

# CHINESE LANGUAGE DEMAND AND SUPPLY IN NIGERIA

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## Abstract

In recent years, the presence of the Chinese language in Nigeria has grown significantly, driven largely by expanding diplomatic, economic, and educational ties between China and Nigeria. This paper explores the dynamics of demand and supply of Chinese language education in Nigeria. It highlights the motivations behind increased demand, such as economic opportunities and cultural exchange, and investigates how Nigerian institutions have responded. Drawing on existing literature, surveys, and observational data, the study reveals a growing interest in learning Chinese but also uncovers gaps in institutional capacity, qualified teachers, and standardized curricula. Recommendations include strategic policy planning, increased investment in teacher training, and stronger collaboration with Chinese educational institutions.

## Introduction

The China-Nigeria bilateral relationship has evolved rapidly over the past two decades, underpinned by trade, infrastructural investments, and cultural exchange. With this increasing interconnectivity, the Chinese language (Mandarin) has gained prominence in Nigeria. More Nigerian students and professionals are pursuing Mandarin for educational, economic, and diplomatic reasons. However, the supply infrastructure—comprising qualified teachers, educational institutions, and instructional resources—has struggled to keep pace. This paper seeks to analyze both the demand for Chinese language education and the mechanisms in place to meet this demand in Nigeria.

## Literature Review

The global spread of Mandarin is a reflection of China's rising global influence. According to Zhao & Huang (2019), Confucius Institutes have become central in promoting Chinese language and culture abroad. Nigeria, hosting several Confucius Institutes in universities like the University of Lagos and Nnamdi Azikiwe University, has followed this trend.

Adamu (2020) emphasizes the strategic role of language in soft power, suggesting that China's language diplomacy is not just about cultural outreach but about shaping geopolitical narratives. Afolayan & Chukwu (2021) highlight the career prospects associated with Mandarin in Nigeria, particularly in sectors like telecommunications, oil, infrastructure, and trade, where Chinese firms dominate.

However, the literature also points to supply-side challenges. Falade (2022) outlines issues such as limited number of trained Mandarin teachers in Nigeria, overdependence on native speakers, lack of curriculum integration at secondary levels, and poor funding of language education programs.

## Discussion

### Factors Driving Demand

1. **Economic Ties:** China is Nigeria's largest trading partner, with over \$20 billion in annual trade volume. Proficiency in Chinese increases employability in companies like Huawei, ZTE, and Sinopec.
2. **Educational Opportunities:** Scholarships to study in China attract many Nigerian students, requiring at least basic proficiency in Chinese for academic success.
3. **Cultural Exchange:** Events organized by Confucius Institutes and Chinese embassies promote language learning through music, martial arts, and calligraphy.
4. **Government Policy:** The Nigerian government's openness to language diversity and support for international collaborations further fuels interest.

### Supply-Side Realities

1. **Teaching Infrastructure:** Most Chinese language instruction occurs in Confucius Institutes, which are limited in number and mostly urban-based.
2. **Teacher Availability:** There's a reliance on Chinese nationals to teach, with few Nigerian-born Mandarin teachers due to the difficulty of learning and certifying the language.
3. **Curriculum and Materials:** There is limited availability of standardized curricula tailored for Nigerian students. Most teaching materials are imported, leading to cultural disconnects.
4. **Public School Integration:** Chinese language has yet to be introduced systematically into Nigeria's basic or secondary school curriculum, limiting early exposure.

### Findings

- There is a **significant increase in demand** for Chinese language learning across urban centers in Nigeria, especially among university students and professionals.
- **Supply capacity remains low**, with only a few institutions offering Chinese, and most depending on external funding and partnerships.
- **Teacher shortage** is a key bottleneck, with very few locally trained educators.
- Many learners view Chinese not just as a language but as a **tool for economic advancement**, signaling a utilitarian rather than cultural motivation.
- There is a **lack of policy coherence** to mainstream Chinese language education nationally.

### Conclusion

The rise of Chinese language demand in Nigeria is symptomatic of the growing socio-economic entanglement between the two nations. While interest and perceived value of Mandarin are on the rise, infrastructural and pedagogical challenges hinder its widespread adoption. To harness the benefits of this linguistic interest, deliberate efforts must be made to address gaps in supply.

## Recommendations

1. **Teacher Training Programs:** Nigeria should collaborate with China to establish local teacher training programs in Mandarin, possibly through language immersion scholarships.
2. **Curriculum Development:** A Nigeria-specific Chinese language curriculum should be developed with cultural relevance in mind.
3. **Public School Integration:** Pilot Chinese language programs should be introduced in public secondary schools, especially in major cities.
4. **Government Incentives:** Provide incentives such as grants or teaching fellowships for Nigerians who attain proficiency and teach Mandarin locally.
5. **Expand Confucius Institutes:** Encourage establishment of Confucius Classrooms in secondary schools and expand beyond urban areas.
6. **Monitoring and Evaluation:** Regularly assess the effectiveness of Chinese language education programs through feedback, performance tracking, and policy reviews.

## References

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