

## **Scope and Methodology of this Survey of Foreign Language Offerings in the U.S.**

Data for identifying less commonly taught languages (LCTLs) and other languages offered in the U.S. were extracted from information about the Title VI National Resource Centers (NRCs) and Foreign Language and Area Studies (FLAS) Centers (funded by the U.S. Department of Education under Title VI of Higher Education Act of 1965, as amended), Foreign Service Institute, Defense Language Institute, and all the U.S. universities reporting language enrollments to the Modern Language Association (MLA).

### **University Data Included in this Report**

Universities included in our analysis are those that have an award for 2003-06 from the U.S. Department of Education (US/ED) for a Title VI National Resource Center (NRC) or Foreign Language and Area Studies (FLAS) Center. (Abstracts of the centers that received awards can be found on the US/ED website at: [www.ed.gov/programs/iegpsnrc/awards.html](http://www.ed.gov/programs/iegpsnrc/awards.html).) All NRC and FLAS centers are included in the report except for those on Canadian Studies and on international thematic studies.

We chose this group of institutions because they receive federal funding in order to provide foreign language and area studies instruction (among other purposes). Also, because these centers receive federal funds, their applications to US/ED are available to the public.

### **Sources of Data from Universities**

The vast majority of the data about U.S. universities was collected from applications for NRC and FLAS awards for the 2003-06 triennium that were submitted to US/ED in November 2002. In these applications, the centers are required to submit information about the courses offered during the 2001-02 academic year and their plans for courses in the 2002-03 and 2003-04 academic years. The applications must include enrollment data for courses taught during the 2001-02 academic year only.

Some university centers have the capacity to provide instruction in other languages when needed by graduate students for their research, in addition to those which they offered in 2001-04. We identified such "on-demand" languages as "Available Languages" at NRCs if they were listed in the language section of the application narrative. As a general rule, in those "on-demand" programs, the Centers must have faculty or professional capacity to supervise the language, adequate instructional materials, and a "native language" tutor trained in language pedagogy.

Groups of NRCs in some world regions jointly organize summer intensive language institutes offering one-year equivalent of training. These courses have been included in the language and total enrollment numbers as graduate enrollments. Enrollments data for summer 2002 were obtained from the universities that hosted these institutes.

The languages of FLAS awards for the 2002-03 academic year were obtained directly from the U.S. Department of Education.

### **University Language Enrollments**

How we reported language enrollments, including names of languages, levels, and course titles, was determined by how universities reported them in their NRC and FLAS applications.

Enrollments were recorded by term -- either semester, quarter-term, or summer term. We used "semester" as a generic word to describe all of these time periods. Each enrollment in a semester or term course was counted as one enrollment. The "number of language enrollments" should not be confused with the "number of students enrolled in this language," because many students enroll in a language course for more than one semester during an academic year.

Most universities reported undergraduate and graduate enrollments separately, and we recorded them as such. A few universities did not distinguish between undergraduate and graduate enrollments, and we recorded these total enrollment figures as undergraduate.

Almost all of the study abroad enrollments were listed without specifying whether they were undergraduate and graduate. In most tables, we recorded the study abroad enrollments as undergraduate.

### **Levels and Types of Language Instruction**

We grouped courses reported in the NRC and FLAS applications in six categories: 1) Elementary, 2) Intermediate, 3) Advanced, 4) Specialized Advanced, 5) Heritage Learners, and 6) Study Abroad. Additional information about these categories is available [here](#).

### **Names of Languages**

In most cases, we recorded the names of the languages exactly as they were reported in the NRC and FLAS applications. Changes were made only when there were obvious spelling errors or when the same language was reported under two or more names (e.g., Cambodian/Khmer, Tagalog/Filipino, Fula/Fulfulde/Peul). This may have led to reporting some languages identified by more than one name or dialect as separate languages -- for example, Armenian, Armenian (Western), and Armenian (Eastern) as three separate languages, or Nahuatl and Classical Nahuatl as two separate languages. Languages have been combined under one name only if directed to do so by *The e-LCTL Initiative* regional coordinators (e.g., Chinese and Classical Chinese are now recorded as "Chinese", although the two are reported differently in individual center course listings).

A few language courses were reported under general titles such as "Scandinavian" or "Unspecified African Languages" rather than specific languages. For instance, for some

centers, "Arabic" is specified as Classical, Egyptian, Levantine, or Standard, and we have recorded them as such. Other centers report simply "Arabic" without specifying the dialects that they teach such as Sudanese or Hassaniyya, Juba Arabic, Southern Sudan Arabic, etc. according to the needs of the student, the materials, and the first language of the tutor. We have recorded the name of the language as reported by the centers and included these enrollments in the totals. This means that enrollments in some *specific* languages are under reported.

Some universities have multiple Title VI centers on more than one world region that use the same language. This may have led to the double counting of enrollments and offerings for certain languages that overlap world regions (e.g., Spanish, Portuguese, Arabic, and Persian). We have tried to eliminate such double counting in worldwide totals.

### **Sources Other than Universities**

**Modern Language Association (MLA)** data on language enrollments at U.S. universities appeared in Elizabeth B. Welles, "Foreign Language Enrollments in United States Institutions of Higher Education, Fall 2002", ADFL Bulletin, Vol. 35, No. 2, Winter 2004. The enrollment data reported are for one term only, Fall 2002.

**Defense Language Institute (DLI)** data about languages available are derived from the DLI website at <[www.dliflc.edu/Academics/schools/index.html](http://www.dliflc.edu/Academics/schools/index.html)>, last consulted on June 14, 2004, with additional information provided by Dr. Scott McGinnis, DLI - Washington, June 24, 2004 and February 2, 2005.

**Foreign Service Institute** (at the US State Department's National Foreign Affairs Training Center) data on language offerings available are derived from the FSI pamphlet, "Language Training, School of Language Studies, NFATC, Foreign Service Institute, US Department of State" (distributed June 24, 2004) and from supplementary list provided by the FSI on June 25, 2004.

We have no data on the language offerings of some private firms, the Central Intelligence Agency, the National Security Agency, or other agencies of government that have non-public programs.