrollments in US Institutions of Higher Education
(Languages in Alphabetical Order)

	1998	2002	% Change 1998–2002	2006	% Change 2002–06
American Sign Language	11,420	60,781	432.2	78,829	29.7
Arabic	5,505	10,584	92.3	23,974	126.5
Chinese	28,456	34,153	20.0	51,582	51.0
French	199,064	201,979	1.5	206,426	2.2
German	89,020	91,100	2.3	94,264	3.5
Greek, Ancient	16,402	20,376	24.2	22,849	12.1
Hebrew, Biblical	9,099	14,183	55.9	14,140	–0.3
Hebrew, Modern	6,734	8,619	28.0	9,612	11.5
Italian	49,287	63,899	29.6	78,368	22.6
Japanese	43,141	52,238	21.1	66,605	27.5
Korean	4,479	5,211	16.3	7,145	37.1
Latin	26,145	29,841	14.1	32,191	7.9
Portuguese	6,926	8,385	21.1	10,267	22.4
Russian	23,791	23,921	0.5	24,845	3.9
Spanish	656,590	746,267	13.7	822,985	10.3
Other languages	17,771	25,716	44.7	33,728	31.2
Total	1,193,830	1,397,253	17.0	1,577,810	12.9

Table 2a

Language Course Enrollments by Undergraduate Students in 4-Year Colleges and by Graduate Students (Languages in Descending Order of 2006 Totals)

Language	Undergraduates			Graduates			Totals		
	1998	2002	2006	1998	2002	2006	1998	2002	2006
Spanish	468,040	515,688	587,376	9,046	9,950	10,865	477,086	525,638	598,241
French	164,407	162,705	169,949	4,850	4,605	4,763	169,257	167,310	174,712
German	74,437	75,987	79,071	2,938	2,803	3,072	77,375	78,790	82,143
Italian	41,216	51,750	64,344	925	1,047	1,018	42,141	52,797	65,362
Japanese	32,588	38,545	50,035	1,334	930	859	33,922	39,475	50,894
Chinese	22,472	26,914	41,782	1,220	934	1,127	23,692	27,848	42,909
American Sign Language	4,254	21,613	33,500	163	121	746	4,417	21,734	34,246
Latin	24,411	27,695	30,250	894	1,045	1,021	25,305	28,740	31,271
Hebrew ¹	11,740	16,651	16,954	3,560	5,551	6,278	15,300	22,202	23,232
Greek, Ancient	11,738	14,044	16,365	4,471	6,033	6,423	16,209	20,077	22,788
Russian	20,541	20,208	21,721	964	770	749	21,505	20,978	22,470
Arabic	3,902	8,194	18,650	445	531	940	4,347	8,725	19,590
Portuguese	5,958	6,945	9,029	488	487	458	6,446	7,432	9,487
Korean	3,546	4,045	5,687	309	111	237	3,855	4,156	5,924
Other languages	14,254	19,257	25,845	1,196	1,797	2,414	15,450	21,054	28,259
Total	903,504	1,010,241	1,170,558	32,803	36,715	40,970	936,307	1,046,956	1,211,528
% change	—	11.8	15.9		11.9	11.6		11.8	15.7

¹Modern and Biblical Hebrew combined

Table 2b
Language Course Enrollments by Students in 2-Year Colleges (Languages in Descending Order of 2006 Totals)

	1986	1990	1995	1998	2002	2006	% Change 2002–06	% Change 1986–2006
Spanish	89,491	133,823	163,217	179,504	220,629	224,744	1.9	151.1
American Sign Language	–	1,140	3,394	7,003	39,047	44,583	14.2	–
French	39,818	44,366	30,515	29,807	34,669	31,714	–8.5	–20.4
Japanese	4,835	10,308	9,429	9,219	12,763	15,711	23.1	224.9
Italian	6,303	8,325	6,430	7,146	11,102	13,006	17.2	106.3
German	15,399	19,082	11,689	11,645	12,310	12,121	–1.5	–21.3
Chinese	2,105	3,506	4,463	4,764	6,305	8,673	37.6	312.0
Arabic	354	423	196	1,158	1,859	4,384	135.8	1,138.4
Russian	1,596	3,472	2,000	2,286	2,943	2,375	–19.3	48.8
Korean	–	141	169	624	1,055	1,221	15.7	–
Vietnamese	56	169	489	385	1,185	1,203	1.5	2,048.2
Latin	497	909	827	840	1,101	920	–16.4	85.1
Portuguese	289	365	462	480	953	780	–18.2	169.9
Persian	17	–	–	233	308	573	86.0	3,270.6
Hebrew ¹	697	786	819	533	600	520	–13.3	–25.4
Armenian	36	85	67	80	318	489	53.8	1,258.3
Greek, Ancient	245	283	221	193	299	61	–79.6	–75.1
Other languages	1,143	1,237	2,315	1,623	2,851	3,204	12.4	180.3
Total	162,881	228,420	236,702	257,523	350,297	366,282	4.6	124.9
% change	–	40.2	3.6	8.8	36.0	4.6		

This table lists the 15 most commonly taught languages at the 2-year level. Hebrew and Ancient Greek are also listed for comparison with Table 2a.

¹Modern and Biblical Hebrew combined

Table 2c
Total Language Course Enrollments by Level, 1974–2006

	1974	1983	1986	1990	1995	1998	2002	2006
2-year	154,466	164,411	162,881	228,420	236,702	257,523	350,297	366,282
4-year	750,277	769,444	807,084	920,092	863,393	903,504	1,010,241	1,170,558
Graduate	41,892	35,158	33,269	35,628	38,677	32,803	36,715	40,970

Table 3a
US Geographic Distribution of 2006 Language
Course Enrollments

	No.	% of Natl.
Northeast	354,839	22.5
Midwest	341,733	21.7
South Atlantic	335,813	21.3
South Central	155,027	9.8
Rocky Mountain	118,361	7.5
Pacific Coast	272,037	17.2
Natl. (total)	1,577,810	100.0

Table 3b
US Geographic Distribution of 2006 Language Course Enrollments by Level

	2-Year	% of Natl.	4-Year	% of Natl.	Graduate	% of Natl.
Northeast	51,812	14.1	292,774	25.0	10,253	25.0
Midwest	56,879	15.5	275,123	23.5	9,731	23.8
South Atlantic	58,910	16.1	267,998	22.9	8,905	21.7
South Central	31,966	8.7	119,519	10.2	3,542	8.6
Rocky Mountain	31,843	8.7	83,663	7.1	2,855	7.0
Pacific Coast	134,872	36.8	131,481	11.2	5,684	13.9
Natl. (total)	366,282	100.0	1,170,558	100.0	40,970	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

Table 4
Modern Language (ML) Course Enrollments Compared with Total Student Enrollments in Higher Education, 1960–2006

	Total US Student Enrollments ¹	Index of Growth (%) ²	ML Course Enrollments ³	Index of Growth (%)	ML Course Enrollments per 100 Enrollments
1960	3,789,000	100.0	608,749	100.0	16.1
1965	5,920,864	156.3	975,777	160.3	16.5
1968	7,513,091	198.3	1,073,097	176.3	14.3
1970	8,580,887	226.5	1,067,217	175.3	12.4
1972	9,214,820	243.2	963,930	158.3	10.5
1977	11,285,787	297.9	883,222	145.1	7.8
1980	12,096,895	319.3	877,691	144.2	7.3
1983	12,464,661	329.0	922,439	151.5	7.4
1986	12,503,511	330.0	960,588	157.8	7.7
1990	13,818,637	364.7	1,138,880	187.1	8.2
1995	14,261,781	376.4	1,096,603	180.1	7.7
1998	14,506,967	382.9	1,151,283	189.1	7.9
2002	16,611,711	438.4	1,347,036	221.3	8.1
2006	17,648,000	465.8	1,522,770	250.1	8.6

¹The figures in the first column are taken from the *Digest of Education Statistics*, published annually by the Natl. Center for Educ. Statistics, US Dept. of Educ. See the *Digest of Education Statistics*, 2005, table 170 at http://nces.ed.gov/programs/digest/d05/tables/dt05_170.asp?referrer=report.

The 1960 figure is an estimate, as is the 2006 figure. The latter is taken from a projections table at the Natl. Center for Educ. Statistics Web site (http://nces.ed.gov/programs/projections/tables/table_10.asp).

The 1998 and 2002 figures in this table differ from those found in the article on the 2002 enrollment survey, where the 1998 and 2002 numbers were taken from estimates in the *Digest of Education Statistics*. The numbers in this table are actual numbers, from a more recent issue of the digest.

²For index figures, 1960 = 100.0%

³Includes all languages listed in tables 1 and 2 except Latin and Ancient Greek

Table 5
Enrollments in the 12 Leading Languages, Excluding Latin and Ancient Greek, in Selected Years

	Enrollments							
	1960	1970	1980	1990	1995	1998	2002	2006
Spanish	178,689	389,150	379,379	533,944	606,286	656,590	746,267	822,985
French	228,813	359,313	248,361	272,472	205,351	199,064	201,979	206,426
German	146,116	202,569	126,910	133,348	96,263	89,020	91,100	94,264
American Sign Language	—	—	—	1,602	4,304	11,420	60,781	78,829
Italian	11,142	34,244	34,791	49,699	43,760	49,287	63,899	78,368
Japanese	1,746	6,620	11,506	45,717	44,723	43,141	52,238	66,605
Chinese	1,844	6,238	11,366	19,490	26,471	28,456	34,153	51,582
Russian	30,570	36,189	23,987	44,626	24,729	23,791	23,921	24,845
Arabic	541	1,333	3,466	3,475	4,444	5,505	10,584	23,974
Hebrew ¹	3,834	16,567	19,429	12,995	13,127	15,833	22,802	23,752
Portuguese	1,033	5,065	4,894	6,211	6,531	6,926	8,385	10,267
Korean	168	101	374	2,286	3,343	4,479	5,211	7,145
Total	604,496	1,057,389	864,463	1,125,865	1,079,332	1,133,512	1,321,320	1,489,042

	% Change between Surveys						
	1960–70	1970–80	1980–90	1990–95	1995–98	1998–2002	2002–06
Spanish	117.8	–2.5	40.7	13.5	8.3	13.7	10.3
French	57.0	–30.9	9.7	–24.6	–3.1	1.5	2.2
German	38.6	–37.3	5.1	–27.8	–7.5	2.3	3.5
American Sign Language	—	—	—	168.7	165.3	432.2	29.7
Italian	207.3	1.6	42.9	–11.9	12.6	29.6	22.6
Japanese	279.2	73.8	297.3	–2.2	–3.5	21.1	27.5
Chinese	238.3	82.2	71.5	35.8	7.5	20.0	51.0
Russian	18.4	–33.7	86.0	–44.6	–3.8	0.5	3.9
Arabic	146.4	160.0	0.3	27.9	23.9	92.3	126.5
Hebrew ¹	332.1	17.3	–33.1	1.0	20.6	44.0	4.2
Portuguese	390.3	–3.4	26.9	5.2	6.0	21.1	22.4
Korean	–39.9	270.3	511.2	46.2	34.0	16.3	37.1
Total	74.9	–18.2	30.2	–4.1	5.0	16.6	12.7

¹Modern and Biblical Hebrew combined

Table 6

Percentage of Total Language Course Enrollments, 1968–2006, for the 14 Most Commonly Taught Languages in 2006

	1968	1980	1986	1990	1995	1998	2002	2006
Spanish	32.4	41.0	41.0	45.1	53.2	55.0	53.4	52.2
French	34.4	26.9	27.4	23.0	18.0	16.7	14.5	13.1
German	19.2	13.7	12.1	11.3	8.5	7.5	6.5	6.0
American Sign Language	—	—	—	0.1	0.4	1.0	4.4	5.0
Italian	2.7	3.8	4.1	4.2	3.8	4.1	4.6	5.0
Japanese	0.4	1.2	2.3	3.9	3.9	3.6	3.7	4.2
Chinese	0.4	1.2	1.7	1.6	2.3	2.4	2.4	3.3
Latin	3.1	2.7	2.5	2.4	2.3	2.2	2.1	2.0
Russian	3.6	2.6	3.4	3.8	2.2	2.0	1.7	1.6
Arabic	0.1	0.4	0.3	0.3	0.4	0.5	0.8	1.5
Hebrew ¹	0.9	2.1	1.6	1.1	1.2	1.3	1.6	1.5
Greek, Ancient	1.7	2.4	1.8	1.4	1.4	1.4	1.5	1.4
Portuguese	0.4	0.5	0.5	0.5	0.6	0.6	0.6	0.7
Korean	0.0	0.0	0.1	0.2	0.3	0.4	0.4	0.5
Other languages	0.7	1.4	1.3	1.2	1.5	1.5	1.8	2.1
Total	100	100	100	100	100	100	100	100
Total enrollments	1,127,363	924,837	1,003,234	1,184,100	1,138,772	1,193,830	1,397,253	1,577,810

¹Modern and Biblical Hebrew combined

Table 7a
Comparison of Introductory and Advanced Undergraduate Course Enrollments in the Top 15 Languages in 2006

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

Table 7b
Comparison of Introductory and Advanced Undergraduate Course Enrollments (Excluding Enrollments in 2-Year Colleges) in the Top 15 Languages in 2006

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

Table 8
Course Enrollments in 204 Less Commonly Taught Languages, 2002 and 2006

	2-Year Colleges		Undergraduate Programs		Graduate Programs		Total	
	2002	2006	2002	2006	2002	2006	2002	2006
Afrikaans	0	0	13	25	0	0	13	25
Akan	0	0	5	6	0	2	5	8
Akkadian	0	0	24	36	71	60	95	96
Albanian	0	0	10	0	0	0	10	0
Alutiiq	0	0	10	0	0	0	10	0
Amharic	0	0	12	13	3	3	15	16
Anishinabe	6	217	18	27	0	0	24	244
Apache	20	21	0	0	0	0	20	21
Arabic, Classical	–	0	–	1	–	3	–	4
Arabic, Qur'Anic	–	0	–	9	–	10	–	19
Aramaic	36	26	1,261	1,812	389	718	1,686	2,556
Aramaic, Targumic	–	0	–	0	–	8	–	8
Arapahoe	112	13	0	22	0	0	112	35
Armenian	318	489	278	282	11	3	607	774
Armenian, Eastern	–	0	–	91	–	0	–	91
Armenian, Western	–	0	–	17	–	0	–	17
Assiniboiné	12	0	0	0	0	0	12	0
Athabaskan	0	0	14	0	0	0	14	0
Bambara	0	0	10	41	1	5	11	46
Basque	0	0	46	5	3	0	49	5
Bengali	0	0	50	85	4	9	54	94
Blackfeet	41	50	0	33	0	0	41	83
Bosnian	–	0	–	8	–	0	–	8
Bulgarian	0	0	17	59	3	0	20	59
Burmese	0	0	46	33	3	2	49	35
Cambodian	0	0	5	29	0	0	5	29
Cantonese	47	96	128	82	5	0	180	178
Cape Verdean Creole	–	8	–	22	–	0	–	30
Catalan	0	0	31	57	4	7	35	64
Cebuano	0	0	7	0	0	0	7	0
Celtic	–	0	–	20	–	18	–	38
Chamorro	0	0	11	15	0	0	11	15
Cherokee	7	23	111	283	0	0	118	306
Cheyenne	0	0	1	34	0	0	1	34
Chichewa	0	0	0	0	2	0	2	0
Chinese, Classical	0	0	56	101	18	12	74	113
Choctaw	0	4	63	164	0	0	63	168
Comanche	–	0	–	16	–	0	–	16
Coptic	0	0	2	8	9	20	11	28
Cree	0	0	0	10	0	0	0	10
Croatian	0	0	15	20	1	4	16	24
Crow Indian	55	79	0	0	0	0	55	79
Czech	1	0	291	302	29	27	321	329
Dakota/Lakota	17	40	589	576	4	9	610	625
Danish	0	0	189	146	2	9	191	155
Dari	28	100	13	4	0	0	41	104
Deg Xinag	0	0	9	0	0	0	9	0
Dutch	0	0	357	423	18	22	375	445
Egyptian	0	0	16	49	31	7	47	56
Egyptian, Middle	–	0	–	30	–	0	–	30
Eskimo	0	0	99	0	0	0	99	0

Table 8 (Course Enrollments in 204 Less Commonly Taught Languages, 2002 and 2006, *cont.*)

	2-Year Colleges		Undergraduate Programs		Graduate Programs		Total	
	2002	2006	2002	2006	2002	2006	2002	2006
Estonian	0	0	13	9	3	3	16	12
Ethiopic	0	0	0	1	0	0	0	1
Evenki	–	0	–	0	–	1	–	1
Farsi	20	56	64	187	1	0	85	243
Finnish	6	4	151	145	5	1	162	150
Fula	0	0	0	0	1	0	1	0
Gaelic, Scottish	0	0	4	6	0	7	4	13
Galician	0	0	0	0	5	0	5	0
Georgian	0	0	1	8	1	0	2	8
German, Middle High	–	0	–	1	–	8	–	9
German, Theological	–	0	–	0	–	1	–	1
Gikuyu	–	0	–	3	–	0	–	3
Greek, Modern	11	13	736	1,217	57	64	804	1,294
Gros Ventre	–	20	–	0	–	0	–	20
Gujarati	0	0	20	18	0	0	20	18
Gwich'in	0	0	18	10	0	1	18	11
Haida	–	0	–	4	–	0	–	4
Haitian Creole	0	0	121	165	7	6	128	171
Hausa	0	0	38	49	2	5	40	54
Hawaiian	667	307	1,014	1,320	6	27	1,687	1,654
Hebrew, Biblical and Modern	–	0	–	10	–	0	–	10
Hidatsa	–	15	–	0	–	0	–	15
Hindi	0	14	1,374	1,840	56	92	1,430	1,946
Hindi-Urdu	0	0	393	309	34	84	427	393
Hittite	0	0	0	0	1	0	1	0
Hmong	89	149	194	253	0	0	283	402
Hungarian	0	5	97	230	5	3	102	238
Icelandic	0	0	12	4	0	0	12	4
Icelandic, Old	–	0	–	3	–	0	–	3
Igbo	0	0	9	2	0	0	9	2
Ilocano	0	0	91	79	0	0	91	79
Indonesian	0	10	180	234	45	57	225	301
Inupiaq	24	58	27	51	0	0	51	109
Iranian	0	0	92	0	10	16	102	16
Iranian, Old	–	0	–	0	–	3	–	3
Irish	0	0	659	383	46	1	705	384
Irish, Modern	0	0	8	15	0	0	8	15
Irish, Old	0	0	0	7	3	0	3	7
Japanese, Classical	0	0	8	23	11	7	19	30
Kana	–	0	–	3	–	0	–	3
Kannada	0	0	2	2	0	0	2	2
Kaqchikel Maya	–	0	–	2	–	2	–	4
Kazakh	0	0	8	6	8	2	16	8
Khmer	0	0	20	47	0	0	20	47
Kikuyu	0	0	0	0	2	0	2	0
Kiowa	0	0	77	82	0	0	77	82
Koyukon	0	0	6	0	0	0	6	0
Kurdish	–	0	–	1	–	4	–	5
Kurmanji	–	10	–	0	–	0	–	10
Kutenai	20	0	0	10	0	0	20	10
Lakota	–	0	–	19	–	0	–	19
Lashootseed	–	4	–	0	–	0	–	4

Table 8 (Course Enrollments in 204 Less Commonly Taught Languages, 2002 and 2006, *cont.*)

	2-Year Colleges		Undergraduate Programs		Graduate Programs		Total	
	2002	2006	2002	2006	2002	2006	2002	2006
Latin, Medieval	–	0	–	3	–	2	–	5
Latvian	0	0	8	9	0	2	8	11
Lingala	0	0	78	56	1	2	79	58
Lithuanian	0	0	54	2	5	12	59	14
Luganda	0	0	13	0	0	0	13	0
Luiseno	–	0	–	52	–	0	–	52
Macedonian	0	0	1	19	2	10	3	29
Malay	0	0	1	1	3	4	4	5
Malayalam	0	0	20	18	0	0	20	18
Maliseet Wabanaki	–	0	–	16	–	0	–	16
Manchu	0	0	0	0	0	9	0	9
Mandingo	0	0	1	0	0	0	1	0
Maori	0	0	25	27	0	0	25	27
Marathi	0	0	0	0	2	0	2	0
Marshallese	–	0	–	2	–	0	–	2
Maya	–	0	–	57	–	1	–	58
Menominee	13	20	0	0	0	0	13	20
Mohawk	0	0	29	29	0	0	29	29
Mongolian	0	0	27	4	8	1	35	5
Muskogee (Creek)	6	0	126	179	0	0	132	179
Nakoda	–	20	–	0	–	0	–	20
Nakona	–	3	–	0	–	0	–	3
Navajo	526	429	257	218	0	2	783	649
Nepali	0	0	11	26	0	2	11	28
Nez Perce	0	7	9	8	0	0	9	15
Norse	0	0	2	0	9	21	11	21
Northern Cheyenne	–	22	–	0	–	0	–	22
Norwegian	0	0	772	774	5	8	777	782
Nselxcin (Okanogan and Nespelem)	–	10	–	0	–	0	–	10
Ojibwe	40	167	230	466	0	0	270	633
Omaha	0	13	0	0	0	0	0	13
Oneida	–	0	–	23	–	0	–	23
Oromo	0	0	0	0	1	0	1	0
Pali	0	0	0	1	11	1	11	2
Papago	36	0	13	0	0	0	49	0
Pashto	10	100	4	3	0	0	14	103
Pennsylvania Dutch	–	3	–	0	–	0	–	3
Persian	308	573	680	1,339	129	125	1,117	2,037
Pilipino	236	252	213	373	0	0	449	625
Pima	9	16	0	0	0	0	9	16
Polish	80	155	935	1,177	38	47	1,053	1,379
Pulaar	–	0	–	1	–	0	–	1
Punjabi	0	0	99	103	0	0	99	103
Quechua	0	0	43	37	8	18	51	55
Romani	–	0	–	1	–	0	–	1
Romanian	0	0	120	122	6	12	126	134
Sahaptin	0	0	0	18	0	0	0	18
Salish	56	10	0	52	0	0	56	62
Samoan	0	17	201	263	0	0	201	280
Sanskrit	0	0	329	452	158	155	487	607
Sanskrit, Vedic	–	0	–	0	–	5	–	5

Table 8 (Course Enrollments in 204 Less Commonly Taught Languages, 2002 and 2006, *cont.*)

	2-Year Colleges		Undergraduate Programs		Graduate Programs		Total	
	2002	2006	2002	2006	2002	2006	2002	2006
Scandinavian	–	0	–	37	–	0	–	37
Serbian	0	0	20	13	16	3	36	16
Serbo-Croatian	133	30	175	248	34	25	342	303
Setswana	0	0	10	0	0	0	10	0
Shona	0	0	2	0	2	0	4	0
Shoshoni	0	9	16	21	0	0	16	30
Sinhalese	0	0	1	4	0	0	1	4
Slavic, Old Church	0	0	9	121	0	12	9	133
Slovak	0	0	31	34	5	0	36	34
Slovene	–	0	–	1	–	0	–	1
Somali	–	0	–	4	–	0	–	4
Sorani	–	15	–	0	–	0	–	15
Spanish, Pastoral	–	0	–	0	–	15	–	15
Sumerian	0	0	3	8	19	2	22	10
Swahili	47	25	1,483	2,075	63	63	1,593	2,163
Swati	0	0	0	0	2	0	2	0
Swedish	0	0	727	693	9	29	736	722
Syriac	0	0	2	4	29	35	31	39
Tagalog	404	419	287	522	2	3	693	944
Tahitian	0	0	20	17	0	0	20	17
Taiwanese	0	0	34	21	13	0	47	21
Tamil	0	0	89	77	25	23	114	100
Telugu	0	0	3	15	0	1	3	16
Thai	16	10	302	266	12	31	330	307
Tibetan	0	0	43	56	35	64	78	120
Tibetan, Classical	0	0	8	11	20	33	28	44
Tlingit	0	0	108	32	0	0	108	32
Tohono O'odham	–	13	–	15	–	0	–	28
Tonga	0	14	43	61	0	0	43	75
Turkic	0	0	15	23	6	6	21	29
Turkish	13	10	240	531	61	83	314	624
Turkish, Old Anatolian	–	0	–	0	–	2	–	2
Turkish, Ottoman	–	0	–	0	–	7	–	7
Twi	0	0	75	32	4	4	79	36
Ugaritic	0	0	0	0	14	46	14	46
Uighur	0	0	0	4	0	0	0	4
Ukrainian	0	0	107	95	19	8	126	103
Urdu	0	60	140	260	12	24	152	344
Uzbek	7	10	5	22	11	13	23	45
Vietnamese	1,185	1,203	1,003	1,261	48	21	2,236	2,485
Welsh	0	0	30	83	2	0	32	83
Welsh, Early	0	0	2	0	4	0	6	0
Wolof	0	0	73	116	1	6	74	122
Xhosa	0	0	34	2	0	2	34	4
Xwlemi (Lummi)	–	3	–	0	–	0	–	3
Yiddish	0	0	414	925	24	44	438	969
Yoruba	0	0	76	257	0	8	76	265
Yup'ik	0	0	10	62	0	0	10	62
Zapotec	–	0	–	8	–	0	–	8
Zulu	0	0	70	123	2	9	72	132
Total	4,662	5,469	19,255	25,845	1,800	2,414	25,717	33,728

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

	2002			2006		
	No. of Languages ¹	Enrollments	%	No. of Languages ¹	Enrollments	%
Europe	34	6,636	25.8	41	8,049	23.9
Middle East / Africa	38	6,373	24.8	48	9,935	29.5
Asia/Pacific	41	7,996	31.1	44	9,961	29.5
North/South America	35	4,712	18.3	49	5,783	17.1
Total	148	25,717	100.0	182	33,728	100.0

¹Includes only languages with enrollments in the given year

Table 10a
Course Enrollments in 16 Leading Asian and Pacific Languages in Selected Years

	1974	1980	1986	1990	1995	1998	2002	2006	% Change 2002–06
Vietnamese	29	74	175	327	1,010	899	2,236	2,485	11.1
Hindi	223	198	300	306	694	831	1,430	1,946	36.1
Tagalog	122	263	88	146	680	794	693	944	36.2
Pilipino	203	–	132	196	–	–	449	625	39.2
Sanskrit	402	218	250	251	377	363	487	607	24.6
Hmong	–	–	–	13	170	15	283	402	42.0
Hindi-Urdu	161	76	101	125	263	448	427	393	–8.0
Urdu	41	23	49	90	88	35	152	344	126.3
Thai	71	80	108	192	278	272	330	307	–7.0
Indonesian	121	113	122	222	256	223	225	301	33.8
Samoan	–	18	56	69	179	207	201	280	39.3
Cantonese	46	39	111	83	33	39	180	178	–1.1
Tibetan	61	56	50	75	67	80	78	120	53.8
Chinese, Classical	–	–	–	–	–	32	74	113	52.7
Pashto	–	–	–	–	–	–	14	103	635.7
Punjabi	–	–	1	8	42	32	99	103	4.0
Total	1,480	1,158	1,543	2,103	4,137	4,270	7,358	9,251	
% change		–21.8	33.2	36.3	96.7	3.2	72.3	25.7	

Table 10b
Course Enrollments in 16 Leading Native American Languages in Selected Years

	1974	1980	1986	1990	1995	1998	2002	2006	% Change 2002–06
Hawaiian	570	610	441	913	1,890	2,007	1,687	1,654	–2.0
Navajo	589	225	273	186	832	297	783	649	–17.1
Ojibwe	95	84	184	231	321	251	270	633	134.4
Dakota/Lakota	112	109	168	158	465	334	610	625	2.5
Cherokee	15	29	22	57	73	175	118	306	159.3
Anishinabe	–	–	–	–	–	–	24	244	916.7
Muskogee (Creek)	20	–	–	–	–	85	132	179	35.6
Choctaw	14	–	–	8	–	83	63	168	166.7
Inupiaq	31	–	32	48	–	22	51	109	113.7
Blackfeet	–	–	36	34	53	40	41	83	102.4
Kiowa	–	–	–	–	–	49	77	82	6.5
Crow Indian	–	16	14	21	38	9	55	79	43.6
Salish	–	–	11	36	59	–	56	62	10.7
Yup'ik	24	85	96	125	51	55	10	62	520.0
Maya	–	–	–	–	1	–	–	58	
Quechua	33	30	18	45	54	58	51	55	7.8
Total	1,503	1,188	1,297	1,865	3,848	3,465	4,028	5,048	
% change		–21.0	9.2	43.8	106.3	–10.0	16.2	25.3	

Table 11
Regional Comparison of 2006 Undergraduate Course Enrollments in 16 Leading Languages

	Northeast	Midwest	South Atlantic	South Central	Rocky Mountain	Pacific Coast	Natl. (Total)
Spanish	165,561	175,595	190,698	97,100	62,856	120,224	812,034
% of natl.	20.4	21.6	23.5	12.0	7.7	14.8	
French	49,310	44,228	47,729	19,497	12,683	28,216	201,663
% of natl.	24.5	21.9	23.7	9.7	6.3	14.0	
German	17,795	27,521	18,740	7,247	7,261	12,628	91,192
% of natl.	19.5	30.2	20.6	7.9	8.0	13.8	
ASL	12,735	17,012	10,089	5,474	8,498	24,135	77,943
% of natl.	16.3	21.8	12.9	7.0	10.9	31.0	
Italian	31,848	12,726	12,397	3,631	4,005	12,743	77,350
% of natl.	41.2	16.5	16.0	4.7	5.2	16.5	
Japanese	11,703	12,072	8,904	3,398	5,622	24,047	65,746
% of natl.	17.8	18.4	13.5	5.2	8.6	36.6	
Chinese	13,835	8,618	7,125	2,817	3,287	14,773	50,455
% of natl.	27.4	17.1	14.1	5.6	6.5	29.3	
Latin	7,033	7,487	8,032	3,922	1,680	3,016	31,170
% of natl.	22.6	24.0	25.8	12.6	5.4	9.7	
Russian	6,416	4,542	4,741	1,563	2,794	4,040	24,096
% of natl.	26.6	18.8	19.7	6.5	11.6	16.8	
Arabic	5,771	5,150	5,201	1,322	1,522	4,068	23,034
% of natl.	25.1	22.4	22.6	5.7	6.6	17.7	
Greek, Ancient	2,301	4,421	4,950	2,316	658	1,780	16,426
% of natl.	14.0	26.9	30.1	14.1	4.0	10.8	
Portuguese	3,183	1,267	2,284	533	1,360	1,182	9,809
% of natl.	32.4	12.9	23.3	5.4	13.9	12.1	
Hebrew, Modern	4,017	1,710	1,394	294	489	1,011	8,915
% of natl.	45.1	19.2	15.6	3.3	5.5	11.3	
Hebrew, Biblical	5,578	1,157	1,062	343	100	319	8,559
% of natl.	65.2	13.5	12.4	4.0	1.2	3.7	
Korean	1,462	803	919	193	393	3,138	6,908
% of natl.	21.2	11.6	13.3	2.8	5.7	45.4	
Vietnamese	117	76	85	225	45	1,916	2,464
% of natl.	4.7	3.1	3.4	9.1	1.8	77.8	