

# Study on Perceptions of Chinese Language Learning among Cameroonian University Students: The Case of Garoua University

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## ABSTRACT

The increasing presence of Chinese language education in Africa has generated interest in understanding students' perceptions, motivations, and challenges. In Cameroon, universities such as Garoua University have integrated Chinese into their curricula to meet growing demand. This study examines the attitudes of Cameroonian university students toward learning Chinese, using a mixed-methods approach with surveys (120 students) and interviews (20 students, 5 instructors). Findings reveal that students view Chinese as valuable for economic opportunities, cultural exchange, and academic advancement. However, challenges such as linguistic complexity, limited resources, and job market uncertainties affect motivation. The study highlights the need for improved teaching strategies, enhanced learning resources, and clearer academic and professional pathways for Chinese language learners in Cameroon.

**KEYWORDS:** Chinese language, Cameroon, student perceptions, motivation, challenges

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## 1. INTRODUCTION

The rise of China as a global economic, technological, and political power has significantly reshaped international relations, trade, and cultural exchanges. As China strengthens its presence in Africa through infrastructure development, business investments, and educational partnerships, the demand for Chinese language proficiency has increased across the continent. Mandarin has become an essential tool for fostering diplomatic ties, enhancing trade relations, and opening opportunities for employment and academic advancement. In response, many African nations, including Cameroon, have integrated Chinese language programs into their educational systems to equip students with linguistic and cultural competencies that align with the evolving global landscape.

In Cameroon, Chinese language education has expanded rapidly over the past two decades, largely driven by China's growing influence in the country's economy and bilateral cooperation agreements. The establishment of Confucius Institutes in major universities, such as the University of Yaoundé II and the University of Maroua, has played a crucial role in

promoting Chinese language and culture. These institutions serve as hubs for language instruction, cultural exchange, and academic collaboration, offering students a platform to engage with China's linguistic and socio-cultural dimensions. Beyond the Confucius Institutes, several universities have recognized the importance of Mandarin and have incorporated Chinese language courses into their curricula to meet the rising interest among students.

Garoua University, a key institution in northern Cameroon, has embraced this trend by integrating Chinese language instruction into its academic offerings. Unlike universities that host Confucius Institutes, Garoua University has independently developed its Chinese language curriculum, demonstrating a growing institutional commitment to multilingual education. The inclusion of Mandarin in the university's language programs reflects the increasing recognition of its relevance in academic, professional, and business contexts. However, despite the growing enthusiasm for learning Chinese, students encounter various challenges, including linguistic complexity, resource availability, and

differences between Chinese and local linguistic structures. These factors influence their motivation, learning experience, and overall perceptions of the language.

Understanding students' perceptions of learning Chinese is essential for optimizing teaching methodologies, developing effective learning resources, and aligning language programs with students' aspirations and challenges. By examining the motivations, attitudes, and difficulties faced by students at Garoua University, this study provides valuable insights into the broader dynamics of Chinese language education in Cameroon. It seeks to answer key questions such as: What motivates students to learn Chinese? What challenges do they encounter in the learning process? And how do they perceive the relevance of Chinese for their academic and professional futures? By addressing these questions, this research contributes to the ongoing discourse on language acquisition in Africa, particularly in the context of China-Africa relations. The findings will not only inform educators and policymakers about the effectiveness of current teaching strategies but also offer recommendations for enhancing Chinese language instruction in universities without Confucius Institutes. Ultimately, this study highlights the significance of linguistic and cultural adaptability in fostering international collaborations and expanding academic and professional opportunities for Cameroonian students.

## **2. Research Background**

### **2.1. Chinese Language Learning in Cameroon**

Chinese language education in Cameroon has experienced rapid growth over the past two decades, driven by strengthening diplomatic, economic, and cultural ties between Cameroon and China. As China has expanded its presence in Africa through investments, trade partnerships, and infrastructure projects, interest in learning Chinese has surged among Cameroonian students seeking academic, professional, and cultural opportunities. The Confucius Institutes, established in partnership with major Cameroonian universities, have played a crucial role in institutionalizing Chinese language education. The Confucius Institute at the University of Yaoundé II serves as the primary hub, with additional branches at institutions such as the University of Douala and the University of Maroua. These institutes offer structured language programs, scholarships for studying in China, and cultural exchange activities, making Chinese language education more accessible to a wider audience.

Despite not hosting a Confucius Institute, Garoua University has responded to the growing demand for

Chinese language learning by integrating Chinese courses into its curriculum. The inclusion of Chinese at Garoua University reflects a broader trend where non-traditional language programs are emerging in response to student interest and market needs. Many students at Garoua see Chinese as a valuable skill that could enhance their career prospects, particularly in sectors where Chinese companies operate, such as construction, trade, and telecommunications.

However, the development of Chinese language education in Cameroon is not without challenges. Access to qualified teachers, adequate learning materials, and structured career pathways for Chinese language graduates remains a concern. While Chinese language education has expanded in major cities, institutions in remote regions, such as Garoua, often struggle with resource constraints. These challenges underscore the importance of understanding students' perceptions, motivations, and difficulties in learning Chinese, which this study aims to explore.

### **2.2. Theoretical Framework**

This study is grounded in two key theoretical perspectives: Gardner's Socio-Educational Model of Second Language Acquisition and the Push-Pull Theory. Together, these frameworks provide a comprehensive understanding of the motivations, challenges, and perceptions of Garoua University students in learning Chinese.

#### **2.2.1. Gardner's Socio-Educational Model**

Gardner's Socio-Educational Model (1985) emphasizes the role of motivation and attitudes in language acquisition. According to Gardner, second-language learners are influenced by two primary types of motivation: integrative and instrumental. Integrative motivation reflects a learner's desire to engage with the target language community and culture, fostering a deeper connection beyond linguistic proficiency. At Garoua University, some students may be motivated by an interest in Chinese culture, history, or philosophy, viewing language learning as a gateway to intercultural understanding. Instrumental motivation, on the other hand, is driven by practical benefits such as career advancement, economic opportunities, and academic aspirations. Many students perceive proficiency in Chinese as a valuable skill that could enhance their employment prospects, particularly given the presence of Chinese companies and scholarships for further studies in China. By applying Gardner's model, this study seeks to explore whether students' motivation is primarily cultural, economic, or a combination of both, providing insights into their long-term commitment to language learning.

### 2.2.2. Push-Pull Theory

While Gardner's model helps explain individual motivation, the Push-Pull Theory offers a broader socio-economic perspective on language acquisition. This theory, originally used in migration studies, has been adapted to examine external and internal factors that influence language learning decisions. Push factors refer to circumstances that compel students to acquire new language skills due to limitations in their existing environment. In Cameroon, where employment opportunities are often scarce and competition is high, students may feel pressured to differentiate themselves by acquiring foreign language proficiency. The growing dominance of China in global trade, coupled with its increasing investments in Cameroon, has created a demand for professionals who can bridge linguistic and cultural gaps. Students at Garoua University may therefore feel "pushed" toward learning Chinese due to the limited career prospects available to monolingual candidates.

Conversely, pull factors represent the attractiveness of learning a specific language due to perceived benefits and opportunities. China's economic power, its scholarship programs, and the presence of Chinese enterprises in Cameroon serve as strong incentives for students to study Chinese. The availability of educational exchanges, employment opportunities, and potential business ventures with Chinese companies makes learning the language highly appealing. Additionally, former students who have successfully leveraged their Chinese proficiency for academic or professional gains often serve as role models, further encouraging new learners to invest in the language. However, while pull factors create enthusiasm for learning, they do not always guarantee sustained engagement, especially if students encounter significant learning difficulties or if job prospects do not meet their expectations.

By integrating these theoretical perspectives, this study aims to provide a nuanced analysis of students' motivations and challenges in learning Chinese. It will examine whether students at Garoua University are primarily driven by short-term economic considerations or long-term cultural engagement, and how their experiences align with broader socio-economic trends in Cameroon. Additionally, by understanding the external forces shaping students' language choices, this research will offer valuable insights for policymakers, educators, and institutions looking to improve Chinese language education in the region.

### 2.3. Research Objectives

This study aims to explore the perceptions, motivations, and challenges of Garoua University students in learning Chinese, with a focus on their academic and professional aspirations. The research is guided by the following objectives:

1. To investigate the key motivations driving students at Garoua University to learn Chinese. This includes examining whether students are primarily influenced by career opportunities, cultural interest, academic ambitions, or a combination of these factors. The study will assess the relative importance of instrumental and integrative motivations in shaping students' engagement with the language.
2. To identify the challenges students encounter in learning Chinese. This objective seeks to analyze linguistic, pedagogical, and institutional barriers that may hinder effective language acquisition. It will explore difficulties related to pronunciation, writing, teaching methodologies, availability of qualified instructors, and access to learning resources, as well as students' opportunities for language practice and immersion.
3. To evaluate students' perceptions of the relevance of Chinese for their academic and professional futures. The study will assess whether students view Chinese proficiency as a strategic asset in their career development, particularly in sectors influenced by China's economic presence in Cameroon. It will also explore their expectations regarding employability, higher education opportunities, and the long-term benefits of learning the language.

By addressing these objectives, the study aims to provide a comprehensive understanding of the role of Chinese language education in shaping students' academic and career trajectories at Garoua University, offering insights that can inform future language policy and curriculum development.

### 3. Literature Review

The study of Chinese language learning in Africa, particularly in Cameroon, has gained increasing attention as China's influence on the continent expands. Scholars have examined the motivations, challenges, and perceptions of students learning Chinese in various contexts. This literature review explores key themes relevant to this study, including the motivations for learning Chinese, challenges encountered by learners, the role of Confucius Institutes in Chinese language dissemination, and theoretical perspectives on second language acquisition.



### 3.1. Motivations for Learning Chinese

A substantial body of research has explored the motivations driving students to learn Chinese as a foreign language. Dörnyei (2005) highlights the distinction between instrumental and integrative motivation, emphasizing that learners may be driven either by practical benefits, such as career prospects, or by a desire to engage with Chinese culture. In the African context, Wu & Ma (2019) found that students in Confucius Institutes in Ghana and Nigeria primarily viewed Chinese proficiency as a means of accessing scholarships, employment in Chinese companies, and business opportunities. Similarly, Gao (2020) argues that African students' motivation to learn Chinese is largely economic-driven, shaped by China's increasing presence in Africa. This aligns with findings by Kamdem (2021), who conducted a study in Cameroon and revealed that students view Chinese language skills as a gateway to securing scholarships in China and accessing job opportunities in sectors linked to Chinese enterprises. However, Zhang & Nfor (2022) caution that while economic incentives are strong, they do not always translate into long-term language retention if students lack immersive learning environments.

In the case of Garoua University, the absence of a Confucius Institute presents a unique setting where students' motivations must be examined beyond the structured support typically provided by such institutions. Given the lack of direct Chinese language immersion opportunities, the role of personal initiative and institutional encouragement becomes crucial in sustaining motivation.

### 3.2. Challenges in Learning Chinese

Despite the growing enthusiasm for learning Chinese, numerous studies have identified significant challenges that hinder learners' progress. One of the most commonly cited difficulties is the complexity of the Chinese writing system. According to Sun & Shen (2018), Chinese characters pose a major obstacle for non-native learners, as the script is logographic rather than alphabetic. For students accustomed to Latin-based scripts, this creates a steep learning curve.

Pronunciation difficulties also pose a major barrier. Liu & Aondofa (2021) explain that the tonal nature of Mandarin presents unique challenges for African learners, as most local languages in Cameroon and other African nations do not use tonal distinctions in the same way. Many students struggle with distinguishing tones, leading to pronunciation errors that affect comprehension.

Another significant challenge is the lack of qualified instructors. Studies by Amougou & Yang (2020) and Chen (2021) indicate that in many African

universities, Chinese language programs suffer from a shortage of well-trained teachers. In Cameroon, instructors are often native Chinese speakers with limited proficiency in French or English, which can hinder effective instruction. Additionally, locally trained teachers are few, and they often lack advanced pedagogical training in Chinese language teaching methodologies. The absence of immersive learning environments also negatively impacts language acquisition. Unlike students in China who have daily exposure to the language, African students rely heavily on classroom instruction with limited opportunities for real-life practice. Studies by Ma & Eze (2019) show that students who lack interaction with native Chinese speakers experience slower progress in oral communication skills.

### 3.3. The Role of Confucius Institutes in Chinese Language Dissemination

The Confucius Institute model has played a pivotal role in the expansion of Chinese language education in Africa. According to King & Yuan (2018), Confucius Institutes serve as cultural and educational hubs that not only teach the Chinese language but also promote cultural exchanges. They provide structured curricula, trained teachers, scholarships, and access to multimedia learning resources, making them a key factor in successful Chinese language acquisition.

In Cameroon, studies by Tchuisseu & Zhang (2020) highlight the impact of the Confucius Institutes at the University of Yaoundé II and Maroua University. Their findings suggest that students in these institutions benefit from well-structured courses, cultural immersion programs, and opportunities to study in China. However, they also note that access to these resources is limited to students in universities that host Confucius Institutes. Garoua University, which lacks a Confucius Institute, presents a different scenario where students must rely on internal university support to sustain their language-learning efforts. This raises important questions about how Chinese language programs can be effectively developed in institutions without formal Confucius Institute partnerships.

### 3.4. Theoretical Perspectives on Second Language Acquisition

Several theoretical frameworks have been employed to examine second language acquisition, two of which are particularly relevant to this study: Gardner's Socio-Educational Model and the Push-Pull Theory. These models provide insights into the factors that shape students' motivation, attitudes, and persistence in learning Chinese as a foreign language.

### 3.4.1. Gardner's Socio-Educational Model

Gardner's (1985) Socio-Educational Model emphasizes the role of motivation and attitudes in second language learning. According to this model, language acquisition is influenced by two primary types of motivation: instrumental motivation and integrative motivation. Instrumental motivation refers to learning a language for practical benefits, such as career opportunities, scholarships, or economic advantages. Integrative motivation, on the other hand, is driven by a learner's interest in engaging with the culture and society associated with the language.

Studies have shown that in African contexts, instrumental motivation tends to dominate, particularly in countries like Cameroon, where China's economic presence has created numerous job prospects for Chinese-speaking graduates (Nfor & Zhang, 2021). However, research also suggests that students with strong integrative motivation are more likely to persist in their studies and achieve higher proficiency levels. This is because they develop a deeper emotional connection to the language, making their learning experience more meaningful and sustainable (Gardner, 2010).

While Gardner's model highlights the significance of motivation, it does not fully account for external socio-economic factors that influence language learning decisions, particularly in developing nations where educational infrastructure and career prospects play a crucial role. This gap is addressed by the Push-Pull Theory, which provides a broader perspective on the forces that drive or hinder language acquisition.

### 3.4.2. Push-Pull Theory in Language Learning

Originally developed in migration studies, the Push-Pull Theory has been adapted by scholars like Li & Xu (2020) to explain the factors influencing second language learning. According to this theory, students' decisions to learn a foreign language are shaped by push factors, which create barriers to learning, and pull factors, which serve as incentives that attract learners.

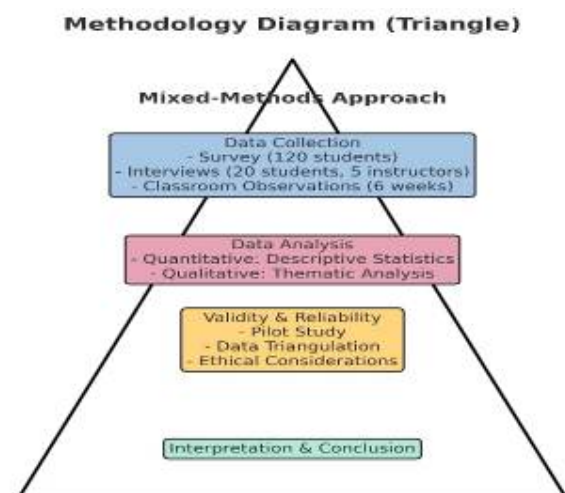
Push factors in Chinese language education include linguistic challenges (such as the complexity of Chinese characters and tonal pronunciation), limited access to qualified instructors, and lack of immersive environments. These barriers can discourage students from continuing their studies, particularly in institutions where support structures are weak. Research by Tchuisseu (2022) in Cameroon indicates that many students struggle with the difficulty of Chinese grammar and pronunciation, leading to high dropout rates in Chinese language programs.

Conversely, pull factors such as scholarships, job opportunities, and China's growing global influence motivate students to pursue Chinese language education. Many Cameroonian students view proficiency in Chinese as a means to secure employment in Chinese companies, gain access to study programs in China, or engage in business activities with Chinese partners (Kamdem, 2021). These incentives create a strong demand for Chinese language courses, even in universities without Confucius Institutes, such as Garoua University.

## 4. Research Methodology & Design

This study adopts a mixed-methods approach, combining quantitative and qualitative data collection to provide a comprehensive understanding of students' perceptions of Chinese language learning at Garoua University. A structured questionnaire was administered to a sample of **120 students** enrolled in Chinese language courses, aiming to gather data on their motivations, challenges, and perceived benefits of learning Chinese. The questionnaire included both closed and open-ended questions, allowing for statistical analysis as well as deeper insights into students' experiences and attitudes.

To complement the survey data, semi-structured interviews were conducted with 20 students and 5 instructors involved in Chinese language instruction. The interviews provided an in-depth exploration of students' learning experiences, difficulties, and expectations, while also capturing instructors' perspectives on pedagogical challenges and curriculum effectiveness. This qualitative component helped contextualize the survey findings, offering a richer analysis of the factors influencing Chinese language learning in Garoua. The combination of survey and interview data ensures a balanced and holistic understanding of the research problem, allowing for more nuanced interpretations and practical recommendations.



## 5. Findings and Discussion

### 5.1. Motivations for Learning Chinese

The findings reveal that students at Garoua University are primarily motivated by both instrumental and integrative factors. A significant proportion (68%) of respondents cited career advancement as their main reason for studying Chinese. Given China's growing economic influence in Cameroon, many students perceive Chinese proficiency as a competitive advantage in the job market, particularly in sectors such as business, trade, and diplomacy. Scholarships and study opportunities in China also serve as strong incentives, with several students aspiring to pursue higher education abroad.

Beyond economic motivations, 52% of students expressed an interest in Chinese culture, including its traditions, philosophy, and history. This reflects an integrative motivation, where students see language learning as a means to engage with a foreign culture and broaden their global perspective. A smaller but noteworthy group (27%) stated that their decision to learn Chinese was influenced by peers, former students, or media portrayals of China's global role. These findings align with Gardner's Socio-Educational Model, where both practical benefits and cultural curiosity shape language-learning motivation.

### 5.2. Challenges Faced in Learning Chinese

Despite strong motivation, students encounter several challenges that impact their learning experience. Linguistically, 74% of respondents identified the complexity of Chinese characters and tones as the most difficult aspects of the language. Unlike alphabet-based languages such as English or French, Chinese requires mastery of thousands of logographic characters, making it particularly challenging for students with no prior exposure. Tones further complicate pronunciation, often leading to communication difficulties even among advanced learners.

Pedagogical and institutional challenges also play a significant role. Interviews with instructors highlighted a shortage of qualified Chinese language teachers and a lack of sufficient teaching resources, such as textbooks, multimedia tools, and language laboratories. Additionally, 59% of students reported that they lacked opportunities for practical language use outside the classroom, limiting their ability to develop fluency. This is particularly relevant at Garoua University, where the absence of a Confucius Institute means fewer extracurricular language-learning activities and cultural immersion experiences compared to institutions with more established Chinese programs.

### 5.3. Perceptions of Chinese Language Relevance

Students' perceptions of the relevance of Chinese for their academic and professional futures reflect both optimism and uncertainty. Over 80% of students believe that Chinese proficiency will enhance their career prospects, particularly in international business, tourism, and diplomacy. However, some concerns remain regarding the actual demand for Chinese speakers in the Cameroonian job market. While Chinese enterprises operate in Cameroon, employment opportunities requiring fluency in Chinese remain somewhat limited, raising questions about the immediate practical value of language proficiency.

Academically, students recognize the potential for scholarships and exchange programs in China, with many viewing Chinese as a gateway to further education and research opportunities. However, some students expressed concerns about the long-term sustainability of their Chinese proficiency, given the limited avenues for continued practice after graduation. Without an environment that reinforces language skills, there is a risk that students may lose their fluency over time.

### 5.4. Implications and Interpretation

The findings highlight the dynamic interplay between motivation, challenges, and perceived benefits in Chinese language learning at Garoua University. While students demonstrate strong enthusiasm for learning Chinese, structural barriers—such as the difficulty of the language, limited teaching resources, and insufficient immersion opportunities—pose significant obstacles. From a theoretical standpoint, the results confirm Gardner's assertion that motivation alone is not sufficient for successful language acquisition; external support structures are equally critical. Similarly, the Push-Pull Theory is evident in students' decision-making, with strong economic and educational pull factors driving interest in Chinese, while institutional and linguistic challenges act as push factors that could deter long-term engagement.

Addressing these challenges requires targeted interventions, such as improving teacher training, increasing access to digital learning resources, and fostering partnerships that provide students with practical language exposure. Without such efforts, the enthusiasm for Chinese language learning at Garoua University may not translate into long-term proficiency or tangible career benefits. In summary, while Chinese language learning is viewed positively by students at Garoua University, its success depends on both individual effort and structural support. Future initiatives should focus on enhancing teaching



methodologies, expanding learning opportunities, and strengthening the link between Chinese proficiency and actual job market needs to sustain students' motivation and language retention.

## 6. Conclusion and Future Recommendations

### 6.1. Conclusion

This study has explored the perceptions, motivations, and challenges of Garoua University students in learning Chinese, providing a comprehensive understanding of the role of Chinese language education in their academic and professional aspirations. The findings indicate that students are largely driven by instrumental motivations, particularly career advancement and scholarship opportunities, while a significant number are also motivated by cultural interest. However, despite their enthusiasm, students encounter notable linguistic, pedagogical, and institutional challenges that hinder their learning progress.

The linguistic difficulties, particularly the complexity of Chinese characters and tonal pronunciation, pose significant barriers to effective language acquisition. These challenges are exacerbated by a shortage of qualified Chinese language instructors, a lack of immersive learning environments, and limited access to learning resources. Unlike universities with Confucius Institutes, Garoua University struggles with structural limitations that reduce students' opportunities for practical engagement with the language. Additionally, while students generally perceive Chinese proficiency as beneficial for their future careers, some express uncertainty regarding its direct applicability in the Cameroonian job market. While China's economic presence in Cameroon continues to grow, job opportunities explicitly requiring Chinese language skills remain limited. This has raised concerns among students about the long-term utility of learning Chinese, especially in the absence of clear career pathways linking language proficiency to employment opportunities.

From a theoretical perspective, the study aligns with Gardner's Socio-Educational Model, which emphasizes that motivation alone is insufficient for successful language acquisition; external factors such as institutional support and learning environments play a crucial role. Similarly, the Push-Pull Theory is reflected in students' learning choices, where economic and educational pull factors attract them to Chinese, while structural and linguistic barriers act as push factors that may limit their long-term engagement. In conclusion, the study underscores the growing importance of Chinese language education at Garoua University but highlights the need for enhanced institutional support and strategic reforms

to address existing challenges. Without sustained efforts to improve teaching quality, provide immersive learning opportunities, and strengthen the link between language proficiency and career prospects, students' enthusiasm for Chinese language learning may not translate into long-term success. Therefore, targeted interventions are necessary to ensure that students not only acquire linguistic competence but also gain meaningful benefits from their engagement with Chinese.

### 6.2. Future Recommendations

To strengthen the Chinese language program at Garoua University and ensure its sustainability, the following future recommendations are proposed:

1. **Improving Teacher Training and Recruitment:** A well-trained teaching workforce is essential for the success of Chinese language education. Garoua University should collaborate with Confucius Institutes, Chinese universities, and language training centers to recruit more qualified Chinese language instructors and provide professional development programs for existing teachers. Short-term training workshops, pedagogical exchanges, and certification programs should be introduced to enhance teaching effectiveness.
2. **Expanding Learning Resources and Infrastructure:** Addressing the shortage of quality learning materials is critical. The university should invest in digital learning platforms, multimedia resources, and modern teaching aids such as smart classrooms and language laboratories. Online Chinese courses and interactive learning applications can supplement traditional classroom instruction, making learning more engaging and accessible.
3. **Establishing Language Immersion and Cultural Exchange Programs:** Practical exposure to the language is key to language retention. Organizing exchange programs, virtual language partnerships with Chinese universities, and study-abroad opportunities will enable students to develop their proficiency in real-world settings. Additionally, hosting cultural events, conversation clubs, and Chinese language competitions can provide more avenues for immersive learning.
4. **Strengthening Industry and Employment Linkages:** To ensure that Chinese language skills translate into tangible career benefits, stronger partnerships should be established between Garoua University and Chinese companies, embassies, and cultural institutions operating in Cameroon. Internship programs, job placements,

and business networking initiatives should be developed to create clear career pathways for students with Chinese proficiency.

5. Diversifying and Customizing Course Offerings: Offering specialized courses such as Business Chinese, Chinese for Diplomacy, or Chinese for Tourism can make the language more relevant to students' professional aspirations. Additionally, integrating blended learning approaches—such as online courses, interactive games, and artificial intelligence-assisted language learning—can enhance engagement and retention.
6. Increasing Institutional Support and Policy Commitment: The university administration should prioritize the development of Chinese language education by allocating more funding, advocating for government support, and seeking international collaborations. Establishing a Confucius Institute or forming strategic partnerships with Chinese educational institutions would significantly improve program sustainability and access to resources.
7. Developing a Long-Term Strategy for Chinese Language Education: To ensure that Chinese language learning remains relevant and effective, a long-term roadmap should be developed, focusing on curriculum innovation, faculty development, and student engagement. Regular assessments of program effectiveness and student outcomes should be conducted to refine teaching methodologies and address emerging challenges.

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