

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

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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.

Beginning in October 2013, we contacted 2,696 United States postsecondary institutions, using the MLA database of institutions that teach languages other than English.¹ 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).² 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.³ 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.

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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.⁴ [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

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(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%.⁵

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

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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

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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.

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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

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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 2013.⁶ 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

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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

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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.⁷

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:

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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.

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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

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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.⁸ (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.⁹ 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

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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 2005.¹⁰

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

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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.¹¹ 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%);¹² 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

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

2. 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.

3. 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).

4. 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.

5. 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.

6. 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 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.

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7. We extend our thanks to our consultants for their detailed review of the data and for their expert advice: Fabian Alfe, 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.

8. 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).

9. 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.”

10. 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.

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

12. 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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Fig. A
Survey Universe

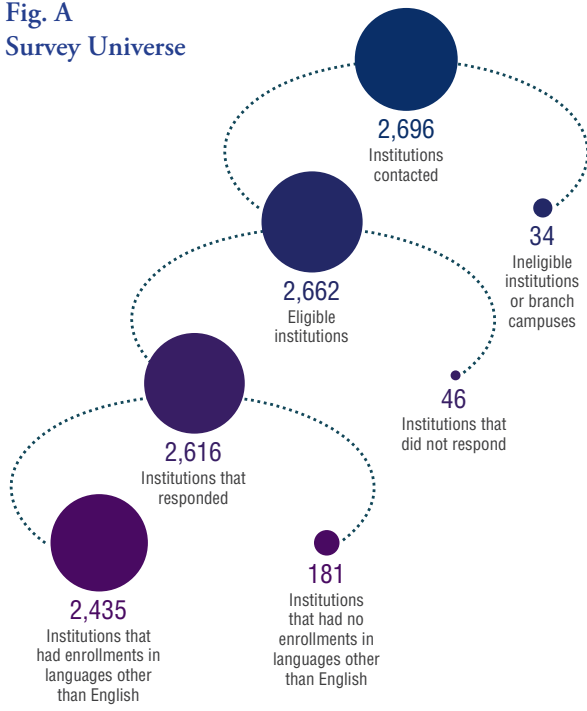


Fig. 1a
Language Enrollments, Excluding Latin and Ancient Greek

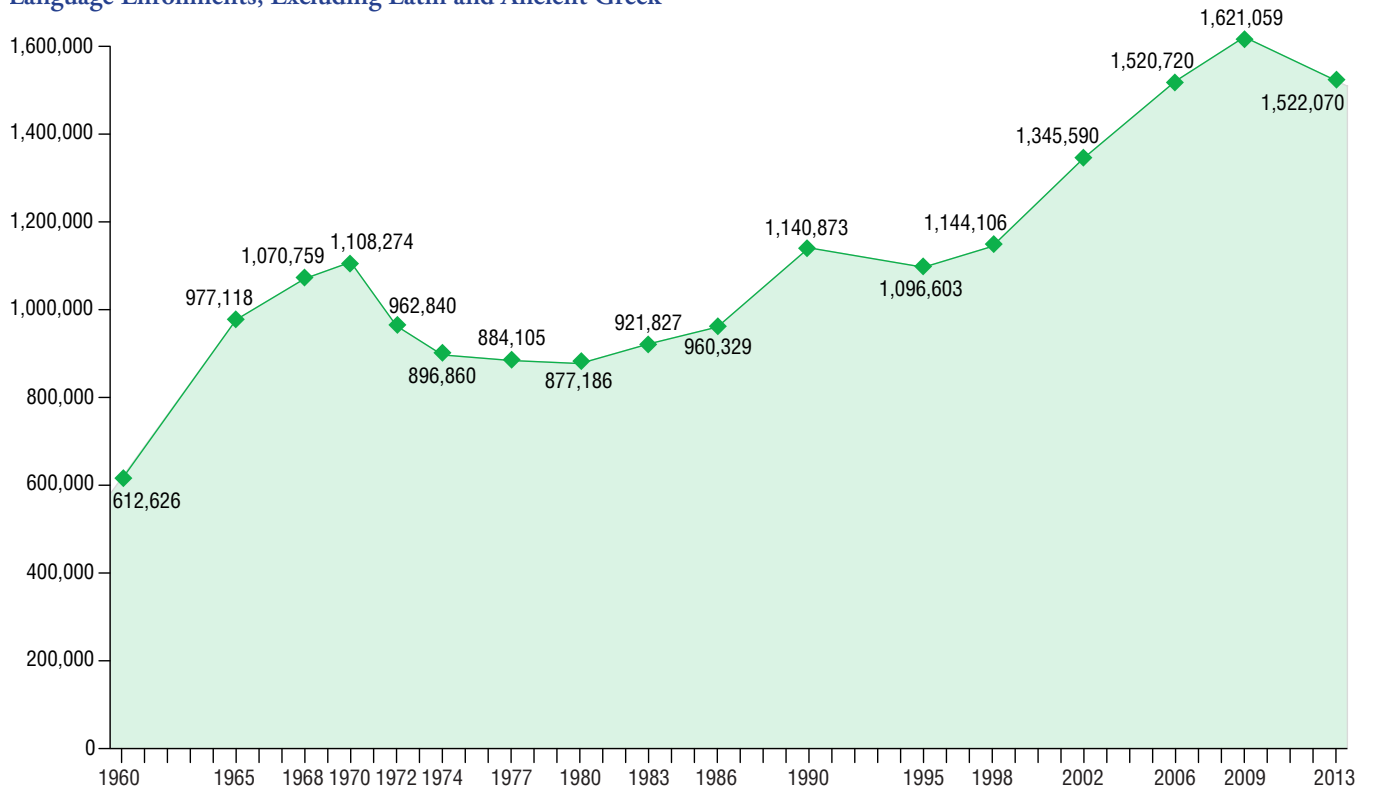


Fig. 1b
Graduate Language Enrollments, Excluding Latin and Ancient Greek

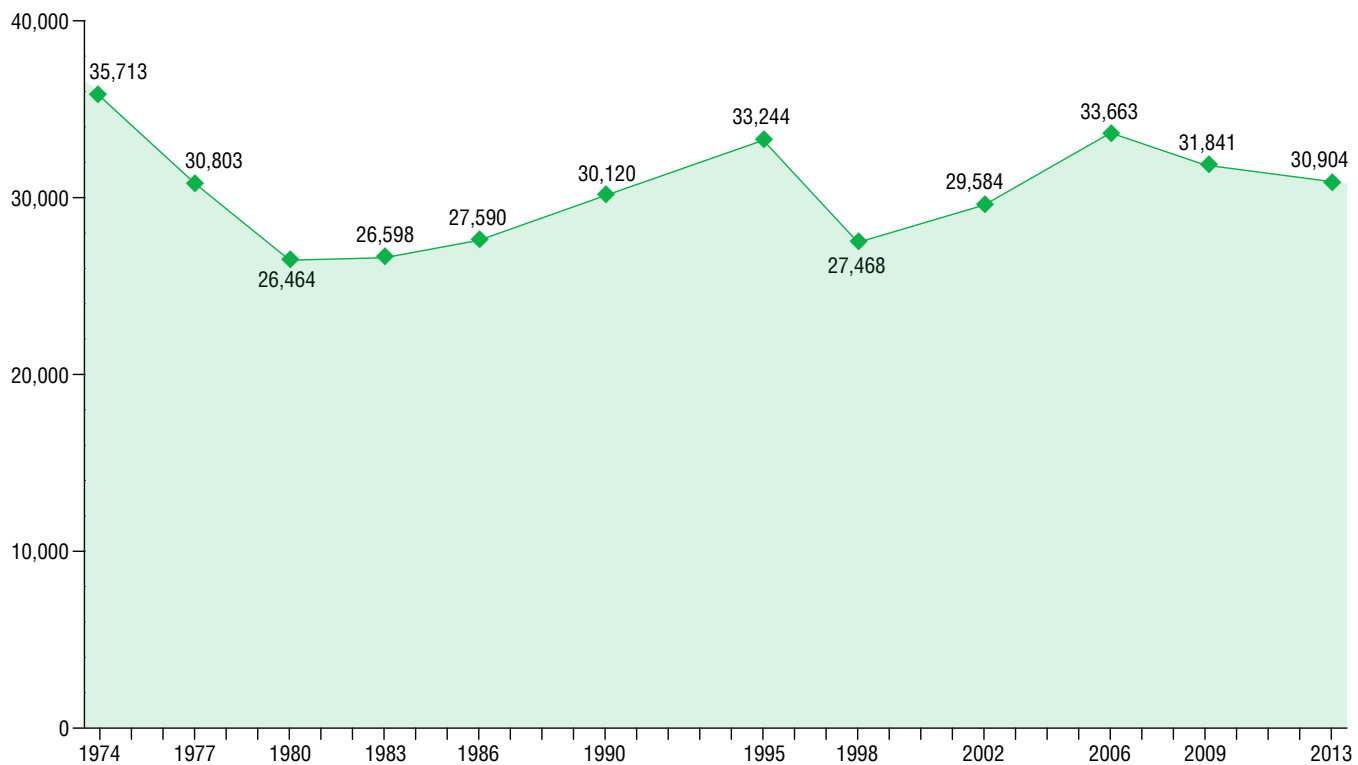
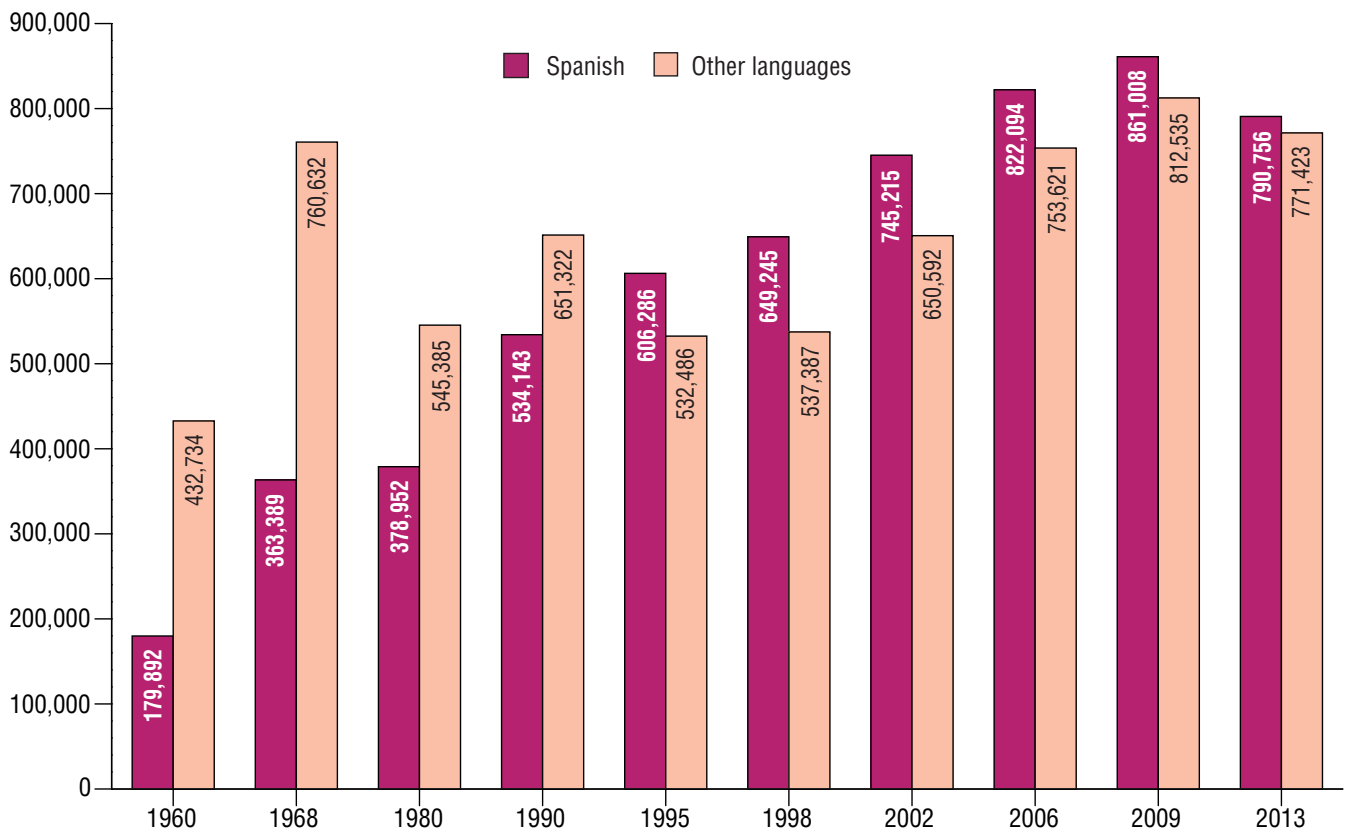
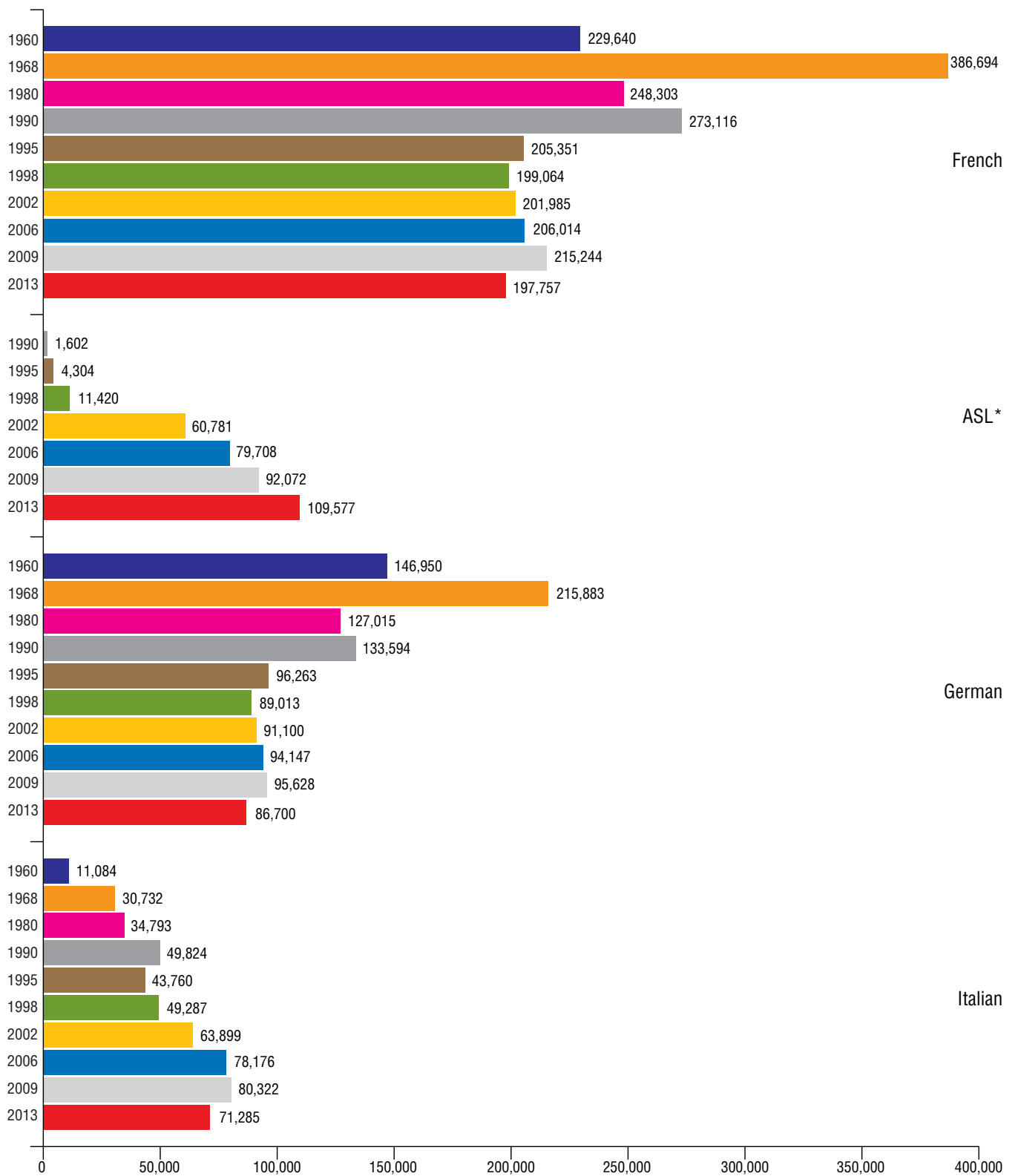


Fig. 2
Enrollments in Spanish Compared with Those of All Other Languages



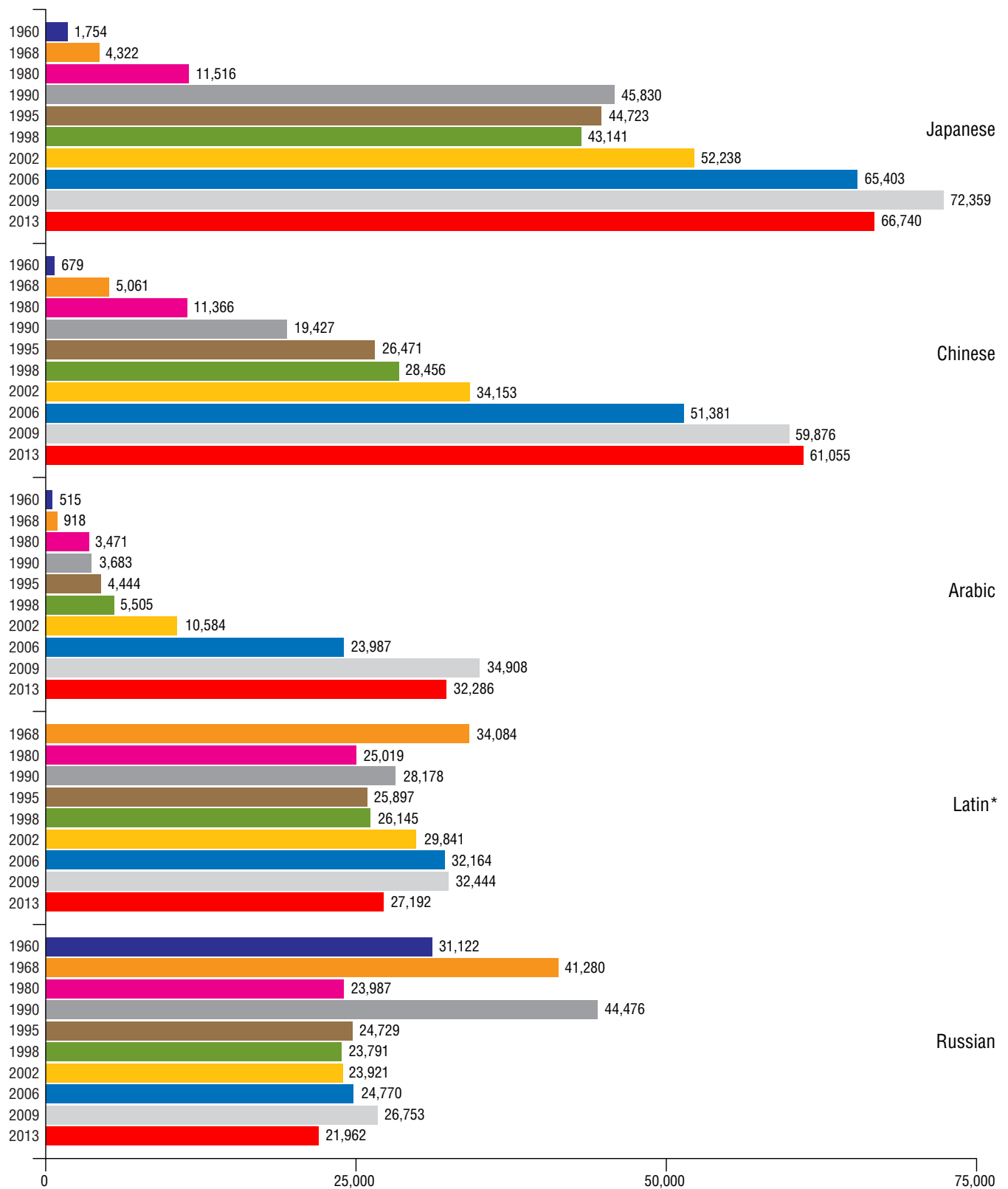
Latin and Ancient Greek were not included in the 1960 survey.

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



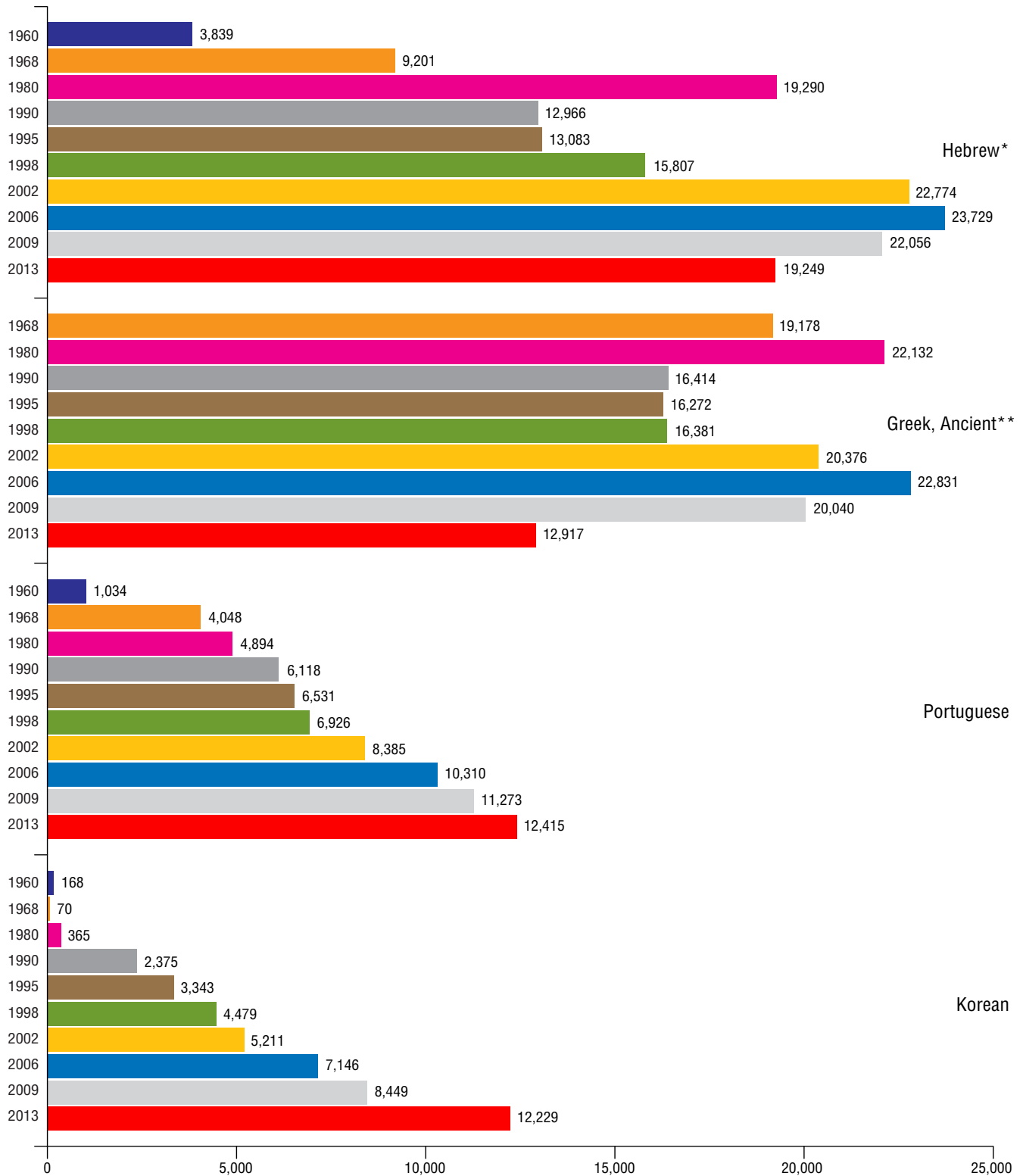
*Figures for ASL are not available before 1990.

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.

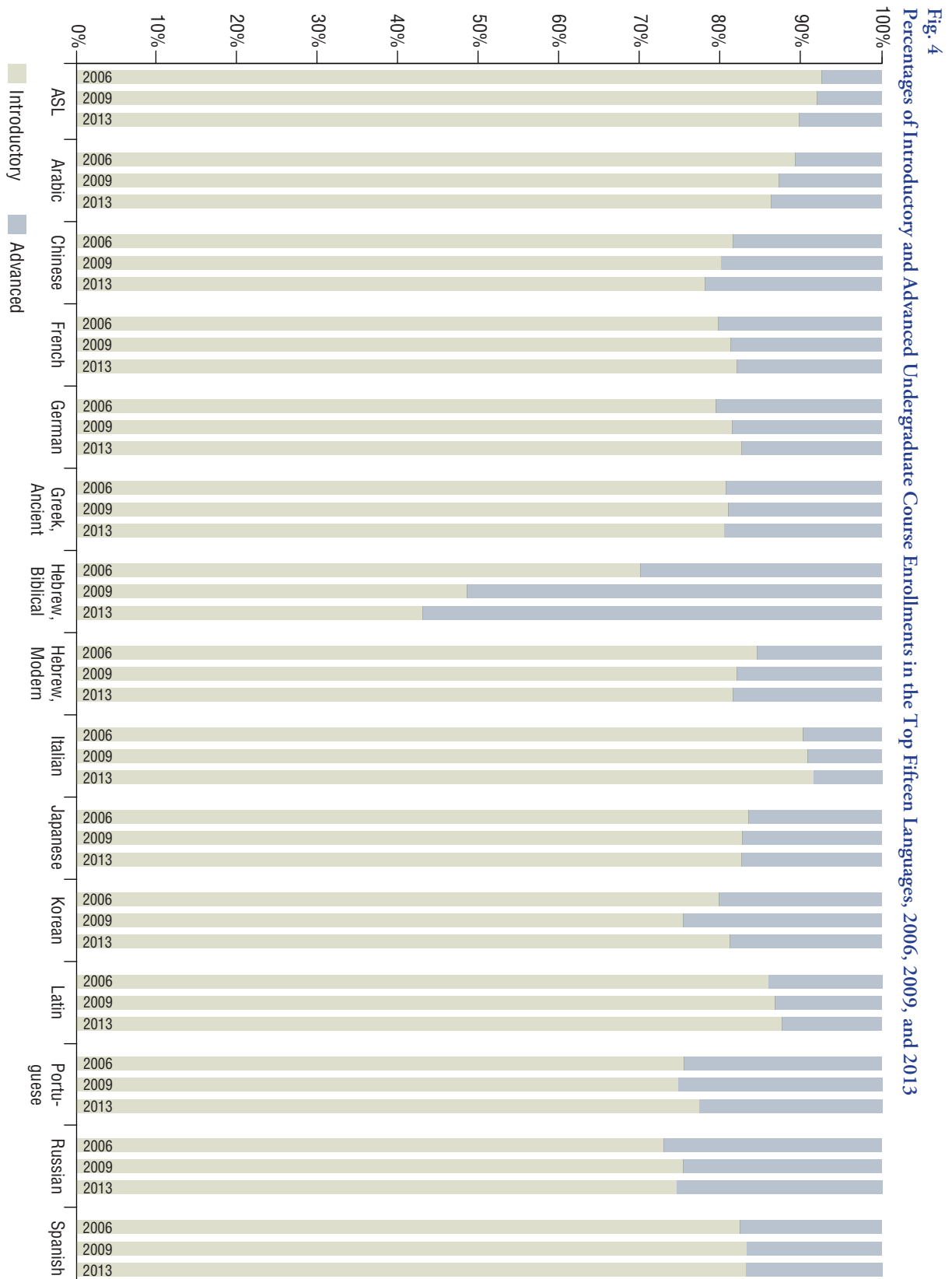


Fig. 5
Modern Language Course Enrollments per 100 Students Enrolled in Colleges and Universities

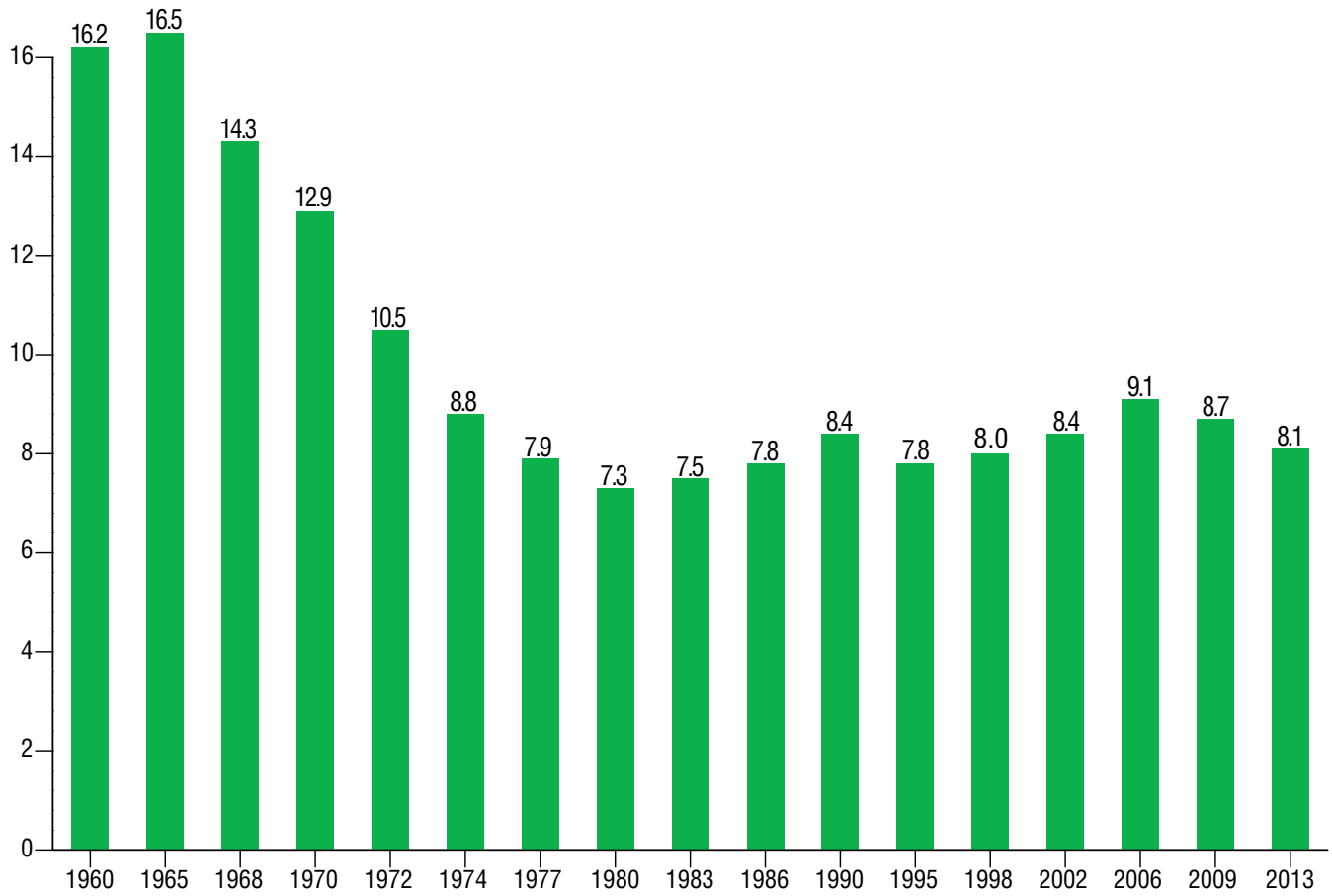


Table 1a
Language Enrollments and Percentage Change (Languages in Descending Order of 2013 Totals)

| | 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
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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 |

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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
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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
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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
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**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
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**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
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**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 | | | | | Four-Year | | | | | Graduate | | | | |
|------------------------|----------|------|------|------------------------|--|-----------|-------|-------|------------------------|--|----------|------|------|------------------------|--|
| | 1990 | 2002 | 2013 | % Change, 1990-2013 | | 1990 | 2002 | 2013 | % Change, 1990-2013 | | 1990 | 2002 | 2013 | % Change, 1990-2013 | |
| 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
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*Enrollments in
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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
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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
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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
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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
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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.