



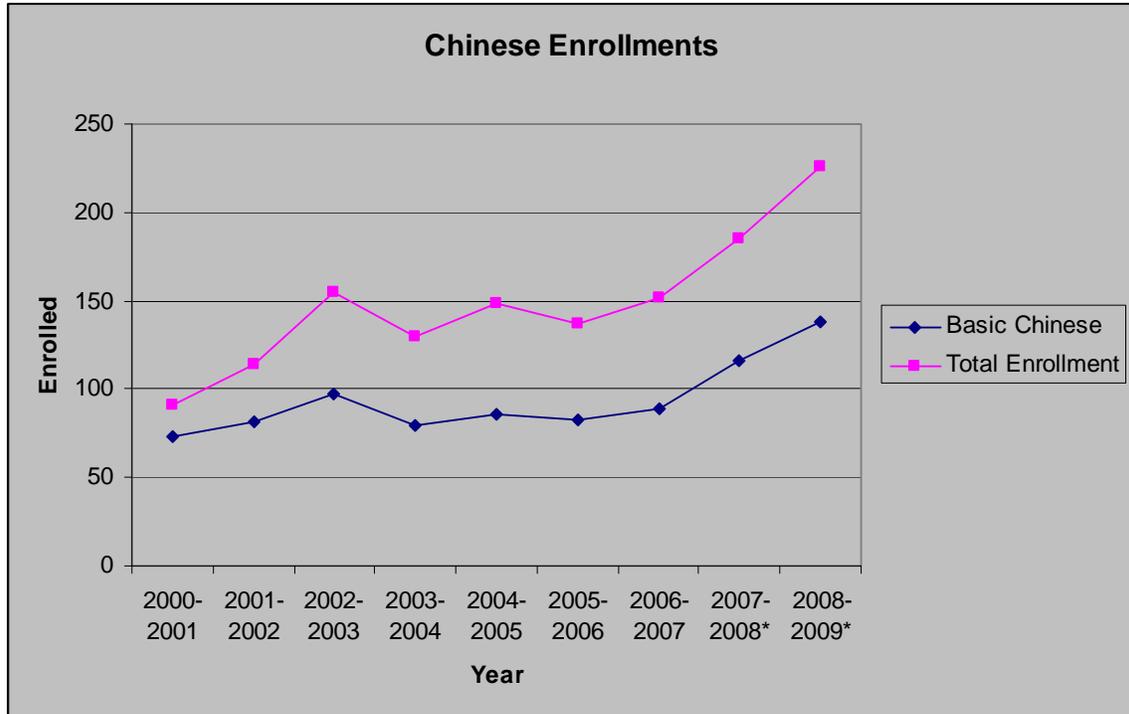
## **Chinese at West Point Since 2000**

**Purpose:** This paper gives an overview of changes in enrollment in Chinese courses since 2000, changes in cadet demand for Chinese instruction and the Academy's ability to meet that demand, overseas immersion in Chinese and Chinese language proficiency.

**Background:** All cadets are required to take at least two semesters of a foreign language, as there is no option to validate a language. Cadets with previous experience are allowed to test in order to place into a higher level of a language. Until 2008, cadets chose from seven languages: Arabic, Chinese, French, German, Portuguese, Russian and Spanish. Beginning in 2008, that number increased to eight, with the inclusion of Persian.

**Enrollment Summary:** Enrollments in Chinese courses have steadily increased since 2000, as depicted in Chart A below. This is partially due to a steady increase in the size of the Cadet Corps. For demand and enrollments as a percentage of the total, see Charts C and D below. The largest increases occurred in 2002-3, to accommodate a temporary surge in demand following the capture of a US reconnaissance plane by China in the Spring of 2001. Since 2005, demand has increased steadily with enrollment in basic and intermediate courses increasing at a slightly faster rate. This is partially due to the increased requirement for two years of foreign language for Humanities and Social Science majors that began in Academic Year 2007-8.

CHART A: Chinese Enrollments



## CHART B : Chinese Enrollments by Year

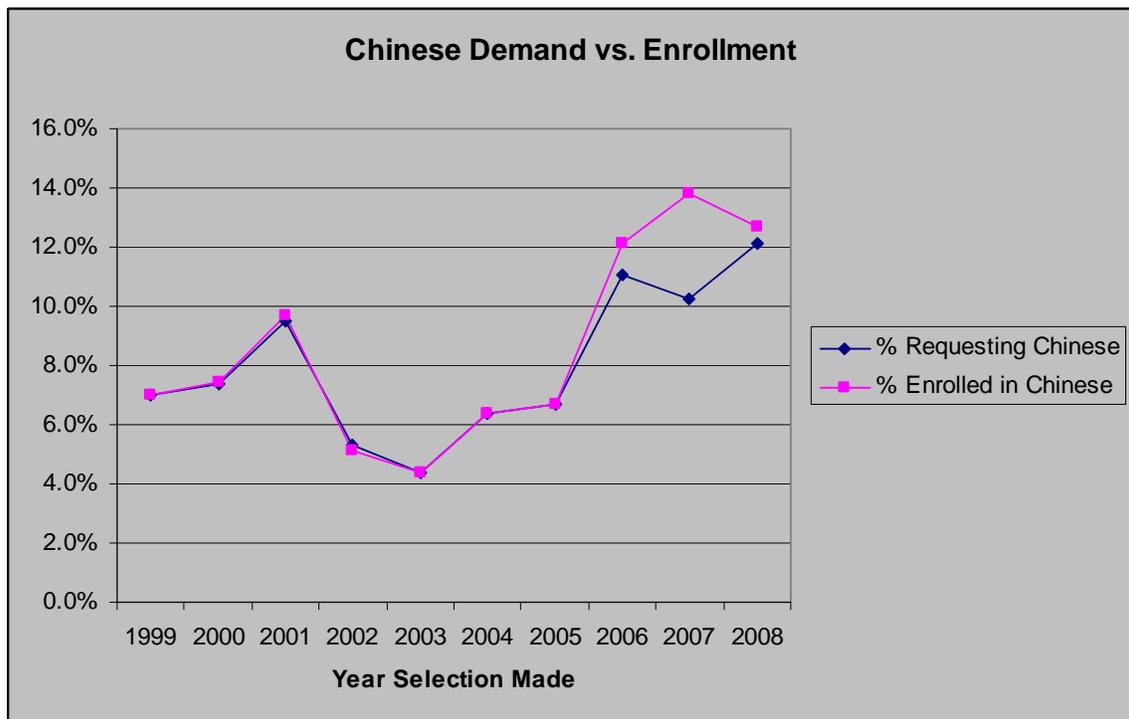
<u>Academic Year</u>	<u>1st Year</u>	<u>Total</u>
1999-2000		
2000-2001	73	91
2001-2002	82	114
2002-2003	97	155
2003-2004	79	130
2004-2005	86	149
2005-2006	83	137
2006-2007	89	152
2007-2008*	116	185
2008-2009*	138	226

\* = Reflects increased requirement for 2nd year language for Humanities and Social Sciences Majors.

### Demand vs. Enrollments:

For the most part, enrollment in Chinese courses closely matched cadet demand, as indicated in Chart C below. The one exception occurred in 2007 due the movement of cadets to strategic languages (Russian, Chinese and Arabic). All cadets are required to take at least two semesters of a foreign language, as there is no option to validate. The percentages below reflect the portion of the total cadet class selecting Chinese. Chart E reflects demand for Chinese compared to a hypothetical average share; i.e. if each language received an equal share of the cadet population. As Chart E reflects, demand for Chinese has always been below the average for all languages, but this average is skewed by the large numbers going into Spanish and German (and in recent years, into Arabic). Chart G shows a complete comparison across all languages.

CHART C: Cadet Demand for Chinese:



<b>CLASS -</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>YEAR LANG SELECTED:</b>	1999	2000	2001	2002	2003
<b>YEAR STARTED BASIC LANG:</b>	2000	2001	2002	2003	2004
<b>CLASS SIZE:</b>	1101	1130	1155	1126	1256
<b>NUMBER REQUESTING CHINESE:</b>	77	84	110	60	55
<b>PERCENTAGE:</b>	7.0%	7.4%	9.5%	5.3%	4.4%
<b>PLACEMENT IN CHINESE:</b>	77	84	112	58	55
<b>PERCENTAGE :</b>	7.0%	7.4%	9.7%	5.2%	4.4%

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<b>CLASS -</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>YEAR LANG SELECTED:</b>	2004	2005	2006	2007	2008
<b>YEAR STARTED BASIC LANG:</b>	2005	2006	2007	2008	2009
<b>CLASS SIZE:</b>	1224	1200	1272	1229	1266
<b>NUMBER REQUESTING CHINESE:</b>	78	80	141	126	153
<b>PERCENTAGE</b>	6.4%	6.7%	11.1%	10.2%	12.1%
<b>PLACEMENT IN CHINESE:</b>	78	80	153	169	161
<b>PERCENTAGE :</b>	6.4%	6.7%	12.1%	13.8%	12.7%

CHART F: Chinese Demand as a Percentage of Total

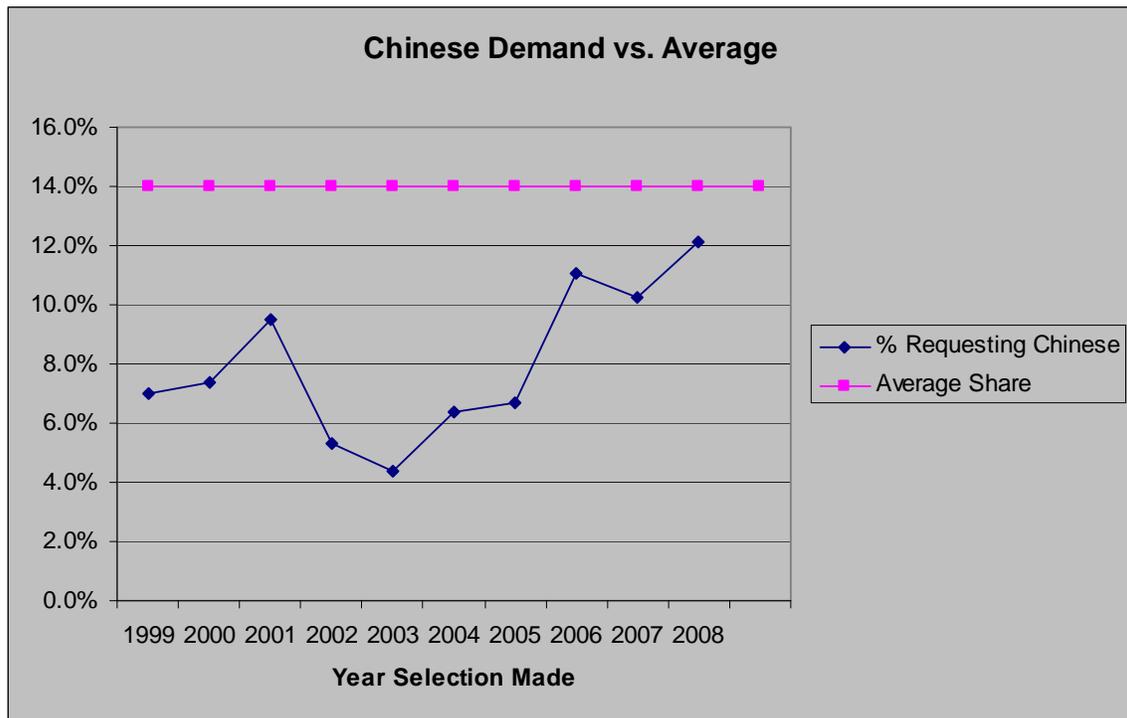


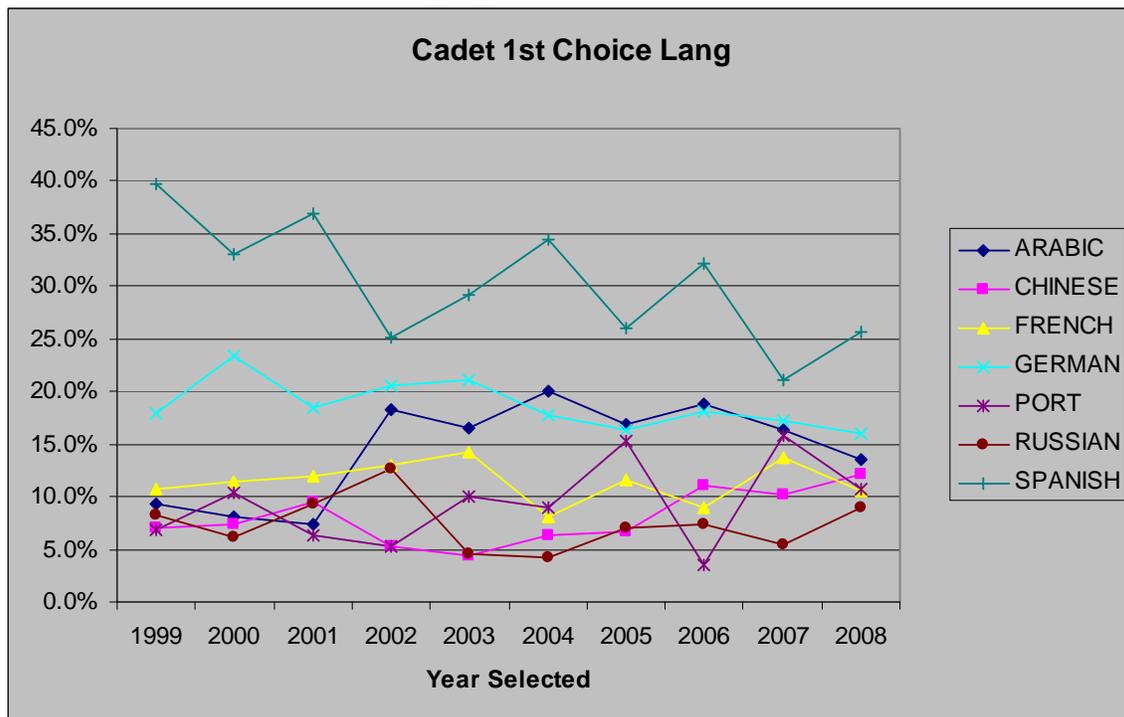
Chart G below shows the actual 1<sup>st</sup> choice selections by cadets by year:

**CHART G:** Cadet 1<sup>st</sup> Choice Languages by Percentage

	Jul-99	Jul-00	Jul-01	Jul-02	Jul-03
<b>ARABIC:</b>	9.3%	8.1%	7.4%	18.3%	16.6%
<b>CHINESE:</b>	7%	7.4%	9.5%	5.3%	4.4%
<b>FRENCH:</b>	10.7%	11.5%	12%	13%	14.2%
<b>GERMAN:</b>	18%	23.3%	18.4%	20.6%	21.1%
<b>PORTUGUESE:</b>	6.9%	10.4%	6.4%	5.2%	10.1%
<b>RUSSIAN:</b>	8.3%	6.2%	9.3%	12.6%	4.5%
<b>SPANISH:</b>	39.8%	33.1%	37%	25.1%	29.1%

	Jul-04	Jul-05	Jul-06	Jul-07	Jul-08
<b>ARABIC:</b>	20%	16.9%	18.8%	16.4%	13.5%
<b>CHINESE:</b>	6.4%	6.7%	11.1%	10.2%	12.1%
<b>FRENCH:</b>	8%	11.6%	8.9%	13.7%	10.6%
<b>GERMAN:</b>	17.7%	16.3%	18.1%	17.3%	16.0%
<b>PORTUGUESE:</b>	9%	15.3%	3.5%	15.8%	10.8%
<b>RUSSIAN:</b>	4.3%	7.0%	7.4%	5.5%	9.0%
<b>SPANISH:</b>	34.5%	26.1%	32.1%	21.0%	25.6%
<b>PERSIAN:</b>					2.4%

**CHART H:** Cadet 1<sup>st</sup> Choice Language Comparison



Although the graph above is somewhat busy, it reflects clear trends for cadet language choices. Spanish is consistently the most popular choice. Since 2002, Arabic has risen to be consistently on a par with German as the second choice. Among the remaining languages, there is tremendous year-to-year variation, as exemplified by the sudden rises and drops in Portuguese and Russian enrollments.

An important footnote to the chart above is the fact that Spanish enrollments are typically much smaller than the number of cadets selecting it as their first choice. This is largely because many cadets have previous Spanish experience in High School. The Department of Foreign languages tests these cadets individually, and in most cases, will not place them back in a beginning Spanish class if they have had several years of experience. Given the choice between taking an advanced Spanish class or starting a new language, a significant portion opt to take a new language.

**Immersion Summary:** The Chinese program has benefitted greatly from the Language Transformation Initiative (LTI).

Immersion programs are part of a Crawl-Walk-Run system, in which some cadets begin with a week long Spring Immersion, led by an instructor, to familiarize them with the region. This is followed by a three-week Summer program, in which cadets take intensive language instruction and are given greater freedom in traveling the region. The program culminates in a semester-long immersion program overseas. Cadets who do not have the opportunity to study abroad for a full semester will often get the opportunity to do the week-long Spring trip.

Semester-long Immersion:

In Chart J, Chinese study abroad locations are highlighted in red.

CHART I: Semester Long Immersion Study

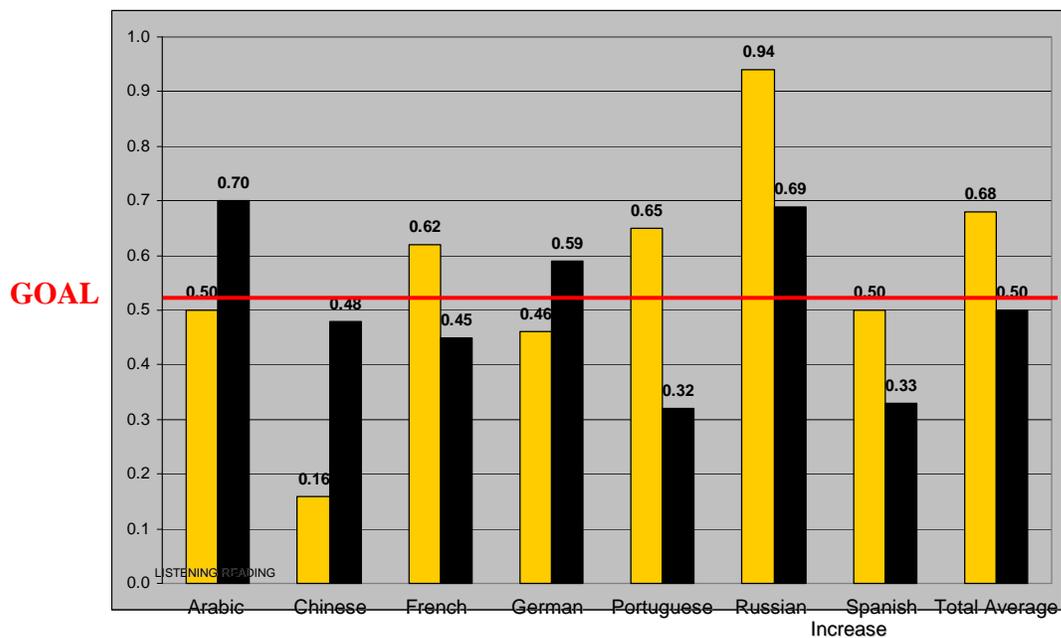
ACAD. YEAR	2004-5	2005-6	2006-7	2007-8	2008%
ARABIC			16	24	18
CHINESE		6	14	20	15
FRENCH	8	7	14	22	17
GERMAN			6	9	7
PORTUGUESE		2	11	18	12
RUSSIAN		2	12	19	14
SPANISH	3	5	13	21	16
<b>TOTAL</b>	11	22	86	133	

CHART J: Semester Abroad Study by Location

	2005	2006	2007	2008
AUSTRIA				3
BRAZIL		2	11	14
CANADA	2			
CHILE		2	5	2
CHINA		4	14	20
EGYPT			7	6
FRANCE	6	7	14	22
GERMANY			6	6
JORDAN				11
MEXICO			3	10
MOROCCO			9	7
PORTUGAL				4
RUSSIA		2	12	19
SPAIN	3	3	5	9
TAIWAN		2		
<b>TOTAL</b>	11	22	86	133

Results from Immersion Training: We do not yet have sufficient data to measure the effects of immersion training over a long period of time. Results from the DLPT, however, show an increase of .16 for listening and .48 for reading in Chinese after a semester abroad (1 being a full step on the DLPT scale, e.g. from 1+ to 2+). While it is too early to determine the reason for the large difference in the reading and listening scores, these results may be due to the difficulty of increasing proficiency in listening in Chinese, as it is the only tonal language included in this group. With an increased data pool from future cohorts, as well as post-immersion interviews, we expect to ascertain more clearly the sharp difference in these two scores.

**CADETS' DLPT SCORE AVERAGE INCREASE AFTER SEMESTER ABROAD  
TERM 07-2 AND TERM 08-1 (N=113)**



Summer Immersion: Cadet Summer immersion programs generally run for two to three weeks, and, until recently have at least 20 hours of classroom instruction in addition to regional travel, most constituting a full 1.5 credit course. The Summer of 2009 will see a radical departure from this pattern. We will field fewer, but longer four-week trips with the potential to earn 3.0 Credits in Chinese after at least 40 hours in the class-room at the intermediate level.

Chinese Summer programs increased significantly beginning in 2005 and have benefitted from the LTI funding. Chart K shows attendance on Chinese Summer programs since 2000.

Chart K: Chinese Summer Immersion Programs by Year

	2005	2006	2007	2008
Taiwan Military Academy -Three Weeks	6	6	5	6
Jilin - Three Weeks	5	10	20	22
MG Loeffke Humanitarian Program -Two Weeks	4	2	2	13
Total Participants	15	18	27	41

Spring Immersion: Spring immersion trips in Chinese began in 2007, and consist of ten days of travel to China. In 2007, 20 cadets participated in this trip, while in 2008, 31 participated. We anticipate another trip for between 20-30 cadets in 2009.