



Growing influence of Chinese language in Nigeria can impact the socio- economic development

Emmanuel Chidiebere Edeh¹, Xu Li Hua²

¹⁻² College of International Education and Culture, Zhejiang Normal University, Zhejiang Province, China

Abstract

The impact of China's rise as an economic power in the global community can be felt in Nigeria, as such the need to promote Chinese language education in the country. The study explored Chinese language as an integral part for Socio- economic development in Nigeria. It adopted the method of documentary review of related literature. The study found that the growing influence of Chinese language education in Nigeria have been due to its perceived economic advantage : Job opportunity, education and travel opportunity have been identified as the major motivating factor for Chinese language among Nigerian youth. The study also highlighted the need to grant a statutory recognition to Chinese language in the Nigerian language policy to effectively promote Chinese language education. Finally it encouraged the Nigerian government to tap into the opportunity presented by Confucius institute to boost Socio- economic development.

Keywords: Nigeria, Confucius institute, Chinese language, socio-economic development

Introduction

600 years ago, China made what would be its first contact with Africa through the seven expeditions of Admiral Zheng He, along the Kenya coast of the eastern Africa. Since then China has continued to interact with African countries through different economic activities up until the 1950s when formal establishment of territories were marked with the signing of bilateral agreements with different African countries. This also foresaw a change in China's cooperation with African countries to a more politically driven engagement. By the turn of the millennium, with the establishment of Forum for China- Africa Cooperation (FOCAC) in 2000, more impetus was given to China - Africa cooperation. The cooperation again was drifted towards a more economically driven engagements. China's economic rise in the global stage is seen as a developmental model by other developing countries around the world especially among African countries.

While most African countries strive to industrialize and diversify their economies, China, after nearly 40-year of reform and opening-up, has accumulated rich experience in industrialization and modernization (Edeh 2018b) ^[19]. As stated by Edeh (2018a) ^[18], within the past four decades, China's GDP has averaged a yearly growth rate of over 9 percent in comparable prices. China has opened up a market of more than \$1.7 trillion in foreign investment and invested more than \$1.2 trillion abroad. Edeh (2018a) ^[18] further noted that, In the last 10 years, with China's strength in the workforce, capital, market, and technology, the nation on average contributed 30 percent of yearly global economic growth, sharing the benefits of China's development with the world ^[1]. The combination of the Chinese capital,

technology, market, enterprises, talents, rich experience in development and African abundant resources, huge demographic dividend, the great market potential will have a great chance to create another miracle of development (Edeh 2018b) ^[19]. As a result African countries through cooperation like the Belt and Road Initiative, and FOCAC forum are actively engaging China in what is termed a win-win cooperation for both. However, language barrier has been a common challenge faced by China's economic rise. As such the Chinese government responded through the Confucius institute mechanism to remedy this challenge. A report by ZhiLing (2018) ^[69], stated that a total of 548 Confucius Institutes and 1,193 Confucius Classrooms and 5,665 teaching sites have been established in 154 countries and regions. Among them, 153 Confucius Institutes and 149 Confucius Classrooms were set up in 54 countries along the Belt and Road. African alone boast of about 54 Confucius institutes in total (Hanban-news, 2018) ^[29], with 2 out of the 54 Confucius situated in Nigeria.

Nigeria is one of the most important countries in Africa that has actively promoted the processes of economic integration in the West African region, made economic diplomacy a priority development discourse, and attached importance to maintaining friendly and cooperative relations with Western countries and emerging powers like China. China and Nigeria established diplomatic relations on February 10, 1971. Since then the bilateral relations between China and Nigeria has expanded trade and strategic economic cooperation between the two countries. A 2011 report from China Customs Data Frontier Advisory Analysis showed that by 2010, Nigeria was among the China's five top trading partners in Africa with a total investment of U.S. \$7.8 billion. In accordance, Edeh (2018b) ^[19] stated that Nigeria is China number one engineering market, number two export market, number three trading partner and major investment destination in Africa. He further reported that trade between China and Nigeria has increased from US\$2 billion in 2005 to \$6.5 billion in the first five months of

¹ Also, China's share in the global economy augmented from 2.7 to 16 percent; China's per capital GDP soared from about \$100 to over \$8,000; 800 million Chinese are now living a poverty-free life – which amounts to over 70 percent of global poverty reduction, making China the first developing nation to meet the Millennium Development Goals set by the United Nations – an unparalleled accomplishment (see Edeh, 2018a) ^[18].

2017, an increase of 33 percent, over the same period in 2016. This represented 7.6 percent of the total trade volume between China and Africa and 36.4 percent of total trade volume between China and ECOWAS. China investment in Nigeria grew by 27 percent in 2016. China's total investment in Nigeria has climbed to \$15b. As the second largest export market and a major destination for Chinese investment, Nigeria's major shopping malls are filled with "made in China" goods, this is as a result Nigeria's growing interest and importance towards development and partnership with China.

China and Nigeria have signed a number of political, economic, social and cultural agreements. The cultural agreement led to later establishment of Confucius institutes in Nigerian universities (University of Lagos in Nigeria and Nnamdi Azikiwe University). The establishments of Confucius Institutes were solely for promotion of Chinese language and culture. With the continuous improvement of China's comprehensive national strength and the rapid development of the economy, Chinese language in the world has increasingly become an important language, so that many countries pay special attention to Chinese language education. Also Chinese language education in the recent times is moving from its ideological language based towards a more socio-economic oriented as a result of the influence of Chinese enterprises. This shows that Chinese language education has entered a new phase in its development. As such this study explores the promotion of Chinese language education as an integral tool for Nigeria's National socio-economic development. The present study adopted the qualitative educational approach of, using context analysis, exploratory literature review, and qualitative descriptive case study designs (Bogdan & Biklen, 2003) [9]. Ryan and Bernard (2002) [54] found this approach useful as it allows authors to immerse in the secondary data derived from various literature sources, and to analyze the phenomenon in depth for a better understanding of the general context, and identification of major themes. The present study agrees with Usman (2015) [7] assertions on the selection of case studies. Nevertheless, numerous literature have studied the promotion of Chinese language in Nigeria, however few have studied in line with the language policy. Therefore, The study also beams its light on the present situation of Chinese language education in combination with Language policy and the perception of Nigerian people towards learning Chinese language so as to put forward suggestions that conforms to the realistic needs of Nigerians. In addition, the study will be valuable for policy makers, as well as interdisciplinary studies such as Chinese and Asian studies, African studies, globalization studies, economics education etc.

2. Theoretical Concept

2.1 Chinese Language as an economic tool

Research has shown that Bilingualism and multilingualism are influenced by Factors such as political annexation, marital relation, economic transaction, cultural association, educational acquisition and religious affiliation (Elugbe, 1995; Adegbija, 2003; bamgbose, 2004; Esizimotor, 2010; Bohdanska, 2012; Plonski, 2013; Ogunmodimu, 2015) [25, 3, 6, 27, 10, 53, 44]. The ability to speak more than one language can be a valuable asset in today's global society. As rightly captured by Vistawide.com (2012) [62], nowadays, as lots of the companies are willing to expand abroad, they need their

employees to be fluent in a foreign language. In other words bilingualism or multilingualism are prerequisite for jobs abroad. Working spheres such as: travel agencies, advertising or publishing industry, science research, media, engineering, politics, business etc. are areas where knowledge of a foreign language seems to be of significant advantage (Bohdanska, 2012) [10]. Furthermore, language is also seen as a vehicle for propagation of culture (Ojo, 2010; Plonski *et al.*, 2013; Usman, 2015; Chin, 2018) [7, 53]. Bohdanska (2012) [10] noted that the ability of using a particular language enables the learner to penetrate its culture, accept the habits and traditions and understand the national consciousness. Further explanation by Vistawide.com (2012) [62] stated that, We live in a world where understanding of other cultures is crucial - we need to solve problems (political, economical, social and personal), supply goods and services, provide information, guarantee international security and do more activities where nations and peoples should be familiar with the disposition of the other nations. In other words, Multiculturalism inspires global communication, helps to ensure political and economic fairness, promote tolerance and intercultural awareness. Crystal (2004) [15] found that the world is facing a language revolution that reflects changes in language that have always occurred throughout history, but that are now accelerating in the face of globalization and a perceived need for a global language. To this end, English language have played the role of a global language prominently than any other language (Bamgbose, 2004; Plonski, 2013) [6, 53]. The success of English language as a global language can be linked to Adegbija (2004) [3] observation, that there is a development of positive attitudes, towards a language that appears to have value in all different areas. These areas according to Omotoyinbo (2015) [48] includes its perceived instrumentality, suitability as a medium of instruction, educational value, political and economic power, usage in official domains, perceived socio-economic value, status raising potential, numerical strength, and its esteemed functions or roles in the nation. Omotoyinbo (2015) [48] further asserted that the positive attitudes develop towards a language is proportional to its enhanced function and use. To further appreciate the economic value of English language, Neeley, (2012) [41] noted that, the Harvard Business Review calls English "the global language of business". This according to Neeley (2012) [41] is as a result corporations expanding the scope of operations to various countries, as such "geographically dispersed employees have to work together to meet common goals". Nevertheless, as more economic needs rises coupled with China's economic rise, Chinese language is making its debut globally as an economic important language. The boom of Chinese technology, equipment, businesses and enterprises in the global terrain have given impetus towards the spread of Chinese language. The spread of Chinese language follows a formal process whereby bilateral agreements are signed by both Chinese university in China and the host University in other countries for establishment of Confucius institute in the host country. The Confucius institute serve as a platform through which Chinese language and culture are propagated and is overseen by the office of Chinese language council international (HANBAN) headquartered in Beijing. Many countries around the world have shown interest in the study of Chinese language. For instance, western countries like

United States of America and UK encourage the learning and teaching of Chinese language in their primary and secondary schools. According to report on Xinhuanet (2017)^[67] with the exception of South Dakota, all other states in US offers Chinese in primary and secondary schools. In the same report, Dr Dan Davidson, the president of American councils for international education read out the national K-12 Foreign Language Enrollment Survey Report which shows that a total of 10.6 million U.S. students ranging from kindergarten to grade 12 are studying a world language, making up approximately 20 percent of U.S. school children. Among them, as many as 227,086 students have enrolled in Chinese language courses, falling behind 7.36 million students in Spanish, 1.29 million in French and nearly 331,000 in German language courses (Edeh *et al.*, 2019)^[23]. In the UK, a mandarin Chinese teacher Xiao (2017)^[66] stated that the decision to introduce mandarin in schools in UK is viewed as giving their students the opportunity to learn another rich language and culture. More so, some African countries like Uganda, Kenya, Zimbabwe, South Africa, and Tanzania (Oluka, 2013; Lily, 2015; Laura, 2015; Ludovick, 2016)^[47, 34, 33, 35] have officially included teaching and learning of Chinese language in public primary and secondary school curriculum given the reason of global economic trends and the rise of China as a world economic power (see Edeh *et al.*, 2019)^[23]. In Nigeria, the spread of Chinese language have made a significant progress. Some states in Nigeria have included the teaching and learning of Chinese language into the curriculum of public primary and secondary schools (Usman, 2015)^[7]. However, it should be noted that Chinese language is yet to be officially recognized by the national policy in education as such its inclusion by some states has raised different opinions which the paper shall discuss in section 4 below.

2.2 policy implementation for Chinese language education
Spolsky (2005)^[57] listed four conditions that co-occur with policies which he referred to as conditions for language policy. They include:

First, the sociolinguistics situation: the number and kinds of languages, the number and kinds of speakers of each, the communicative value of each language both inside and outside the community being studied. Second, the working of national or ethnic or other identity within the community. Third, the changes that have taken place in the world in the last few decades as a result of globalization, and the consequent tidal wave of English that is moving into almost every socio- linguistic repertoire. The fourth condition has to do with the gradually increasing recognition that language choice is an important component of human and civil rights.

From the above conditions, a language policy motivated by the search for economic advantage will generally fit under the first condition, as will the desire for access to specific written resources (Spolsky, 2005)^[57]. In other words, it could be stated that the motivation towards Chinese language in Nigeria as a valuable economic tool is enough to earn the language a statutory recognition in the National policy in Education. The national policy in education began with 5 goals which includes, to build:

*A free and democratic society
A just and egalitarian society*

*A strong, united and self-reliant nation
A great and dynamic economy, and
A land full of bright opportunities for all citizens (NPE, 2004:6).*

The above national objectives spelt out the government concern in building educational, political, economic, and united progressive nation. As such present language as an important tool for achieving this objectives. As Obanya (1979)^[42] stated, language is a vehicle of communication, a unifying and an instrument for learning and teaching. Olaseinde (2018)^[46] holds the view that the place of language education is not neglected and the importance of language study in the Nation's educational process is recognized. Language learning is said to affect man's educational progress (Bohdanska, 2012; Mba, 2012; Jummai, 2012)^[10, 30]. Moruwawon (2003)^[38] holds the view that individuals who acquire more than one language find fascinating new and different vistas opening before them, not only of practical opportunity but for fulfillment of intellectual curiosity and fascination of looking at the world from a background and viewpoints of another culture. Report by Vistawide.com (2012)^[62] stated that adults who have studied a foreign language prove better aptitude in solving problems, understanding and deliberating and also they are also more skilful when creativity and mental flexibility are needed. While Bohdanska (2012)^[10] holds the view that the process of foreign language learning improves children's approach to learning in general as it has a proved impact on learning other subjects as well as on succeeding in everyday life. In the same vein Curtain (1990)^[16] believes that through foreign language study, elementary school children receive the opportunity to expand their thinking, to acquire global awareness, to extend their understanding of language as a phenomenon, and to reach an advanced proficiency level in that foreign language. Knowledge of one foreign language facilitates the study of a second foreign language (Curtain & Pesola, 1988)^[16]. In other words, the learning skill and experience acquired through attaining fluency in one the three foreign official languages (English, French and Arabic) in Nigeria could be valuable towards acquiring fluency in Chinese language.

3. Oval view of Chinese language education in Nigeria

Chinese people have been in contact with Nigeria since the precolonial times. Odinye (2015)^[43] noted that the history of Chinese migrants in Nigeria dates back to 1930 colonial Nigeria's census, which showed four Chinese people living in Nigeria. Between 1965 to 1999 the number increased from about 200 to 5,800 Chinese people in the country, including 630 from Taiwan and 1,050 from Hong Kong (Odinye, 2015)^[43]. Chinese language teaching officially began with the establishment of the two Confucius institutes located at Nnamdi Azikiwe University in the east and university of Lagos in the western part of Nigeria (Wen, 2012; Ozioko, 2016; Mmaduka, 2016; Edeh & Wang, 2018)^[63, 19, 37, 22]. According to Xiamen University report (2009), even before the establishment of Confucius institute at Nnamdi Azikiwe University, the university has held Chinese cultural festivals which shows their close interest in the modern Chinese development and culture. In November 2007, Professor Ilochi Okafor, the vice chancellor of Nnamdi Azikiwe University (henceforth, NAU), visited Xiamen University and signed an agreement for the co-

establishment of a Confucius Institute. In March 2008, NAU signed agreement with Hanban for the establishment of the Confucius institute and in 2009 the institute was inaugurated (Xiamen University report, 2016). Its boards of directors jointly composed of NAU and Xiamen University. The Confucius institute at NAU since its inception has made unprecedented efforts in the spread of Chinese language within and outside the region. In line with the philosophy that knowledge should be propagated and disseminated to individuals without hindrance, NAU has created more Confucius classrooms: From the first attachment at federal polytechnic Oko, to the second at college of education Enugu, the third classroom in Ebonyi state college of education and the fourth at university of port Harcourt (Edeh & Wang, 2018; the-nation, 2018; Adeniji, 2019). Chinese language learning was also extended to the university primary and secondary school. In 2013, the national university commission approved the establishment of the full time Bachelor of Arts (BA) program with effect from 2013/2014 academic session (<https://unizik.edu.ng/institutes/chinese-confucius-institute-ci/>). To further deepen the increasing relationship between NAU and selected universities in china, delegates from NAU visited four Chinese universities namely, Hebei normal university, communication university of china,(Beijing), Sichuan normal university, and Xiamen university for more proactive measures centered on giving more scholarship slots and allowing students studying for bachelor of art degrees in chinese language to visit and stay in china for one year as required before returning to complete their degree in Nigeria. NAU Confucius institute also offers training at three additional levels. Diploma, Executive class and Proficiency writing and oral (see Edeh and Wang, 2018)^[22].

On the other hand, the 2013 report published by the Beijing Institute of Technology, stated that University of Lagos (henceforth Unilag) and Beijing Institute of Technology signed the agreement for Unilag Confucius Institute in October 9, 2008. The Unilag Confucius Institute commenced operation in May 20, 2009, and held its opening ceremony in October 16, 2009. Like every other Confucius institutes, Unilag Confucius Institute provide the following services: Chinese language teaching; Training Chinese language instructors and providing Chinese language teaching resources; Holding the HSK examination (Chinese Proficiency Test) and tests for the Certification of the Chinese Language Teachers; Providing information and consultative services concerning China's education, culture, and so forth; Conducting language and cultural exchange activities between China and other countries (Confucius institute, 2014). Unilag has also made tremendous efforts in the spread of Chinese language and culture within and outside Lagos state. It pioneered the teaching of Chinese language in public primary and secondary schools and became the first to including Chinese language education in the curriculum for public primary and secondary schools in Lagos state. Unilag Confucius institute have registered and trained some members of the immigration officers for Chinese language proficiency. According to pm news Nigeria (2019) 40 members of Nigerian Immigration Service (NIS) were trained in Chinese language proficiency in 2018, and in 2019, a total of 40 officers of (NIS) were among the 552 students of the Confucius Institute of Unilag who were awarded certificates for proficiency in Chinese

Language. Other states with Confucius classrooms which teaches Chinese language in their primary and secondary schools includes: Kano state, Cross River state (Usman, 2015)^[7], Ogun state and Abuja, the federal capital territory (Edeh and Wang, 2018; Xinhuanet, 2018)^[68]. Nevertheless, Ozioko (2016)^[49] observed that, Chinese learning in secondary schools is considered an extracurricular activity and do not count credits, this means that the scores on the final exam do not include the results of the Chinese class. This observation made by Ozioko points to the fact that Chinese language is yet to be accorded a statutory position in the Nigerian language policy, even though it is viewed positively by Nigerians (Edeh *et al.*, 2019)^[23].

With increase Chinese presence in Nigeria, there are a lot of Chinese learners working with Chinese companies in Nigeria as translators, and also students who have developed their own business with Chinese business tycoons owing to the advantage of mastering the Chinese language. However, in other to equip language learners, promote Higher education research cooperation, and human resource and capacity building for Nigerian students, Chinese Government have provided scholarships to Nigerian students. These scholarships are targeted at helping the students with quality training to enable them master necessary skill for the job market. we have also the Confucius Institute scholarship, offering especially Chinese language training scholarships. This aims to help learners acquire a deep understanding of China and the Chinese culture. It provides one month, six months and one-year language training for students who are holders of the HSK (Chinese Proficiency Test) level 1, 2 and 3; and scholarship for bachelor's and Master's degree in teaching Chinese as a Second language for holders of the HSK level 4 and 5 respectively (Edeh and Wang, 2018). Since the approval of bachelor of art in Chinese language by the national university commission in 2013, The priority of Confucius Institute scholarship mostly goes towards teachers training for students majoring in the Chinese language, who after graduation at the Confucius institute Nnamdi Azikiwe university are greatly encouraged by the institute to continue the Master program in China through the scholarship (see Edeh and Wang, 2018)^[2]. Language is not just a medium for communication, it also serves as a medium for cultural exchanges and understanding of disparities among people. As such, the Confucius institute plays an important role in bridging China and Nigerian cultures. Cultural activities from the side of the Confucius institute have included the practice of the Chinese famed martial art – Taichi, ancient Chinese drawings and paintings, and Chinese cuisines. On the Nigerian side, the Chinese educators are introduced to the broader context of Nigerian culture through class projects, presentations and live performances of Nigerian songs, dances, cuisines, display of traditional wears, and demonstration of organization and rituals of essential traditional Nigerian institutions such as marriage, child christening (naming ceremony), funerals among many others. Apart from celebrating their national day and independence respectively on the same date (i.e., the 1st of October of every year), During the Chinese New Year and other festivals like the dragon boat festival, Chinese in Nigeria also celebrate with their Nigerian friends by exchanging gifts. New Year celebration is hosted by

² This section draws heavily from Edeh and Wang (2018)^[22].

Confucius Institutes in Nigeria. In the same vein, the Confucius Institute mobilize Chinese nationals in the celebration of the New Yam Festival celebrated among the eastern Nigerians (see Edeh, 2018c) ^[20]. China and Nigerian educational institutions play critical roles in cultural exchanges between the two countries. In 2016, NAU Opened its first Chinese cultural research center and was commissioned by the cultural attache of the Chinese embassy in Abuja, Yan Xiang Dong (Udichukwu, 2016) ^[60]. The establishment of the cultural center is part of the University's move to facilitate the exchange of culture between China and Nigeria. The center will enable the dispatch of staff of NAU to teach Igbo language and culture in Xiamen University. Similar center was created in Abuja the previous year. According to report from Abuja-ng.com, In 2015, the center for China studies (CCS) was opened to carry out rigorous research and promote traditional solidarity on China-Africa relations. The above subsequent establishments came after the initial establishment of the China Cultural Center in March 2, 2012 and opened in September 9, 2013. According to ChinAfrica (2019) report, the center is the second of its kind established in Sub-Saharan Africa, the 14th overseas cultural center established by the Chinese government. The establishment of these centers help to promote cultural understanding needed for strengthening the bilateral cooperation between China and Nigeria.

4. Perception of Nigerians towards Chinese language education

The spread of Chinese language follows the path of cultural diplomacy. In other words, a formal agreement between states through which countries promote their arts, culture, music, education and language. The support from the 2006 FOCAC gave more impetus to the development and spread of Chinese language studies in African countries. Part of the 8 initiatives declared by president Hu Jintao to boost cooperation between China and Africa highlighted concerns in the area of education. The following pledges were made concerning educational cooperation: promote more exchanges and closer cooperation between higher education institutions; ensure the effectiveness of the bilateral students exchanges programs; agree on a mutual accreditation of academic degrees; increase the number of Chinese government scholarship to African students from 2000 to 4000 students per year by 2009; provide annual training for educational officials, heads and leading teachers of universities; teach Chinese language in Africa through the establishment of Confucius Institute; encourage the African languages in Chinese universities (FOCAC, 2006). Currently there are about 54 Confucius Institutes and 30 Confucius Classrooms located in about 41 countries in Africa (Hanban-news, 2018) ^[29]. Chinese language is fast spreading in Africa. But when compared to other parts of the world, for instance, countries like America with 110 Confucius institutes and 501 Confucius classrooms, UK with 29 Confucius institutes and 148 classrooms and Australia with 14 Confucius institutes and 67 Confucius classroom (King, 2018), it could be seen to be relatively slow. One would ask, is Chinese language more attractive to these countries than African countries? Recall that both the United States (King, 2018) and U.K's National Association of Scholar (NAS, 2019) ^[40] have criticized the Confucius Institutes of compromising academic freedom, spreading

Chinese propaganda and defying Western norms of transparency. In other to answer the above question, there is need to understand the motives that drive these countries towards learning Chinese language. Markell and Herbert (2016) stated that learning mandarin is critical to the educational and economic success of American students. Language learning can foster important relationships while simultaneously spurring domestic economic growth and preparing our future leaders for careers in a globalized world. We also know that breaking down language barriers strengthens our ties to other cultures and nations, they further emphasized ^[3]. In the same vein, an education correspondent Smithers (2000) ^[56] reported that Great Britain conducted an inquiry which claimed that the chronic shortage in the UK workforce is as a result of monolingualism, as such puts Britain at an economic disadvantage ^[4]. Pawle (2013) ^[20] also noted that monolingual Brits risk being left behind as foreign language skills became more important in a global economy. Research by Professor James Foreman-Peck for the Department of Business, Innovation and Skills (BIS). Has shown that lack of language skills and the mindset that "everyone speaks English" are costing the UK economy around £48bn a year, or 3.5% of GDP Pawle (2013) ^[50]. All these points to the fact as reported by Vistawide.com (2012) ^[62] that Bilingual or multilingual people proved to be more open to fast-changing world so that they can cope with the new situations and new life necessities much easily than monolingual people.

African countries also have a positive view Chinese language, however it is not without criticism. as stated earlier some African countries have adopted mandarin in the curriculum for primary and secondary schools. Nigeria is one of the countries where mandarin is taught in public primary and secondary schools by some States (Usman, 2015; Edeh and Wang, 2018) ^[7, 22], however mandarin is not yet to an official language in Nigeria. These bold step taken by some Nigerian states to teach Chinese language in public primary and secondary schools have been frowned upon and criticized by some educationist, public observers and culturalists in Nigeria and diaspora (Adeyemo, 2012; Awosiyan, 2012) ^[5, 7] cite in (Usman, 2015) ^[7]. Premium Times (2012) reported how the proposition to include Chinese language in the curriculum for public primary and secondary school in Lagos state was met with fierce debate and divide among the stakeholders. It quoted the then Lagos state chairman of the Nigerian Union of Teachers as referring to the introduction of the language would be "a policy somersault" (Premium Times, 2012). Research from Edeh *et al.* (2019) ^[23] also captured the views of Nigerians in diaspora, questioning the rationale of introducing another foreign language at the expense of the indigenous languages. However, scholars (Lauder *et al.*, 2006; Aboderin, 2012; Usman, 2015; Odinye, 2015) ^[32, 1 7, 43] believes Chinese language would be beneficial and would not interfere with the local language and culture, rather it will create a synergy for globalization of Nigerian indigenous languages. In 2013, Lagos state became the first state in Nigeria to include Chinese language in the curriculum for primary and secondary school (Eribake,

³ Jack Markell, is the 73rd governor of Delaware, Gary R. Herbert is the 17th governor of Utah. U.S.News.

⁴ The inquiry was funded by the Nuffield Foundation and co-chaired by Sir John Boyd, of Churchill College, Cambridge.

2014) [26]. Currently, there are more than 5 states with Confucius classrooms, some of which have included Chinese language in their curriculum for primary and secondary schools. As China's economic transformation and technological development continues to take its place in global community, Chinese language education becomes necessary in Nigeria as the country seeks to deepen its cooperation with China. Edeh *et al.* (2019) [23] observed that access to educational opportunities, jobs and travel opportunities have been a major drive for Nigerians towards learning Chinese language. Since the Confucius institute is usually attached to the university in the host country, it is easier for the institute to integrate into the higher education system thereby gaining the attention of the government. It also grants the Confucius institute the opportunity to partake in closing the skill and educational gap in their host community. Hanban-news (2018) [29] reported that more features such as vocational trainings are added in combination to language learning and culture to meet the local need and social development. Training in areas such as finance, accounting, computer, agriculture, and electro-mechanics etc. Some of which has taken place in Confucius Institute at Technical Vocational Education and Training Institute in Ethiopia and The University of Libya respectively (Hanban-news, 2018) [29]. Similar trainings could be granted to Nigerians through the help of Chinese enterprises. Ehizuelen (2018) [24] noted that, in the search of good strategy to open African market, enhance their businesses and for the structural transformation of Africa, Chinese companies like Huawei, ZTE and few SOEs have realized the importance of skills transfer in the development of local economy. Huawei notably have trained 20,000 telecom engineers in Nigerians through provision of short-term training to boost the telecom talents development (Edeh, 2018d) [21]. More of these trainings could be made available to Nigerians through pragmatic partnership between the Confucius institute, Chinese enterprises and the Nigerian government or stake holders.

5. Conclusion

The systematic exploration of the growing influence of Chinese language in Nigeria by this study, is one of the few attempts to understand its impact on the socio-economic development, and the need to promote Chinese language in Nigeria.

Globalization, education and economic demands motivate bilingualism and language adoption. Recognizing that the spread of Chinese language is necessitated and motivated by globalization and economic demands, the promotion of Chinese language education in Nigeria becomes important in China-Nigerian cooperation.

The spread of Chinese language has been the major aim for establishing the two Confucius institutes in Nigeria. The two Confucius institutes in Nigeria have made tremendous efforts and many outstanding records in promoting the teaching and spread of Chinese language within the country. While university of Lagos (Unilag) is at the fore front of spreading Chinese language in primary and secondary schools, Nnamdi Azikiwe University (NAU) on the other hand is spreading Chinese language in higher institutions.

The study also captured the reactions of Nigerians towards the teaching of Chinese language in primary and secondary schools. Nevertheless, Chinese language in Nigeria is positively making progress as more people are turning up to

learn the language. The observed that quest for Education, job and travel opportunity are the major driving force for Nigerians towards learning Chinese language.

More so, the Confucius institute is expanding its features from language learning and culture to vocational training that will complement the long term mission to use teaching, research and public service to solve social problems. This presents another opportunity for Nigeria to tap into the second largest economy and train its teeming youths to acquire the necessary skills needed in this 21st century. Capacity building among students along with supervisory expertise and skills, will be integral for the long-term delivery on economic and social returns for both Nigeria and China focusing on closing the skills gap.

In addition, cultural expos should be encouraged between China and Nigeria to globalize the rich cultural heritages of the two partners in arts and culture.

References

1. Aboderin M. 'Planned Introduction of Chinese Language in School Stirs Debate'. In Odinye, S. I. (Ed.), *The Development of Chinese Language in Nigeria*. Interdisciplinary Journal of African & Asian Studies. 2012; 1(1):1-8.
2. Abuja-ng.com, Centre for China studies opens in Abuja, 2015. Retrieved from: <https://www.abuja-ng.com/centre-for-china-studies-opens-in-abuja.html>.
3. Adegbija E. Language policy and planning in Nigeria. In Omotoyinbo, D.W. (Ed.), *Language Policy in Nigeria: Prospect for National Unity*. International Journal of Society, Culture & Language, 2004. ISSN 2329-2210.
4. Adeniji M. Chinese Confucius teaching points berths in Uniport, 2019 Retrieved from: www.uniport.edu.ng/news/featured/1506-chinese-confucius-teaching-point-berths-in-uniport.html.
5. Adeyemo A. What are your thoughts on the planned introduction of Chinese language in the curriculum of Lagos State public schools? In Usman, L. M. (Ed.), *Globalization of China and Nigeria's Language Educational Policy: A Case Study*. US-China Education Review B. 2012; 5(7):411-434. doi: 10.17265/2161-6248/2015.07.001.
6. Ayo Bamgbose. *Language of Instruction Policy and Practice in Africa*, 2004. Retrieved from: https://www.researchgate.net/publication/265148497_language_of_instruction_policy_and_practice_in_africa/
7. Awosiyani K. Stakeholders disagree on teaching of Chinese in Lagos schools. In Usman, L. M. (Ed.), *Globalization of China and Nigeria's Language Educational Policy: A Case Study*. US-China Education Review B. 2012; 5(7):411-434. doi: 10.17265/2161/2015.07.001.
8. Beijing Institute of Technology, Confucius Institute at University of Lagos in Nigeria, 2013. Retrieved from: <http://english.bit.edu.cn/International/ConfuciusInstituteOffice/93381.htm>.
9. Bogdan RC, Biklen SK. *Qualitative research for education: An introduction to theories and methods* (4th ed.). In Usman, L. M. (Ed.), *Globalization of China and Nigeria's Language Educational Policy: A Case Study*. US-China Education Review B. 2003; 5(7):411-434. doi: 10.17265/2161/2015.07.001.

10. Bohdanska B. The level of knowledge of the cultural background of English-speaking countries among students of English language at a secondary school. [D] Univerzita Palackeho v Olomouci, 2012.
11. China Customs Data Frontier Advisory Analysis, Viewpoint: Africa must do more to profit from China, 2011. Retrieved from: <http://www.bbc.co.uk/news/world-africa-18143515>.
12. Chin Africa. Li introduces cultural activities held by the china cultural center in Nigeria (Chen Jian), 2019. Retrieved from: www.chinafrica.cn/homepage/201901/t20190114_800154139.html.
13. Chin CK. Conceptualization of the Chinese Language Teaching Paradigm. © Springer Nature Singapore Pte Ltd, 2018, p24-36. <https://doi.org/10.1007/978-981-10-8860-5>.
14. Confucius institute. Constitution and by-laws of the Confucius institutes, 2014. Retrieved from: http://english.hanban.org/node_7880.htm.
15. Crystal D. The language revolution. Malden, MA: Polity Press, 2004.
16. Curtain. Foreign Language Learning: An Early Start. In Bohdanska, B. (Ed), the level of knowledge of the cultural background of English-speaking countries among students of English language at a secondary school. [D] Univerzita Palackeho v Olomouci, 1990.
17. Curtain HA, Pesola CA. "Language and children--making the match." Reading, MA: Addison-Wesley publishing company, 1988.
18. Edeh EC. China's four decades of reform and opening-up contribute to Nigerian economy, 2018a. Retrieved from: <http://www.chinadaily.com.cn/a/201807/24/WS5bab02e7a310c4cc775e829c.html>.
19. Edeh EC. How Africa can benefit from China's Belt and Road Initiative, 2018b. Retrieved from: <http://www.chinadaily.com.cn/a/201808/01/WS5b614f32a31031a351e9175d.html>
20. Edeh EC. A portrait of china Nigeria cultural exchanges. Chin Africa newsletter, 2018c, p8-9. Retrieved from: www.ccs-ng.org.
21. Edeh EC. Advancing China and Nigeria educational cooperation, 2018d. Retrieved from: <https://www.chinadaily.com.cn/a/201810/23/WS5bceb0b2a310eff303284049.html>.
22. Edeh EC, Wang H. China-Nigeria Cooperation In Education And Training: A 5Comparative Analysis. North American Academic Research. 2018; 1(7):144-165.
23. Edeh EC, Hua XL, Michael E, Omoruyi M, Antwi CO, Song Y. Acceptability of Chinese language education in public primary and secondary schools in Nigerian. International Journal of Multidisciplinary Research and Development. 2019; 6(3):56-63.
24. Ehizuelen MMO. Education And Skills Development In China-Africa Cooperation. Higher Education Press and Springer-Verlag GmbH Germany, 2018. <https://doi.org/10.1007/s11516-018-0030-0>.
25. Elugbe B. 'Nigerian Pidgin: problems and prospects. In Bamgbose, A., A. Banjo and A. Thomas (Eds.). New Englishes: A West African Prospective. Ibadan: Mosuro, 1995, 284-99.
26. Eribake A. Lagos begins teaching of Chinese language in schools, 2014. Retrieved from: www.google.com/amp/s/www.vanguardngr.com/2014/05/lagos-begins-teaching-chinese-language-schools/amp/
27. Esizimeton DO. Toward a Theory of Language Contact in Nigeria. Paper presented at the International Conference on Politics, Society and Rights in Traditional Societies, Models and Prescriptions for Contemporary Nation Building. Held at the University of Benin, Benin City, from, 2002b.
28. FOCAC. (2006). Forum on China Africa Cooperation Beijing Action Plan (2007-2009). available at: <http://mz2.mofcom.gov.cn/article/bilateralvisits/200611/20061103820760.shtml>
29. Hanban-news. High Degree of Localization Drives Rapid Development of Confucius Institutes in Africa, 2018. Available at: http://english.hanban.org/article/201805/22/content_733205.htm. <https://unizik.edu.ng/institutes/chinese-confucius-institute-ci/>. Accessed on 22 August 2019.
30. Jummai MR. Language Education in Primary Schools in Nigeria : Contemporary Issues and New Direction. Literacy Information and Computer Education Journal (LICEJ). 2012; 3(3):757-761.
31. King K. China will continue to back Confucius Institutes in Africa, 2018. Retrieved from: <http://www.chinadaily.com.cn/a/201808/24/WS5b835c0aa310add14f387e76.html>.
32. Lauder H, Brown P, Dillabough JA, Halsey HA. Education, globalization, and social change. Oxford, U.K.: Oxford University Press, 2006.
33. Laura AB. Chinese as a compulsory language in Zimbabwe schools is "rank madness, 2015. Available at: <https://amp.rfi.fr/en/africa/20150513-chinese-compulsory-language-zimbabwe-schools-rank-madness>.
34. Lily K. South Africa's schools will start teaching Mandarin and continue neglecting local languages, 2015. Retrieved from: <https://www.google.com/amp/s/qz.com/africa/477748/south-africas-schools-will-start-teaching-mandarin-and-continue-neglecting-local-languages/samp/>.
35. Ludovick K. Tanzania: Schools to Teach Chinese Language. Tanzania Daily News (Dar es Salaam), 2016. Retrieved from: <https://allafrica.com/stories/201603240086.htm>.
36. Mbah BM. Language policy, mother tongue education and the role of the Nigerian language teacher in Nigerian language education. Journal of Education and Practice. 2012; 3(10):48-54.
37. Mmaduka CN. Investigation and Analysis on the Teaching of Chinese at Confucius Institute in Nigeria. [D] Harbin normal University, 2016.
38. Moruwawon BS. Problem and issue of French language acquisition in a multilingual community: In Olaseinde, F. O. (Ed.), French Language in the Nigerian Educational Policy: Evaluation of the Implementation of French Language Curriculum in Junior Secondary Schools. International journal of humanities and cultural studies, 2003. ISSN 2356-5926.
39. National Policy on Education (NPE). Federal Republic of Nigeria [FGN]. Lagos: Federal Government Press, 1981.

40. National Association of Scholar (NAS), How Many Confucius Institutes Are in the United States, 2019. Retrieved from: https://www.nas.org/blogs/dicta/how_many_confucius_institutes_are_in_the_united_states.
41. Neeley T. Global business speaks English. Harvard Business Review, 2012.
42. Obanya PAI. Nigerian Schools and the Nations Language Problem. Journal of Educational Administration and History, University of Leeds, 1979, Xi:1.
43. Odinye SI. The Development of Chinese Language in Nigeria. Interdisciplinary Journal of African & Asian Studies. 2015; 1(1):1-8.
44. Ogunmodimu M. Language Policy in Nigeria: Problems, Prospects and Perspectives. International Journal of Humanities and Social Science. 2015; 5(9):154-160.
45. Ojo EO. National Language Policy and the Search for National Integration in Nigeria. Open Social Science Journal, 2010, 3:1-5.
46. Olaseinde FO. French Language in the Nigerian Educational Policy: Evaluation of the Implementation of French Language Curriculum in Junior Secondary Schools. International journal of humanities and cultural studies, 2018. ISSN 2356-5926
47. Oluka BH. Sing of the time. Kenya, Nigeria to introduce Chinese in public schools. In Usman, L. M. (Ed.), Globalization of China and Nigeria's Language Educational Policy: A Case Study. US-China Education Review B. 2013; 5(7):411-434 doi: 10.17265/2161-6248/2015.07.001.
48. Omotoyinbo DW. Language Policy in Nigeria: Prospect for National Unity. International Journal of Society, Culture & Language, 2015. ISSN 2329-2210.
49. Ozioko EC. Investigation and Analysis of the present situation of Chinese Teaching in Nigeria. [D] Hebei Normal University, 2016.
50. Pawle L. Language skills deficit costs the UK £48bn a year. The case for language learning: The Guardian, 2013. Retrieved from: <https://www.google.com/amp/s/amp.theguardian.com/education/2013/dec/10/language-skills-deficit-costs-uk-economy>.
51. Premium Times, Stakeholders Divided on Planned Introduction of Chinese Language, 2012. Retrieved from <https://www.premiumtimesng.com/news/100493-stake-holders-divided-on-planned-introduction-of-chinese-language.html>.
52. Pmnews Nigeria. Unilag's Chinese institute graduates 40 immigration officers, others, 2019. Retrieved from: <https://www.pmnewsnigeria.com/2019/07/17/unilags-chinese-institute-graduates-40-immigration-officers-others/>.
53. Plonski P, Asratie T, Rachel B. Why Are More African Countries Adopting English as an Official Language?. Presented at African Studies Association Annual Conference, Baltimore, Maryland, 2013.
54. Ryan GW, Bernard HR. Data management and analysis methods. In N. K. Denzin, & Y. S. Lincoln (Eds.), Handbook of qualitative research (2nd ed., pp. 730-783). Thousand Oaks, C.A.: Sage Publishers, 2002.
55. Sitti SM, Ahmad JBS. Evaluation of English as a foreign language and its curriculum in Indonesia: A Review. English language teaching, 2014, 7(10). Published by Canadian Center of Science and Education. ISSN 1916-4742 E-ISSN 1916-4750.
56. Smithers R. Monolingual workers 'cost Britain dear'. Education unlimited: The Guardian, 2000. Retrieved from: <https://www.google.com/amp/s/amp.theguardian.com/uk/2000/may/10/education.educationnews>.
57. Spolsky B. Language Policy. Bar-Ilan University and the National Foreign Language Center. 2152-2164. Somerville, MA: Cascadilla Press, 2005.
58. The-nation Unizik opens Chinese study center in Ebonyi state, 2018. Retrieved from
59. www.google.com/amp/s/thenationonline.net/unizik-opens-chinese-center-ebonyi/amp/.
60. Udchukwu C. China opens cultural research center in Nigeria, 2016. Retrieved from: <https://www.premiumtimesng.com/entertainment/206082-china-opens-cultural-research-center-Nigeria.html>.
61. Usman LM. Globalization of China and Nigeria's Language Educational Policy: A Case Study. US-China Education Review B. 2015; 5(7):411-434. doi: 10.17265/2161-6248/2015.07.001.
62. Vistawide.com. Why learn languages: World languages & culture. In Bohdanska, B. (Ed), the level of knowledge of the cultural background of English-speaking countries among students of English language at a secondary school. [D] Univerzita Palackeho v Olomouci, 2012.
63. Wen LH. A Survey of Chinese Teaching in Nigeria. jinshan college of forestry and agriculture Fujian university. World Chinese Teaching Society Newsletter, 2012, No. 1.
64. Xiamen University. Confucius institute at Nnamdi Azikiwe University, Nigeria, 2009. Retrieved from: http://ice.xmu.edu.cn/english/showconfucius.aspx?news_id=1709.
65. Xiamen University, Confucius institute at Nnamdi Azikiwe University, 2016. Retrieved from: <http://ocia.xmu.edu.cn/en/confucius/2016-09-05/24.html>.
66. Xiao Ming Zhu. How mandarin Chinese is growing in schools in England, 2017. Retrieved from: <https://www.britishcouncil.org/voices-magazine/how-mandarin-chinese-growing- england-schools>.
67. Xinhuanet. Popularity of Chinese language learning Soaring within U.S Education System: Survey. Retrieved, 2017. from: http://www.xinhuanet.com/english/2017/06/03/c_136336004.htm.
68. Xinhuanet. Seminar aims to boost teaching of Chinese language in Nigeria. AFRICA, 2018. Retrieved from: http://www.xinhuanet.com/english/2018-10/21/c_137547246.htm.
69. ZhiLing H. 10 new Confucius institutes lift global total to 548, boosting ties, 2018. Retrieved from: www.Chinadaily.com.cn/a/201812/05/WS5c07239da310eff30328f182.html.