
**Examining the Motivations and Needs of Nigerian HSK
Chinese Learners at Confucius Institute, Nnamdi Azikiwe
University, Awka, Nigeria**

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Abstract

Chinese has become one of the favorite foreign languages learnt by Nigerians owing to its economic impact on Nigeria's socio-economic growth. From its inception at Nnamdi Azikiwe University (UNIZIK) in 2004, many Chinese institutes and learning centers have been established across cities in Nigeria. This has necessitated a lot of research bothering on learner-centered and learning-centered approaches to learning and teaching Chinese. This paper investigates the motivations and needs of a set of Mandarin Chinese learners in Confucius Institute, UNIZIK. The aim is to ascertain the employment of learner-centeredness in meeting the motivations of these learners. Observation and survey questionnaire were used to elicit data from the current HSK level 3 students. There is an improvement in both teaching and learning Chinese because of more native and trained Nigerian Chinese teachers, and learners exhibit more confidence. Notwithstanding, there is considerable decline in student enrolment in 汉语水平考试(Hànyǔ Shuǐpíng Kǎoshì): Chinese Proficiency Test (HSK) courses. Findings indicate that the basic motivation for enrolment into HSK is for speaking and listening in real world contexts, which is beyond HSK's but within 汉语水平考试(Hànyǔ Shuǐpíng Kǎoshì): Chinese Spoken Proficiency Test (HSKK)'s scope, since HSKK develops Chinese

learners' spoken skills. We propose that demotivation be avoided: more focus should be put on the needs for job/travel/business opportunities which instrumentally motivate learners to enroll to learn Chinese. This means that HSKK and HSK should be presented as options for learners who are enrolling to learn Chinese. A Chinese program whose curriculum focuses on sustaining the motivations and satisfying learner needs is highly important and desirable.

Keywords: HSK and HSKK, Nigerian Chinese as FL learners, needs analysis, UNIZIK, foreign (second) language learning

1. Introduction

Owing to its impact in the socio-economic growth of Nigeria, the Chinese language has risen to be one of the most lucrative foreign languages to learn as a Nigerian. However, seeing that this language sounds nothing like any African language, and indeed, our Nigerian languages, it has been a bit of a Herculean task developing communicative competence in Chinese. Consequently, this situation has led to the introduction of teaching and learning Chinese as a foreign language in Nigeria, particularly via the Hanyu Shuiping Kaoshi: Chinese Proficiency Test (HSK) program. Thus, in 2006, after a lot of efforts, proposals, inspecting and strategizing, the teaching and learning of the Chinese language and culture began in Nigeria at Nnamdi Azikiwe University, Awka in the Department of African and Asian Studies, Faculty of Arts (Okafor, 2021: 56). A year later, the Confucius Institute was established in this same university and in the following year, 2008, at the University of Lagos. The reason for the establishment of the institute is described by Professor Yongjing Wang (Director of Confucius Institute, University of Lagos) thus:

...the establishment of these institutions was to get the Nigerian people acclimatized with Chinese culture

especially as China's influence extends through Africa and the world. Knowledge of Mandarin (Chinese) in today's world will open up jobs at home and international opportunities for Nigerians.

Over a decade later, in 2022, a good number of Chinese learning centres have been set up across various cities in Nigeria. Prominent among them are the Confucius Institute and Department of Chinese Studies, Faculty of Arts, Nnamdi University, Awka; Confucius Institute, University of Lagos; Confucius Institute and Department of Chinese in Kaduna State University; Confucius Institute Learning/Teaching point at University of Port Harcourt, Federal Polytechnic Oko, Abuja, and Imo respectively, among others.

With the introduction of these Chinese centres and programs, it has become prevalent to ensure that the needs of the Nigerian Learners of Chinese are being met and their motivations sustained. Moreover, lots of studies and research have been conducted to enhance the learning experience and teaching techniques to promote effectiveness of the program. They include Contrastive studies of the Chinese and English languages (Zhao 2016, Cheng 2018, Fang 2018), Contrastive and Comparative Analyses of Chinese and major Nigerian languages (Mbagwu and Anajemba, 2015, Anajemba 2016, Odinye 2016, Nwokoye 2018); Error Analysis of Chinese FL learners (Odinye 2009, Anajemba 2021), and more recently, Attitudes and Needs of Nigerian learners of Chinese as a Foreign Language (FL) (in Odinye 2017, in Uchenwoke 2021 and in Miracle 2021). These researches have gone a long way in revising and rendering more useful Chinese as a FL curriculum and seeing to the needs of the learners, thereby facilitating and enhancing the learning process.

Consequently, the findings from these researches have provided insights to challenges and issues faced in relation to teaching and

learning Chinese and recommendations are made to close the lacuna met by learners who enroll for this course. This paper will therefore address the motivations and needs of HSK Level 3 Chinese learners in Confucius Institute, UNIZIK, to ascertain whether these needs are being met or have changed with time, and the motivations being sustained, questioning the effectiveness of the current curriculum and its revision in meeting with learners' needs.

1.1 Research Questions

The following research questions serve as the basis for this study:

- i. What is/are the foremost motivations of a Nigerian learner of Chinese as an FL who enrolls for the HSK program?
- ii. How has the HSK program maintained learners' motivations?
- iii. How has the HSK program met learners' needs?
- iv. If it has not, how can the learners' motivations be sustained and their needs met?

2. Literature Review

Needs analysis is a procedure for collecting information about learners and classroom activities to design a syllabus (Nunan 1988). It is a basic method for designing relevant language courses, whether foreign or indigenous languages. Nurul Haque (2014) presents a detailed study of the origin, scope and growth of this theory in language teaching, both indigenous and foreign (in this case, Chinese) languages.

Richards and Rogers (2001:206) define a foreign language (FL) as a language which is not the native language (NL) of the large number of people in a particular country or region. By the reason of this definition, an FL is spoken by very few persons in a country or region who should/must have undergone some form of formal

training/learning. A language that is considered foreign in a country is not acquired but learned because it is not the mother tongue or prevalent language spoken in the society nor is it used in everyday life. Little wonder, Nwankwere, 2019 cites Crystal who defines it as ‘a language other than one’s mother tongue used for a special purpose, e.g., for education, government, etc.’. In view of this situation, this language is learned primarily for the purpose of communicating with foreigners and natives of the said language as situation arises, such as economic, academic, socio-political reasons.

In the list of many foreign languages that have come to stay in Nigeria, Chinese is one of those that have gained a rapid welcome since the inception of its teaching and learning in Nigeria in 2004. Findings by Odinye (2013) show that Nigerian students have a positive attitude towards learning Chinese and most of the learners are extrinsically motivated by the economic benefits/rewards of being able to communicate in Chinese. The reasons for this vary quite distinctly amongst learners in other parts of the world. Huang et al (2013) discuss, in their investigation on the development of teaching and learning Chinese as a foreign language in Thailand, that the major motivation for Thai students in learning Chinese are to acquire Chinese traditional culture and Chinese food. This is quite unlike the reasons why Nigerians take up Chinese as a foreign language. Okafor (2020) found out that Nigerian learners of Chinese as an FL are both intrinsically and extrinsically motivated. Top on the list for learning the Chinese language include building stronger ties between China and Nigeria, to communicate competently and to get a job. Uchenwoke (2021) reveals that a great number of Nigerian students have high expectations for their target Chinese proficiency level, and top on their needs is the ability to listen accurately and speak fluently. Thus, according to her study, reading

and writing ranked as the least desired among the five skill options of listening, speaking, reading, writing and translating. From the foregoing, we can argue that the need of a Nigerian Chinese foreign language learner is for communicative competence so as to advance his/her socio-economic status, which serves as their motivation.

Among other definitions, Yule (2006) describes communicative competence as the general ability to use language accurately, appropriately and flexibly. This ability can further be measured as grammatical competence, sociolinguistic competence, discourse competence and strategic competence. What this means for the Nigerian learner of Chinese is that they seek the ability to be able to make use of the appropriate vocabulary, correct grammatical structure in spontaneity, creatively and effectively, and as the situation calls for it.

Nevertheless, with the need being identified but motivation lacking, language learners could easily give up on their language learning goals. Ryan and Dec (2000) propose the Self-Determination Theory which differentiates between *intrinsic and extrinsic motivations*. Intrinsic motivation is the eagerness and interest to do and take part in certain activities because an individual feels that they are attractive and pleasant. On the other hand, extrinsic motivation is the propensity to take part in an activity for reasons which do not link to the activity (Tenghu and Sepideh, 2021). In relation to language learning, a learner who is intrinsically motivated takes up the language learning course for the sake and love of the language while one who is extrinsically motivated takes up the language course for what that language will help them achieve such as greener pastures, better employability opportunities among others.

From the foregoing, it is evident that the Nigerian learner of Chinese is basically extrinsically motivated and as Brewer and

Burgess (cited in Okafor, 2020) posit, motivation is a basic and essential part of learning. Therefore, the motivation of a language learner should be put into consideration as this determines the level at which the language need is met quicker.

2.1 Theoretical Review

Needs Analysis has had a long history in language teaching and learning and was first proposed by the council of Europe Modern Language Project group before 1970s (Nurul, 2014). Needs Analysis (NA) is generally defined as a learner-centred approach to language teaching and learning which tries to establish how second language (L2) learners wish to learn the target language (TL) rather than what they ‘need’ to learn about the language. According to Para (2014:18) quoted in (Nwankwere, 2019: 58-59), Needs Analysis in curriculum development is a process of ‘collecting information that increases understanding of the learners’ language needs, so that decisions can be made to set goals and content for a language course.’ Therefore, NA is one of the central procedures in modern language education (Nwankwere: 2019) because it enhances/develops a language to full potential as an integral part of learner-centredness.

Lack of NA procedure in a language programme prevents experts in the field of language pedagogy from being aware of the language needs identified by the target learners themselves, as to tailor the course and all the related activities towards meeting such needs. Thus, this research focuses on identifying the needs of Nigerian learners of Chinese so as to recommend design and implementation of a curriculum that satisfies, to a reasonable extent, the needs of learners in the HSK) programmes.

3. Research Methodology

3.1 Research Method

This study is a combination of survey research design, using questionnaire and personal observation of HSK learners of Chinese. This methodology empowers the researchers to collect data from only a few respondents who serve as a representative sample of the total population under study (Sadsiharan, 2012 in Nwankwere, 2019). Thus, using the simple random sampling technique, on the 2nd of March, 2022 (this was in the period of the ASUU strike action, however, the Confucius institute's classes were still held), copies of the survey questionnaire were administered physically to the representative population of 24 HSK level 3 learners at the Confucius Institute, between 9:00am – 1:00pm. The questionnaires were distributed just before the commencement of their HSK classes for the day, and collected after their classes. Where it was necessary that sections of the questionnaire be explained, this was done to enhance a smoother data elicitation.

The quantitative method presents the data collected from the questionnaire survey. According to Ary et al as quoted in Nwankwere (2019), ‘when the population consists of a number of subgroups or strata, that may differ in the characteristics being studied, it is often desirable to use a form of probability sampling called stratified sampling’, which can be proportionally or randomly done. Even though the basis for stratification is usually sociological as in age, gender, income, place of origin (Nwankwere, 2019), among other factors (which our survey questionnaire was designed to cover), the method of data presentation and subsequently the analysis considers only the factor of class/level. The stratified sampling is employed in this research on the basis that the learners of varying age ranges, varying duration of study, different places of

origin, were all in HSK Level 3, at the said period of time. Also, this method of data presentation requires a small sample size to save a lot of time, money and effort. Each level is viewed as a stratum. Thus, our research study borders on the HSK Level 3 as the representative stratum. Furthermore, the qualitative application of this method infers from the data presented to attempt answers to the research questions. Moreover, interaction with the students and staff both in the classroom and in unofficial settings provide firsthand information and furtherance on the study.

3.2 Area and Population of Study

This study focuses on the area of Applied Linguistics concerned with language pedagogy and second language education. The study bothers on issues related to learning Mandarin Chinese as a foreign language among Nigerian learners. The research site was the Confucius Institute, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.

Originally, the survey was targeted to randomly select and sample 6 learners each (out of 60 learners per level) from HSK levels 1-4, bringing a total of 24 Chinese learners as the representative sample. Thus, the target population was all Nigerian Chinese learners in the HSK program at the UNIZIK Confucius Institute, with 300 learners. But, in line with the voluntary ethical condition, according to Bryman and Bell (2007), which demands that people should not be forced into participating in research nor cajoled into offering responses for research, a willing and accessible number of 24 respondents from HSK level 3 were used as the representative population. Thus, a total of 24 questionnaires were distributed during this survey, and out of these, only 15 responses received were considered valid because these were filled in completely and provided the necessary information relevant to data

analysis. This small number was also due to the 2020 Covid pandemic restrictions on physical classes which were yet to resume fully by the time of the fieldwork. Consequently, some of the levels, such as levels 1 and 4 were physically absent.

4. Presentation and Analysis

Learners' Identified Motivations (Extrinsic motivations for enrolling in the HSK course/learning Chinese: The grades were assigned in a way that Grade 1 represented the major motivation for enrolling to the HSK program. Grade 2 was for the second highest motivation, while Grade 3 was for the least motivating factor for enrolling into the program. Thus, every participant was required to tick, on all the possible motivations for enrollment, out of 3 boxes (Grades 1, 2 and 3).

Table 1: Learners' Identified Motivation

Motivation	Grade 1		Grade 2		Grade 3	
	population (15)	% 100	population (15)	% 100	population (15)	% 100
Job opportunity	8	53.3%	5	33.3%	2	13.3%
Travel opportunity	3	20%	3	20%	2	13.3%
Further studies	2	13.3%	3	20%	3	20%
Speak confidently	-	0%	1	6.6%	4	26.6%
Volunteer	1	6.6%	1	6.6%	-	0%
Expand business in international market	1	6.6%	1	6.6%	2	13.3%

Total	15	99.8%	14	91.3%	13	86.5%
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Table 1 above is in response to the research question 1; the (foremost) motivation of Nigerian Chinese learners who enroll for the HSK course. The motivations are grouped into Grades 1-3; with 1 being the strongest motivation, 2 being the average motivation and 3 being the least motivation. The grades show the strength and intensity of the incentive which has both driven and kept the learners in the program. From the figures in the table, 8 out of 15 learners (i.e., 53.3% of the population) agree that their strongest motivation for enrolling in the HSK course is *to secure job opportunity*, only 2 out of 15 persons (i.e., 13.3%), view this as their least motivation. Also, it is evident from the table that the motivation to secure a job is the only item that has a full participants' response, that is, all 15 participants selected this motivation (even though at varying grades).

The second option and motivation; *travel opportunity*, has only 8 responses out of 15; 7 of the participants were either undecided or did not consider it a motivation to be selected. 3 participants out these 8 responses opt for securing travel opportunity as their greatest motivation while 2 vote for it as a least motivation. This is also applicable in the third option; *for further studies*, where only 8 participants select this option as a motivation. In this case, just 2 out of these take the option of further studies as their greatest motivation, while 3 of them see it as their least motivation.

The option; *to speak confidently*, received only 5 responses, out of which none view it as their highest motivation. Rather, 4 out of the 5 take it as their least motivation. The option; *to volunteer*, received only two responses, out of which 1 learner had it as their greatest motivation. Lastly, the option; *to expand business in the international market*- received just 4 responses, out of which only 1

learner had it as their greatest motivation and 2 had it as their least motivation.

From the above, we can deduce and conclude that the motivation for the Nigerian Chinese learner is more extrinsic than intrinsic. This shows that the representative population is motivated by the necessity to improve their socio-economic status. What this suggests is that, for the learner to keep up with these extrinsic motivations, their Chinese learning experience has to be one that bolsters their motivations for taking up the course in the first place. Subsequent tables will present and attempt to analyze the requisite communication skills the learners need to have so as to keep their motivations, and thus, meet their needs.

Table 2: Language Skills and Related Matters (Learners' appraisal of the skills that are most emphasized by the teachers in their lesson)

Skills	Excellent	Very good	Satisfactory	Unsatisfactory
Speaking	15.4%	30.8%	15.4%	23.1%
Reading	23.1%	38.5%	23.1%	7.7%
Writing	15.4%	53.8%	23.1%	7.7%
Pronunciation	38.5%	30.8%	30.8%	7.7%
Vocabulary	30.8%	15.4%	38.5%	15.4%
Grammar	7.7%	38.5%	23.1%	15.4%

This table is in response to research question 2: Are the learners' motivations being maintained? Table 2, above, reveals that in relation to the aspects of language skills, the Chinese language teachers place the most focus on *pronunciation*, with a percentage of 38.5% of the students rating it as 'excellent', followed by *vocabulary* at 30.8%. Then, *reading* comes third to 23.1% of the population. On the other hand, the *speaking* skill is least focused on with 23.1% of the population holding the view that it is 'unsatisfactory'. At a close shot, under 'unsatisfactory', speaking is followed by vocabulary and grammar; core aspects of testing communicative competence, with 15.4% respectively of the population unsatisfied.

In developing speaking skill in any language, targeting advancement in pronunciation is highly relevant. This is simply because speaking is closely related to pronunciation; by properly enunciating the phonemes, words, tones (especially in teaching Chinese language) of a language, communication can be enhanced, and thus, a learner could be said to possess excellent speaking skills. It is however interesting to note from the table above that the skill with the highest focus is pronunciation, yet adversely, the skill with the least focus is the speaking skill. This presents a note of concern as to whether the stress being placed on proper pronunciation has any effect on development of the real-time speaking skill of the learners.

As earlier stated, this table attempts to answer the RQ2 (research question 2) about the learners' motivations being maintained. If in a language program/experience, learners do not believe that enough focus is being given to necessary skills; it could weaken their motivations, and thus, affect negatively the learner's experience. Table 3 will show the level of effectiveness of the learners, from their own perception.

Table 3: Language Skills and Related Matters (The learners' appraisal of their current level of effectiveness in the Chinese language)

Skills	Excellent	Above average	Average	Poor
Grammar	0%	26.6%	60%	13.3%
Vocabulary	6.6%	40%	46.6%	6.6%
Listening	20%	33.3%	33.3%	13.3%
Speaking	6.6%	20%	53.3%	20%
Reading	20%	46.6%	26.6%	6.6%
Writing	13.3%	40%	33.3%	6.6%
Tone/pronunciation	26.6%	20%	40%	13.3%

Table 3 is analyzed only for the four communicative competence skills of *listening*, *speaking*, *reading*, and *writing*. This analysis is conveyed only on two ratings: *Above average* (addition of the figures in 'excellent' and 'above average') and *average and below* (addition of the figures in 'average' and 'poor'). Thus, 53.3% of the learners hold their listening skill to be *above average*, while 46.6% hold same skill to be *average and below*. Also, 66.6% take their reading skill to be *above average*, while 33.2% think their reading skill is *average and below*. Furthermore, 53.3% agree that their writing skill is *above average*, while 39.9% are of the view that this skill is *average and below* for them. Unfortunately, only 26.6% of the learners believe their speaking skill to be *above average*, while the greater percentage of 73.3% consider this skill *average and below* for them.

This data simply buttresses the data in table two; the focus on pronunciation might not be reflected in the actual speaking skill of the learners. This goes to show that not enough focus has been

given to skills that are needed for effective communication of listening and speaking.

Table 4: Language Skills and Related Matters (The learners' appraisal of the most demanding of the 4 language skills for them)

Skills	Frequency
Listening	6.6%
Speaking	60%
Reading	6.6%
Writing	26.6%
Total	99.8%

Having identified whether the learners' motivations are being maintained and if their needs are met in tables 2 and 3 respectively, table 4 goes on to present the learners' perception of the most demanding of the four language skills, in relation to their motivations being maintained and their needs being met. If the learner is going to have the best language learning experience, more focus has to be placed on the skills which that learner find most demanding/challenging. This table, thus, analyzes the language skills that should be given more focus in order to achieve the needs of the learners; based on their demand.

From the data in table 4 above, 6.6% of the representative population consider the *listening* skill to be the most demanding in their learning experience; 60% consider the *speaking* skill to be the most demanding; 6.6% note that the *reading* skill is the most demanding for them; and, 26.6% believe that the *writing* skill is the most demanding skill for them. With this in mind, the goal of the Chinese course should be to satisfy these demands, by laying more emphasis where necessary.

Definitively, from the data presented in the tables above, one can deduce that *speaking* is the most relevant skill to the Nigerian learners of Chinese as a foreign language, yet the least focused on, even as our research supports the proposition that socio-economic factors, such as, securing a job and travel opportunity, are the major motivations for Nigerian HSK learners of the Chinese language as an FL in UNIZIK (table 1). Little wonder these learners feel that not much emphasis is placed on the important skill of speaking (table 2). This goes on to reflect itself in the current level of effectiveness as established by the learners which reveals that speaking and grammar skills rank in average compared to other skills (table 3). Furthermore, among the four skills of listening, speaking, reading and writing, the speaking skill ranks as the most demanding for most of the learners (table 4). Thus, there is need to focus on this aspect of communicative competence to aid learners develop this important skill.

In all, though there has been an improvement in the relevant skills acquired by learners in the programme within the years, more learner-centred efforts, such as activities, texts and a curriculum that bother on communicative competence should be employed to cater for the needs of the learners more effectively.

5. Discussions and Conclusions

Unlike many other language learning programmes which are designed to satisfy the four basic language skills needed for proper communication: Listening, Speaking, Reading and Writing [we first learn to listen; hear a language being spoken, then to speak; repeating what is heard, then to read; see the spoken language depicted symbolically in print, and finally, to write; reproduce these symbols on paper], the HSK is fundamentally designed to meet the needs of listening, reading and writing skills. Little or no attention

is paid to the speaking skill. To this effect, it would be quite inadequate to measure a Nigerian Chinese learner's speaking ability based on HSK levels, assessments and results. The HSKK (*Hanyu Shuiping Kouyu Kaoshi*); the Chinese Proficiency Spoken Test, is specifically designed for this purpose, i.e., to satisfy the spoken requirement of Chinese teaching and learning for these learners.

Conversely, the HSKK is a relatively new test organized by Hanban (the part of the Chinese Education Ministry, also in charge of the Confucius Institutes; the HSK organizers) in the 2010s to assess learners' pronunciations, tones, clarity, fluency, etc., in speech (cited from online source 'improvement.com'). However, the HSK has a wider influence and a longer history and serves as the yardstick for judging the 'knowledge' of Chinese. Hence, it is taken as the more important program/test as evident in the influx of students into the HSK program as against the seemingly obscure HSKK.

From our research, it can be implied that the need of the Nigerian Chinese learner in enrolling for the Chinese program is for the sole purpose of communication, i.e., speaking and listening competencies, evidenced by socio-economic motivations like securing a job and travelling. Still, a good number of these learners enroll for the HSK program, which is not designed to satisfy this need. This situation could be as a result of unfamiliarity of the learners with the HSKK course (which is designed particularly to satisfy speaking need of learners) or a hyped-up HSK course.

It is obvious that the inability of the HSK course to produce learners that have spoken communicative effectiveness is not a factor of the deficiency of the language teachers' techniques nor the language program goals. Put more appropriately, the HSK course/test is not designed for this purpose: HSK is more language-centered than learner-centered. But ignorance of the right program

for satisfying their needs has led learners of Chinese as a foreign language, that are both intrinsically and extrinsically motivated, to enroll for a Chinese course (HSK) which is not intended to meet their needs.

The researchers recommend that at the inception of enrolment into a Chinese learning programme, the learner's needs/motivation(s) for this enrolment should be taken into account so as to ensure maximum teaching experience and learning effectiveness, and to focus on what the learner actually needs, not what the HSK goals/teachers speculate to be the learner's needs.

Also, we proffer that a learner who is interested in learning Chinese as a foreign language for the purpose of knowing how to read and write in Chinese, .i.e., for academic or visual purposes, should opt for the HSK program/test. On the flip side, a learner whose need is to develop the productive skill of speaking especially in professional/work situations should focus their energy on the HSKK program/test. Hence, Needs Analysis should be conducted and applied on the programme. Nevertheless, to attain a full and all round proficiency in the Chinese language, a learner could also combine both language programs/tests, i.e., HSK and HSKK.

We, therefore, suggest that further research/studies be carried out on Needs Analysis of teaching Chinese as a FL in Confucius Institute, Unizik in relation to the HSKK curriculum. We also recommend that the effect of social factors such as age, first language, native language, gender in relation to the motivations and needs of Nigerian learners of Chinese language is investigated (which is not the main focus of this current study). Furthermore, we recommend a detailed study of teaching techniques in HSKK program; adopted in classroom teaching, which is an aspect of pedagogy that plays a major role in learner effectiveness.

In conclusion, there should be a bilateral agreement between Nigeria and China such that while Nigerians are learning Chinese as an FL in Nigeria and abroad, the Chinese teachers at UNIZIK, are encouraged to learn Igbo as a FL. This need calls for a well designed Igbo FL course and a well implemented programme towards achieving this goal to inter-language and inter-cultural exchange.

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