

What Kind(s) of Medium of Instruction Should Be Used in the Higher Education Institutions of Macao? — A Case Study of Student Preference of Medium of Instruction at Macao Polytechnic Institute

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Abstract: As there are more and more mainland students, as well as mainland Chinese teachers from all over China in the higher education institutions of Macao, Mandarin is certainly their medium of communication at school and outside school. However, Macao's official languages are Portuguese and Chinese, while local people speak Cantonese instead of Mandarin in their daily life, including local students' campus life. Based on this situation, three questions arise: 1) If the medium of instruction is Chinese, should Mandarin or Cantonese be used in Macao's higher education institutions? 2) As most of the local students can speak Mandarin now, is it better to use Mandarin as the medium of instruction in Macao's higher education institutions so that all the mainland and local students can understand? 3) If adopting the above hypothesis 2), will local students agree? This preliminary study was started under the circumstances of the author, who had received a complaint that using Mandarin as the medium of instruction in her Business Chinese class was disrespect for local culture. By adopting case study as a qualitative research method in this preliminary study, the author has conducted an interview and questionnaire survey among 39 respondents, and found out that no respondents agree that using Mandarin as the medium of instruction shows disrespect for local culture. Besides, as a special administrative region of China, Macao's higher education institutions should adopt a flexible policy of their mediums of instruction, and teachers should be encouraged to learn and know both Cantonese and Mandarin, if they don't know it. As the first research on this topic in Macao, this study throws some light on the issue and offers some opinions to the local authorities and universities, as well as scholars who are interested in the issues of medium of instruction and local identity.

Keywords: Handover, Mandarin, Cantonese, mainland students, local students, local culture, medium of instruction

1. Introduction

Macao is a special administrative region on the southern coast of China, with an estimated population of around 647,700¹ living in an area of 30.4 km². According to the 2011 Population

¹ Retrieved from: <http://www.dsec.gov.mo/Statistic.aspx?NodeGuid=7bb8808e-8fd3-4d6b-904a-34fe4b302883>

Census of Macao, Macao's population includes 92.3% Chinese, 1.0% Macanese, 0.6% Portuguese, and 6.1% others, e.g. American, British, Filipinos (DSEC, 2011). Although both Chinese and Portuguese are Macao's official languages, few people know Portuguese, instead, most of the local people speak Cantonese in their daily life, which is one of the Chinese dialects, spoken mainly in Guangdong or Canton, a province located in the southern part of China.

As Macao was under the rule of the Portuguese colonial government for over 400 years, with lots of Chinese and Portuguese architecture, it has become a UNESCO (The United Nations Educational, Scientific and Cultural Organization) World Heritage site since 2005, representing a harmonious blend of both Chinese and Western cultures. On December 20, 1999, the sovereignty of Macao was transferred from Portugal to China, under the policy of "One Country, Two Systems"² and with a high degree of autonomy for 50 years.

Nowadays, Macao has become one of the world's richest cities, and the world's largest gambling centre with more than 30 casinos. In 2013 it raked in US\$45 billion gaming revenue, 7 times more than that of Las Vegas. Although its gaming revenue has dropped sharply due to the slowdown of the global economy, Macao's gaming revenue is still ranked the first in the world. In 2015, Macao's GDP amounted to MOP 368.7 billion and per-capita GDP was MOP 574,790, about USD 71,984 (DSEC, 2016).

1.1. Macao's Higher Education

For a long time before the handover, the Portuguese-Macao government adopted a policy of non-intervention in the education of Macao; therefore, due to the long-term negligence of the government, most of the schools in Macao were privately owned by Catholic/Christian associations, or by private organizations. Under these special circumstances, Macao's educational development lagged far behind its neighbor city, Hong Kong, and the educational level of its population was low (Lam, 2012). In 1981, the first university, which was named the University of East-Asia and owned privately, was set up in Macao, but most of the undergraduates were from Hong Kong instead of Macao because of the high tuition fees.

Since the Joint Declaration on the Question of Macau, or Sino-Portuguese Joint Declaration, was signed between the Chinese and Portuguese government in 1987, the Portuguese-Macao government began to pay attention to the education in Macao. In 1988 the University of East-Asia was purchased by the Portuguese-Macao government, and named the University of Macau (UM), which became the first public university in Macao. After that, in 1991 the original Polytechnic College of the University of East-Asia was separated from the University of Macau, and became the second public higher education institution in Macao, named Macao

² "One Country, Two Systems" is a constitutional principle formulated by Deng Xiaoping, the paramount leader of the People's Republic of China (PRC), for the reunification of China during the early 1980s. He suggested that there would be only one China, but distinct Chinese regions such as Hong Kong and Macau could retain their own capitalist economic and political systems, while the rest of China uses the socialist system. Under the principle, each of the two regions could continue to have its own political system, legal, economic and financial affairs, including external relations with foreign countries (Retrieve from: https://en.wikipedia.org/wiki/One_country,_two_systems).

Polytechnic Institute (MPI), while the third public higher education institution, Institute for Tourism Studies (IFT), was separated from MPI and established in 1995. Together with Macao Security Forces Training College, which was founded in 1988, so far there have been four public higher education institutions in Macao.

Since the handover in 1999, over the past 18 years, the total universities in Macao, with a population of around 647,700, have been increased to ten — four public higher education institutions and six private ones, including the largest higher education institution in Macao, Macau University of Science and Technology (MUST), as well as City University of Macao (CityU), the University of Saint Joseph, Kiang Wu Nursing College of Macau, Macau Institute of Management (MIM), Macau Millennium College and the Institute of European Studies of Macao (IEEM).

Owing to the rapid development of Macao's higher education, there has been a significant improvement in the educational level of Macao. In accordance with the government's statistics, in the third quarter of 2016, 33.9% of the labour force completed higher education (DSEC, 2016, p. 25), up by 31 percentage points from the past decades (Figure 1), because in 1981 only 2.9% of the population had completed their higher education (Lam, 2012).

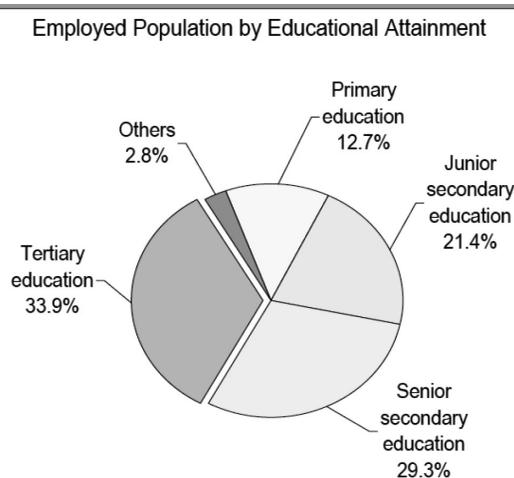


Figure 1. Macao's Employed Population by Educational Attainment in the 3rd Quarter of 2016

1.2. Mainland Students in Macao

Since 1986, when a few mainland students from the provinces of Guangdong and Fujian, China were enrolled at the University of East-Asia, Macao has been recruiting more and more mainland students. In 2005, the higher education institutions of Hong Kong and Macao were authorized to enroll university undergraduates from 17 provinces and cities in China (Li & Bray, 2006). From that time on, more and more mainland students have been able to come to Macao

to pursue their bachelor's degrees or graduate studies. According to the statistics provided by Tertiary Education Services Office of the Government of Macao S.A.R., there are altogether 31,970 registered students in the higher education institutions of Macao in the academic year 2015/2016, among which 18,421 registered students are local students, and 13,549 are non-local, including 12,780 mainland students (Table 1) (GAES, 2015, pp. 16, 19, 20). Comparing with the percentage of 37.45% in academic year 2014/2015 (GAES, 2014, pp. 16, 19, 20), the percentage of the registered mainland students in the higher education institutions of Macao is nearly 40% in the academic year 2015/2016 (Table 2), up 2.55%. There are 7,121 mainland students at Macau University of Science and Technology (MUST), where the total students are 10,341, the percentage of mainland students is 68.3%, while at the City University of Macao, the percentage of mainland Chinese students is 35.23%. As for the 4 public higher education institutions of Macao, there are 3,137 mainland students in the University of Macau (UM), with the percentage of 32.29%, while Macao Polytechnic Institute (MPI) has 431 mainland Chinese students, with the percentage of 14.1%, and Institute for Tourism Studies (IFT) has 181 mainland Chinese students, with the percentage of 11.81% (GAES, 2016, pp. 16, 20). Besides the 6 higher education institutions mentioned above, there are also a few mainland students in the University of Saint Joseph, Kiang Wu Nursing College of Macao, and Macau Millennium College (Table 3).

Table 1. Registered Local Students and Non-local Students, Including Mainland Students and Others in Macao's Higher Education Institutions in Academic Year 2015/2016

	Local Students	Non-local Students		Total
		Mainland	Others	
Number	18,421	12,780	769	31,970
Percentage	57.62%	39.97%	2.41%	100%

Table 2. Registered Local Students and Non-local Students, Including Mainland Students and Others in Macao's Higher Education Institutions in Academic Year 2014/2015

	Local Students	Non-local Students		Total
		Mainland	Others	
Number	18,558	11,524	689	30,771
Percentage	60.31%	37.45%	2.24%	100%

Table 3. Registered Local Students and and Non-local Students, Including Mainland Students and Others in the Eight of Macao's Higher Education Institutions in Academic Year 2015/2016

Names of Eight of Macao's Higher Education Institutions	Registered Local Students	Registered Mainland Students	Other Non-local Students	Percentage of Mainland Students
The University of Macau (UM)	6,266	3,137	313	32.29%
Macao Polytechnic Institute (MPI)	2,573	431	52	14.1%
Institute for Tourism Studies (IFT)	1,297	181	54	11.81%
City University of Macao	2,874	1,868	125	35.23%
The University of Saint Joseph	1,054	3	123	0.003%
Kiang Wu Nursing College of Macau	248	36	8	11.69%
Macao University of Science and Technology (MUST)	3220	7,121	85	68.89%
Macao Millennium College	157	1	7	0.006%

Based on the Macao Youth Research Association's (MYRA) Research Report on Survey of the Status of Mainland Students in the Universities of Macao, the main reasons why more and more mainland students have chosen Macao as their education destination are as follows: 29.3% of the respondents expect to broaden their horizons and increase their knowledge, whereas 26.1% regard Macao as a stepping stone for them to go abroad for further study, and 20.3% prefer Macao's teaching and learning environment where English is the medium of instruction (MYRA, 2008, p. 7). Besides, some other reasons for choosing Macao are easy admission (Li, Winter 2007, p.16) and lower tuition fees as well as lower cost of living (Yau, March 13, 2015).

1.3. Macao Polytechnic Institute

Macao Polytechnic Institute (MPI), which was established on September 16, 1991, is one of the four public higher education institutions in Macao. "With an emphasis on applied knowledge and skills, and a commitment to remain 'rooted in Macao and backed up by the motherland while facing the world and striving for excellence'" (MPI, 2017), in the academic year 2016/2017, Macao Polytechnic Institute has approximately 3,000 fulltime students on degree programmes

and 10,000 students on non-degree training courses (MPI, 2017), studying in its six schools — Languages and Translation, Business, Public Administration, Physical Education and Sports, Arts and Health Sciences, as well as Seniors Academy and other academic centres.

These years, MPI has been “committed to seeking accreditation to improve management and teaching quality”, and it was given the rating of “confidence” by the UK Quality Assurance Agency for Higher Education (QAA) in February 2014, which indicated that MPI has met international standards, and it is “the first internationally recognised institutional review ever undertaken by a higher education institution in Macao” (MPI, 2017).

Since 2000, Macao Polytechnic Institute has started enrolling a few mainland Chinese students (AllAboutMacao Media, 2016-02-02), in the academic year 2015/2016, 431 mainland Chinese students from all over China, such as Guangdong, Fujian, Sichuan, Shandong, Shanxi, Heilongjiang, Xinjiang, pursued their study at its six schools, making up 14.1% of MPI’s fulltime degree programme students (Table 3). Many of them studied Business, Translation, and even Physical Education.

2. Research

Thanks to the support of the Central People’s Government of China and the successful implementation of “One Country, Two Systems” policy, Macao has been experiencing the rapid economic development since its handover to China on December 20, 1999. Over these years, Macao, which used to be a small gambling town, has become a well-known international city, named as “the Oriental Las Vegas”, with its gaming revenue greatly surpassing Las Vega. In the meantime, Macao is being developed into a World Tourism and Leisure Centre thanks to its peculiar blend of Chinese and Portuguese Cultures, as well as its history and cultural heritages. Hence, more and more people know Macao, and come to visit Macao. In 2016, the number of visitors reached nearly 30.1 million (DSEC, 2016). Meanwhile, more and more mainland students prefer coming to Macao to pursue their further study, 11,524 mainland Chinese students registered in the academic year 2015/2016, making up 39.97% of the registered students in the higher education institutions of Macao (Table 1).

2.1. Research Background

Having been teaching Business Chinese, a selective course for the sophomore students of the School of Business at MPI for 6 years, on the first day of the class, the author has always asked her students whether they will prefer Cantonese, Mandarin, or even English as their medium of instruction (MoI), and the answer is always “Mandarin will be acceptable” because the class usually comprises about 30 students, among whom nearly one third are from all over mainland China, most of the mainland students usually come from different parts of China and fail to understand Cantonese, therefore, the local students always agree to use Mandarin as MoI, since nearly all of the local students can speak Mandarin. As for English, the students certainly do not expect their teacher to use it as their MoI in their Chinese class. Nonetheless, in the first semester of the academic year 2016/2017, the author received an open letter from one of her students, who complained about her using Mandarin as MoI in her Business Chinese

class, because in his/her letter the related student remarked that using Mandarin as MoI meant disrespect for local culture.

What a big shock for the author since she never came across any problems, concerning MoI, in her past teaching practice, nor did she expect that the local student(s) would feel offended by using Mandarin as MoI. In view of that, the author decided to start with her preliminary study on MoI in Macao's higher education institutions in the following two respects: Regarding the medium of instruction in Chinese class — 1) If the medium of instruction is Chinese, should Mandarin or Cantonese be used in Macao's higher education institutions? 2) As most of the local students can speak Mandarin now, is it better to use Mandarin as the medium of instruction in Macao's higher education institutions so that both mainland and local students can understand? 3) If adopting Mandarin as the medium of instruction, what will local students think? Regarding the cultural differences — 4) How do mainland students and local students feel about each other's cultures? 5) How do mainland students and local students feel about each other, in the aspects of study, culture, thinking, life style, etc.?

2.2. The Importance of the Research

Although over one third (39.97%) of the registered students in the academic year 2015/2016 are from mainland China in the higher education institutions of Macao, so far there has been no study about using Cantonese or Mandarin as MoI in a Chinese class. As Macao has become one of the most popular places for mainland students to pursue their higher education, due to the nature of some courses, such as Chinese, as well as students' language obstacles, not all of the higher education institutions of Macao, such as Macau University of Science and Technology (MUST) with 68.3% of students from mainland China, and City University of Macao with 35.23% of students from mainland China (Table 3), can totally adopt English as MoI in all of their programmes. Therefore, the author believes this is a common problem which teachers will face as the author did, so long as they have to use Chinese as MoI, however, up to now, there have been no research on this topic. On the other hand, very few studies have been conducted on the topic of cultural differences between Macao and China in the eyes of Macao's higher education students, thereby, the author hopes this preliminary study throws some light on the two issues, and offer some opinions to the local authorities and the higher education institutions of Macao, as well as scholars who are interested in working together to fill in this gap.

3. Methods

This paper uses qualitative research in its preliminary study since it has been widely adopted in political science, social work, education, cultural studies, etc. According to Robert Stake, a popular method of qualitative research is the case study (Stake, 1995, pp. 48-68). From Stake's point of view, regarding interviews, "Opportunity should be taken early to get acquainted with the people/interviewees" (Stake, 1995, p. 59). Therefore, in this paper the author has collected information by conducting an interview and questionnaire survey with her students and students' acquaintances on account of the fact that some of her students, as witnesses of the above-mentioned complaint, understood why the author did the research. Furthermore,

the interview and questionnaires were all designed with open-ended questions, which need to be handled with time and patience. The author considered the questions carefully before conducting two pilot interviews with one local student and one mainland student, as well as a written questionnaire to one local student in order to get their feedback and see whether the questions are suitable and effective. After listening to the pilot interviewees' opinions and evaluating the on-site observation, the questions were revised, and the interviews were started one by one, and the questionnaires were also distributed to the author's students and students' acquaintances in this preliminary study, meanwhile, the author collected some other related data from newspapers, journals and documents since "almost every study finds some need for examining newspapers..." (Stake, 1995, p. 68).

3.1. Participants

As shown in Appendix I and II, two versions of the questionnaire were prepared : one for local students and one for mainland students. Forty copies of the questionnaire were distributed, except that one distributed questionnaire survey hasn't been given back. Altogether, there are 39 respondents, 20 mainland students (Table 4) and 19 local students (Table 5), including 14 males and 25 females respectively. Originally, the survey was divided into two parts, to comprise 20 interviews and 20 open-ended questionnaire responses, however, due to the respondents' busy schedule and their preference to answer the written questionnaires instead of the face to face interview, in the end, 13 interviews (8 interviews with mainland students and 5 interviews with local students) were conducted, while 26 distributed questionnaire copies (12 to mainland students and 14 to local students) were returned. In order to achieve support and obtain detailed information, 33 of the respondents were from the author's students, while the other 6 respondents were her students' acquaintances. The survey response rate reached 97%, with only 1 unreturned questionnaire. With the help of one student assistant, who is good at both Chinese and English, the collected responses, only two of which were written in English, were translated into English by the author and the assistant, and filled into the checklists by the author in order to make comparisons and obtain clearer information.

Table 4. The Demographic Data of 20 Mainland Respondents

Gender		Length of Stay in Macao				From Parts of China	
Male	Female	0.5 year	1.5 Years	2.5 Years	3.5 Years	South	North ³
7	13	9	6	3	2	7	13

³ Often used as the geographical dividing line between northern and southern China is the Huai River–Qin Mountains Line (Retrieved from: https://en.wikipedia.org/wiki/Northern_and_southern_China).

Table 5. The Demographic Data of 19 Local Respondents

Gender		Year of Study at MPI or Others					Birth Place	
Male	Female	Freshman	Sophomore	Junior	Senior	Others	Macao	China
7	12	8	2	1	5	3	12	7

3.2. Interview Questions

The interview questions (Appendixes 1 & 2), consisting of two sections — regarding the medium of instruction in Chinese class and the cultural differences between local and mainland students, were written in both English and Chinese. As the interviewees were all Chinese, all the 13 interviews were conducted in Chinese at the author’s office — 5 in Cantonese with local students and 8 in Mandarin with mainland students.

Each interview was conducted individually for about 40-60 minutes in both Cantonese and Mandarin. The interview always started with a few minutes’ free chat to let the interviewee feel “at home”. The author/interviewer also introduced the purpose and structure of the interview, ensuring them of using pseudonyms instead of their real names in the research paper as well. With the consent of the interviewees, their interviews were voice recorded, and the contents were written down in shorthand by the assistant in order to keep the records. In the meantime, special attention was given to the interviewees’ stories or special remarks, which were written down in an observation form by the author/interviewer because “the more qualitative approach usually means finding good moments to reveal the unique complexity of the case” (Stake, 1995, p. 63). After each interview, the author/interviewer and the assistant began to listen to the interviewee’s voice recording and translated the scripts into English, double checked the scripts and translation before putting the information into the interview checklists, then the data were analyzed and categorized into the two sections (medium of instruction and cultural differences) of the two checklists (one for local students, the other for mainland students) respectively. Finally, the author began to analyze the data by reading each respondent’s answers carefully, marking down the key points and comparing the answers among the mainland and local students.

3.3. Questionnaires

Twenty-seven questionnaire surveys (Appendixes 1 & 2), whose open-ended questions were actually the same as those of the interviews, were distributed to the respondents, 23 of whom were the author’s former students, including 2 graduates and 2 student assistants, and the other 4 of whom were recommended by the author’s students; only one of the 27 questionnaires, wasn’t returned. Before the questionnaires were distributed, the author had communicated with her respondents about the purpose and structure of the questionnaires, ensuring them the confidentiality of their identities. The questionnaires, consisting of two sections — regarding the medium of instruction in Chinese class and the cultural differences between local students and mainland students, were written in both English and Chinese, and could be answered in

either English or Chinese. However, as the interviewees were all Chinese, the responses to 24 questionnaires were written in Chinese, and the other 2 in English.

After the questionnaires were returned, the data were analyzed and categorized into the two sections (medium of instruction and cultural differences) of two checklists (one for local students, the other for mainland students) respectively. In the end, the author began to analyze the data by reading each respondent's answers carefully, marking down the key points and comparing the answers among the mainland and local students.

4. Survey Results

The study addressed the following five research questions:

- 1) If the medium of instruction is Chinese, should Mandarin or Cantonese be used in Macao's higher education?
- 2) As most of the local students can speak Mandarin now, is it better to use Mandarin as the medium of instruction in Macao's higher education so that all the mainland and local students can understand?
- 3) If adopting the above hypothesis 2), will local students agree?
- 4) How do mainland students and local students feel about each other's cultures?
- 5) How do mainland students and local students feel about each other, in the aspects of study, culture, thinking, life style, etc.?

As detailed above, the author conducted 13 interviews (8 interviews with mainland students and 5 with local students) and collected 26 questionnaire responses (12 from mainland students and 14 from local students).

4.1. Cantonese, English and Mandarin Have All Been Used as Mediums of Instruction (MoI).

Macao's official languages are both Chinese and Portuguese. In spite of the fact that Mandarin is a lingua franca in China, due to the "One Country, Two Systems", after Macao's handover to China in 1999, Cantonese, as the mother tongue of the majority of Macao's population, including local students, is still widely used instead of Mandarin in Macao. In the survey, all of the 19 local respondents ticked Cantonese as their mother tongue, and they speak it in their daily life and on campus. Meanwhile, as an international lingua franca, English is also a very important language, used widely in Business, Education and Tourism, etc. in Macao, so most of the programmes at MPI are lectured in English.

Among all the 39 respondents, including 13 interviewees and 26 questionnaire respondents, only 2 of whom are not students of MPI, they all mentioned that their lecturers would explain to them in Cantonese, Mandarin or English if they failed to understand the difficult terminology. Even for the courses lectured in English as MoI, sometimes teachers would explain to them in both Cantonese to local students, and Mandarin to mainland students, "If the lecturer is from mainland China or Taiwan, he/she will speak Mandarin," said Gloria and Susan. As for Justin, who majored in International Chinese Language Education, "Most of my lecturers prefer

lecturing and explaining in Mandarin. If the local students don't understand, they will say it again in Cantonese. Nonetheless, in most cases, they use Mandarin first as MoI." For Zane, whose major was Science in Computing, some of his lecturers, who were from Hong Kong or Macao, "only use English most of the time, and occasionally explain to us in Cantonese because they don't speak Mandarin well."

All those examples above show that at MPI "Besides English as MoI, using Cantonese or Mandarin as MoI depends on where the lecturers come from, and what kind(s) of MoI they know. Lecturers from mainland China will explain in Mandarin, and Cantonese, if they know, whereas lecturers from Macao and Hong Kong will explain in Cantonese and English", said Pamela.

4.2. Should Cantonese or Mandarin Be Used as Medium of Instruction (MoI)?

"Cantonese has formed part of a distinctive Hong Kong culture (such as Cantopop and the Hong Kong movie industry), and is used in government and the legal systems. As the first language of many students, Cantonese, would appear to be the best medium of instruction for learning" (Kan & Adamson, 2010, p. 168). Macao, as the other special administrative region of China, has been sharing many similarities to Hong Kong in its languages, culture, history, customs, and so on, and the first language of many Macao students is Cantonese, too. Therefore, besides English, is Cantonese the best MoI for local students in Macao's higher education? What do mainland students, most of whom don't know Cantonese, think about that?

Owing to the big differences of opinions between the local respondents and mainland respondents, this section will be divided into the following two parts:

4.2.1. Local Respondents' Different Opinions on the Medium of Instruction (MoI)

From the 5 interviews and 14 questionnaires among the local respondents, as well as the practical educational situation in Macao, they show that the Medium of Instruction (MoI) can be flexible in the higher education institutions in Macao. For a long time, a lot of primary and secondary schools in Macao have allowed their teachers, who cannot speak Cantonese well, to teach lessons in Mandarin. Gloria gave an example of her secondary school's teacher, "My English teacher was from Taiwan, she didn't speak Cantonese, so she taught us in Mandarin." "I have learnt Mandarin since my primary school. My school arranged one lesson of Mandarin per week. In terms of daily life, I have more occasions to contact Mandarin, such as TV shows, TV dramas, or daily conversations. So Mandarin exists everywhere in my life," said Sabra. Therefore, in Macao's special and rich linguistic environment, local students are not strangers to Mandarin. According to the 19 local respondents' self-evaluation of their own Mandarin proficiency (Appendix 1), the outcome (Table 6), which was measured on a 7-point Likert-type scale (1=extremely poorly, 7=extremely well), among the 19 local respondents, for level 1 & 2, the outcome is 0, that means nobody think their Mandarin very poor; for level 3, 6 & 7, the outcomes are all 2, that means only a few respondents think they can speak very good Mandarin, neither do they think that their Mandarin is too poor; for level 4, six respondents (32% of the total respondents) choose it; for level 5, seven respondents (37% of

the total respondents) choose it. From the outcomes of levels 4 & 5, one can see that over two thirds of the respondents (69%) believe their Mandarin is neither too poor, nor too good, but at the intermediate level (levels 4 & 5), because “we have learnt it since primary school, and used it for many years, it’s not difficult for us,” said Kevin.

Table 6. Proficiency Level of the 19 Local Respondents’ Mandarin

Proficiency Level	1	2	3	4	5	6	7
Numbers of Local Respondents	0	0	2	6	7	2	2
Percentage of the Local Respondents	0	0	10.34%	32%	37%	10.33%	10.33%

Despite the higher Mandarin proficiency levels (4 & 5) of the local respondents, only 5 of the 19 respondents (Table 7) agreed to use Mandarin as MoI, for example, one wrote “It’s up to the number of the mainland students in the class,” while the other 14 respondents answered “disagree” definitely. Some of their responses are as follows:

Table 7. Nineteen Local Respondents’ Choice of Medium of Instruction (MoI)

	Mandarin	Cantonese
Number	14	5
Percentage	74%	26%

Nana: If the mainland students don’t know Cantonese, they can choose those universities in China. As Cantonese is Macao’s local language, it is right and proper to use Cantonese as MoI, which is an important way to promote and inherit Cantonese culture. In addition, not all the local people know Mandarin, it is not acceptable to sacrifice local students’ interests in order to take care of the minority part of mainland students.

Wyman: If we go abroad to study, we have to learn the language of the country, therefore, mainland students should learn Cantonese when they come to Macao to study.

Carol: In Macao, people speak Cantonese, which is the dominant language here. I think mainland students should learn Cantonese, as “When in Rome, do as the Romans do”.

Angela: As most of the students are from Macao, using Cantonese will help us understand the knowledge points in a better way, and combine the new knowledge with the old one more easily.

Kei: There are more local students than mainland ones in Macao’s higher education

institutions. In addition, what we have learnt from our childhood has been in Cantonese, which is quite different from Mandarin, therefore, misunderstandings will happen if using Mandarin as MoI.

Lok: In Macao, most of the people speak Cantonese. Besides, for a long time, the medium of instruction has been Cantonese in many schools of Macao, which has become a common teaching mode, and thus should be applied to Macao's higher education.

Kari: If one's mother tongue is Cantonese, one will feel more familiar in terms of understanding, more direct in transferring knowledge, and more efficient in absorbing knowledge.

Dellas: Because Cantonese is the dominant language in Macao, and most of the local students are familiar with Cantonese, I can't see why Macao's higher education institutions should use Mandarin as MoI.

Taking the respondents' opinions into account, although they realized the increasing importance of Mandarin, as described below by Sabra:

1) As Macao is one part of China, we should know and understand different cultures, including Mandarin, which is a linguistic culture, and tradition of our motherland; 2) mastering Mandarin can help us improve our competitiveness; 3) with China's increasing influence upon the world, Mandarin has become more and more important in the world so that nowadays many people have been trying all their best to learn it; 4) since Macao became an international tourism city, millions of tourists have come to visit Macao every year. If Macao's residents can speak good Mandarin, our city's capability in receiving our tourists will be indirectly improved, which will positively improve our software of tourism, and Macao's image as "a world tourism and leisure city".

fourteen local respondents (74%) (Table 7) still insisted on using Cantonese as MoI, instead of Mandarin, as "Cantonese is a symbol of Macao," said Calvin.

For the other 5 respondents (26% of the total local respondents) (Table 7), they agreed on using Mandarin as MoI, because in Gloria's opinion, "most of the local students understand Mandarin, and it will be more efficient than explaining in two languages (Cantonese and Mandarin) at the same time. On the other hand, "Cantonese is our (local students) mother tongue, and all of us master it, which we have learned since primary schools and used for so many years. Besides, I think improving Mandarin is more useful for our future. For example, nowadays Macao has become an international city, which is close to China, mastering the official language of mainland China is good for our various career developments," said Kevin.

4.2.2. The Opinions of the Mainland Students — Mandarin Should Be Used as Medium of Instruction (MoI)

As the 8 interviews and 12 questionnaire surveys were held among MPI's Year 1-4 mainland students in February 2017 their length of stay ranged from half a year until three and a half years (Table 8) since the academic year began at the end of August 2016 at MPI. Table 9 displays the 20 Mainland Respondents' self-evaluation of their own Cantonese, which shows that these 20 respondents, who didn't speak Cantonese before coming to Macao, regarded their Cantonese proficiency as "poorly" — 90% of them are at the levels 1-3 (level 1: extremely poorly, level 7: extremely well), while only one of the 20 respondents thought her Cantonese fine (level 6).

Table 8. Twenty Mainland Respondents' Length of Stay in Macao

Length of Stay	Half a Year	One and a Half Years	Two and a Half Years	Three and a Half Years
Numbers of Mainland Respondents	8	6	4	2

Table 9. Proficiency Level of the 20 Mainland Respondents' Cantonese

Proficiency Level	1	2	3	4	5	6	7
Numbers of Mainland Respondents	3	9	6	1	0	1	0
Percentage of the Mainland Respondents	15%	45%	30%	5%	0	5%	0

Since none of the 20 respondents knew Cantonese before studying in Macao, no wonder their self-evaluation of Cantonese proficiency was poor, therefore, 14 of the 20 mainland respondents (70%) chose Mandarin as MoI (Table 10). The followings are some of their points of views:

Table 10. Twenty Mainland Respondents' Choice of Medium of Instruction

	Mandarin	Cantonese	Other
Number	14	1	5
Percentage	70%	5%	25%

Zane: I prefer using Mandarin because most of the mainland students do not understand Cantonese, whereas most of the local students know Mandarin. Although they cannot speak Mandarin very well, they understand it well. If Cantonese is used in lectures all the time, it will be unfair to the mainland students.

Moon: It's better to use Mandarin because Mandarin is widely used all over China and the world, and its sentence structure and speaking style are more formal and artistic, whereas Cantonese is only a dialect used in Guangdong province, Hong Kong and Macao.

Sada: It's impossible for mainland students to learn Cantonese in a short time. Besides, as there is quite a big difference in pronunciation between Mandarin and Cantonese, it's pretty difficult for mainland students to learn and understand Cantonese.

Harry: I think Mandarin is better, because Mandarin has been getting more and more important and internationally influential due to China's rapid development during these years, therefore, as a language, which is most widely used by the largest population in the world, its importance is clear. On the other hand, the transfer of sovereignty of Macao has been providing the residents of Macao with more chances to use the language, especially over these years, the contacts between Macao and China have been increased, and the visits of mainland Chinese tourists to Macao have been promoting the exchange of languages between Macao and mainland China. In the future, the exchange and change will get deeper, which will give a strong impetus to the future development of Macao. As a young talent of Macao, it is necessary to acquire proficiency in Mandarin as a skill, and make use of it. Besides, the higher education classrooms are the best places for Macao's young talents to improve their Mandarin, thereby, using Mandarin as MoI can not only nurture the young talents with language abilities, but also provide more chances for deeper academic exchanges between Macao's higher education institutions and mainland Chinese universities, which is good for both Macao and mainland China, especially Macao, in the long term.

As none of the mainland respondents were Cantonese speakers, no wonder only one respondent, Ada, chose Cantonese as MoI, as she "almost understood Cantonese after I stayed in Macao for a year. Although Mandarin is more convenient for the mainland students, and most of the local students know Mandarin, I think using Cantonese as MoI is more convenient." Meanwhile, 5 of the respondents opted for "Other".

Pamela: I think it should depend on stages. For the years of freshman and sophomore, the mainland students are not able to know Cantonese since most of them don't come from Guangdong province, so the lecturers should use Mandarin as MoI, if possible. For the years of junior and senior, I think it unnecessary to accommodate them by using Mandarin. Using Cantonese as MoI can encourage mainland students to learn this language. Moreover, I am sure all of them will have got used to Cantonese after having stayed in Macao for some time.

All in all, what most of the mainland respondents expected was Mandarin as MoI, especially in their first year in Macao. "As far as I know, most of the mainland students do not come from Guangdong province (a Cantonese-speaking province). I know 20 out of 120 mainland

freshman students here, only one of them came from Guangdong province. So we can see that there are few mainland students who know Cantonese,” said Justin, a freshman at MPI.

4.3. The Importance of Mandarin and Cantonese

According to the 19 local respondents’ self-evaluation of their Mandarin proficiency, 69% of them regarded their proficiency level is between 5 and 6 (Table 6) by using 7-point Likert-type scale. As for the 20 mainland respondents’ self-evaluation of their Cantonese proficiency, 90% of them thought their Cantonese was poor or not good, at levels 1 - 4 (Table 9). What has caused the great difference in the language proficiency between the local respondents and mainland respondents? The respondents’ opinions perhaps can answer this question.

4.3.1. High Proficiency in Mandarin Is Important for Local Respondents

The fact, that 69% of the local respondents regarded their proficiency in Mandarin as good, at levels 5 - 6 (Table 6) despite that by coincidence, all of them were born in a Cantonese speaking place — Macao or Guangdong province (Table 11), shows that they have taken efforts in learning and improving Mandarin. Among the 19 local respondents, 15 of them (79% of the respondents) thought it very important or useful to know Mandarin in Macao, while 4 (21%) thought it not so important or useful (Table 12).

Table 11. The Birthplace of the 19 Local Respondents

	Born in Macao	Born in Guangdong Province
Number of Respondents	14	5

Table 12. Do You Think It Very Important or Useful to Know Mandarin in Macao?

	Yes	No
Numbers of the Local Respondents	15	4
Percentage of the Local Respondents	79%	21%

Again, Sabra’s response below can summarize all of the 15 respondents’ positive answers.

Sabra: I think Mandarin is very important and useful in Macao. The reasons are as follows: 1) As Macao is one part of China, we should know and understand the different cultures and traditions of our motherland; 2) mastering Mandarin can help us improve our competitiveness; 3) with China’s increasing influence upon the world, Mandarin has become more and more important in the world so that many people in the world have been trying all their best to learn it. Living in Macao, where there are so many advantages for learning Mandarin, it’s not difficult for us to learn it well. 4) Since Macao has become an international tourism city, millions of tourists come to visit

Macao every month. If Macao's residents can speak good Mandarin, our capability in receiving our tourists will be indirectly improved, which will positively increase our software of tourism, and improve Macao's image as "a world tourism and leisure city".

From Sunny's point of view, "knowing Mandarin is good for writing, because Cantonese is so colloquial that we have many final particles to indicate our tones, such as 'lo', 'ne', etc. ".

There were 4 negative responses with regard to Mandarin's importance, because Mandarin isn't the dominant language in Macao.

Fong: Just so-so. If I only work in Macao, where Cantonese is the dominant language, I don't think it very necessary to learn Mandarin.

Wyman: Mandarin is seldom used in Macao, where besides Cantonese, English is more important than Mandarin.

Kevin: Not really. In Macao, you do not have to master Mandarin, because civil service entrance exams do not require Mandarin (I guess).

(Remark: Working as a civil servant after completing their higher education is many Macao youths' dream.)

4.3.2. Mainland Respondents Feel like Learning Cantonese

Sixteen of the 20 respondents (80%) felt like learning Cantonese (Table 13) although 12 of the 20 respondents (60%) didn't think it very important to know it (Table 14). Why didn't they think it very important to know Cantonese, but felt like learning it? The following responses can likely explain the strange situation.

Table 13. Do You Feel Like Learning Cantonese in Macao?

	Yes	No
Numbers of the Mainland Respondents	16	4
Percentage of the Mainland Respondents	80%	20%

Table 14. Do You Think Knowing Cantonese Very Important for You?

	Yes	No
Numbers of the Mainland Respondents	8	12
Percentage of the Mainland Respondents	40%	60%

Song and Harry thought it necessary to learn Cantonese in Macao.

Song: Yes. Cantonese is widely used in the Chinatowns abroad, such as the U.K., U.S. and Canada, etc. For example, most of the Chinese in Australia came from Hong Kong and Macao, and they speak Cantonese. Moreover, knowing Cantonese can help me to communicate and get along well with my classmates, thus more convenient for me to stay here.

Harry: I think it necessary for one, who lives and studies in Macao, to know Cantonese. After all, we live in such an environment, where Mandarin is not very popular, and Cantonese as a local language is an important medium, which can be used for communication with local people. Therefore, learning Cantonese has become a must for one to integrate oneself into Macao. Meanwhile, having proficiency in Cantonese can improve mainland students' language abilities, and can help them to know the place, where they stay and learn, more deeply.

Yeva, Lagina and Justin thought it OK to learn Cantonese.

Yeva: I think it ok to learn Cantonese, but not must. Firstly, Macao is not the place where I will live and develop myself in the future. Secondly, I don't have many chances to use Cantonese. However, as Cantonese is a lingua franca in Macao, it is fine for me to learn it, just for basic communication in Cantonese, instead of mastering it.

Lagina: I learn Cantonese for my interest. I think Cantonese is just a dialect. Wuhan University will not teach Wuhan dialect, right? So the answer is no. However, Cantonese is very unique, and sounds interesting, especially Cantonese movies and pop music. I love listening to Cantonese pop songs, and my favorite singer is Hacken Lee from Hong Kong.

Justin: Not really. However, it is good to use more than one language. As the old saying goes, "when in Rome, do as the Romans do", so sometimes I manage to speak some Cantonese. If I dominate Cantonese someday, it may be due to my interest, not a necessity because most of the locals can speak Mandarin, despite not mastering it.

For Zane and Amy, they didn't think it necessary to learn Cantonese since they could survive well without knowing it.

Zane: Not really. Cantonese is too difficult to learn. ...

Amy: It's OK for me not to know Cantonese. I don't speak Cantonese in my daily life, and I can only understand 40-60% of it. However, having lived in Macao for nearly three years, I haven't come across any big problems because Macao has been well-developed in service industry, Mandarin and English can help me solve my language problem.

4.4. Using Mandarin as Medium of Instruction Doesn't Mean Disrespect for Local Culture

Although 14 local respondents (74%) (Table 7) still insisted on using Cantonese as MoI, instead of Mandarin, none of them supported the idea that using Mandarin as MoI meant disrespect for the local culture.

Gloria: I don't think using Mandarin will disrespect local culture. Since Mandarin is China's lingua franca, students should learn how to use it anyway.

Fong: It doesn't mean disrespect for local culture, because respect is a kind of attitude. Using Mandarin shows respect to students who come to Macao to study, other than disrespect for certain language. As long as the consensus on MoI is reached, there won't be any issues regarding disrespect.

Lily: I don't agree that using Mandarin means disrespect for local culture. In fact, Cantonese is only a dialect. As for the people from different places of China, a common language, Mandarin, should be used.

Sabra chose Cantonese as MoI because of a kind of respect for the local culture — “Cantonese is the most widely used language by Macao residents. According to the statistics, about 90% of Macao's population speaks Cantonese in their daily life. Under this circumstance, it is easier for most of the students to understand the lessons in Cantonese, meanwhile, it is a kind of respect for the local culture”.

Of all the 19 local respondents, 18 said that they often spoke or practiced Mandarin with their mainland fellow students, because “it will help me to improve my Mandarin. In the meantime, as a Chinese, I should not speak too poor Mandarin,” commented by Carol.

5. Conclusion

Macao has been a culturally and linguistically rich city, where the East meets the West in harmony, and you can hear people speaking different languages, such as Portuguese, English and Chinese, including Mandarin, and different Chinese dialects, such as Cantonese, Fukien dialect, Shanghai dialect. In the meantime, Macao has been an open city, where people easily accept and tolerate different ideas and cultures, and enjoy more freedom in their daily life. “Since Macao was illegally occupied by the Portuguese in 1535, until the 1960s, the Portuguese-Macao government used to adopt the policy of ‘non-intervention’ on Macao's education, which was in fact not responsible for the development of Macao's education. Not until in the 1970s, when the Education Department of the Portuguese-Macao government was established, did the government begin to subsidize nonprofit private schools” (Lam, 2012). Under the circumstances, for a long time the schools were set up by Macao's churches, private associations or education enthusiasts in order to help develop the education of Macao. Based on the special situation of Macao, the schools have been allowed to choose their MoI flexibly, such as Cantonese, Mandarin, English or Portuguese, and so have the higher education institutions

in Macao.

In accordance with the survey responses, this paper finds out that students have been used to using English, Cantonese and Mandarin simultaneously as their MoI in order to understand some complicated professional terminologies and avoid confusion, even if the original MoI is English — “Our teachers use English more often. If there comes a difficult professional term, they will explain in Cantonese to the local students and explain in Mandarin to the mainland students. In most cases, teachers will explain in three languages if they know,” said Susan, a mainland respondent, who was in her Marketing sophomore year at MPI.

Regarding those courses, such as the author’s Business Chinese, whose MoI is Chinese, Cantonese should be the first choice as this is Macao’s lingua franca, which is widely used in Macao people’s daily life. Besides, as there are still more local students than mainland students in Macao’s higher education institutions, except Macau University of Science and Technology (MUST) with 68.3% of mainland students in the academic year 2015/2016 (Table 1), “using Cantonese will help us understand the knowledge points better, and combine the new knowledge with the old one more easily”. “We will feel more familiar in terms of listening, more direct in transferring knowledge, and more efficient in absorbing knowledge”. The above opinions of Angela and Kari justify why 74% of the local respondents (Table 7) preferred using Cantonese as their MoI. According to Snow, “Probably the most overlooked impact of being required to function in a foreign language is that it tends to be more tiring and draining than functioning in one’s native language, a phenomenon that is sometimes called ‘language fatigue’” (Snow, 2016, p. 27). Despite the fact that Cantonese is one of the 8 major Chinese dialects, while Mandarin is the official language of China, due to the completely different phonetics and some special grammar, terminology, and Chinese characters (Sheng, 1996, p. 823), Cantonese and Mandarin sound like two different languages for those who know only Cantonese or Mandarin. Yip and Matthews concluded in their talk that “Cantonese is an independent language with its own grammar. Cantonese, though primarily a spoken language, is a language in its own right which cannot be treated as if it is the same as Mandarin” (Yip and Matthews, 2010). Thus, most of the local students would rather use their mother tongue, Cantonese as MoI, even if they understand the great importance of Mandarin for their future career development, and they can communicate in Mandarin without too many barriers. Just as Hui concluded in her thesis that “if language is a medium that closely connects the learner’s emotion and cognition, then her/his mother-tongue perhaps is the best choice of MoI to facilitate learning” (Hui, 2015, pp. 260-261).

Nonetheless, how can mainland students handle the lessons taught in Cantonese since most of them don’t know Cantonese? Firstly, no matter how many students don’t know Cantonese in the class, consensus should be reached among local and mainland students, as well as their teachers. At the start of the first lesson, good communication should be built among the teacher and students. If the teacher can use either Cantonese or Mandarin as MoI, he/she should communicate well with the students and let students come to a decision on MoI. As Fong, a local respondent who chose Mandarin as MoI, mentioned “it’s more difficult for mainland or international students to learn and understand Cantonese than Mandarin, however, as for local students, even if they don’t speak very good Mandarin, they can understand it”. According to my previous teaching experience, most of my local students agreed on using Mandarin as

MoI to avoid confusion and waste of time caused by using both Cantonese and Mandarin simultaneously at class.

Secondly, mainland students should be encouraged to learn Cantonese before or when they come to Macao. Wyman, a local respondent, wrote, “If we go abroad to study, we have to learn the language of the country, therefore, mainland students should learn Cantonese when they come to Macao for study”. On the other hand, Easter, a mainland respondent, also agreed on the necessity of learning Cantonese because “learning a local language is the best way to know its local culture. Although most of the people in Macao can understand Mandarin, being able to speak the local language will help a mainland student to assimilate into the local life.” As we know that language is not only a communication tool, but also a carrier of culture. Ana, a mainland respondent, said in her interview, “learning Cantonese will help me to understand the place (Macao) more. Besides, it will also help me to communicate better with my local fellow students, because when my local classmates begin to speak Cantonese, I find myself completely lost and fail to say anything to them”. Therefore, in order to help mainland students to adapt themselves to their new environment, the school authorities should set up classes for mainland students to learn communicative Mandarin, especially in their freshman year in Macao.

Last but not least, teachers of Macao’s higher education institutions should be encouraged to learn Mandarin or Cantonese, for “we feel delighted to see some of our lecturers explain in both Mandarin and Cantonese, however, some of them only use Mandarin because they do not speak Cantonese well, and some of them only use Cantonese because they do not speak Mandarin well. If we do not figure out our lecturer’s Cantonese, we will study by ourselves after class,” from the above response of a mainland respondent, Zane, we’ll find out a very common problem that exists in the classrooms of Macao’s higher education institution — a lot of teachers, who came from mainland China and Taiwan, cannot speak Cantonese, whereas a lot of local teachers, or teachers from Hong Kong, cannot speak Mandarin, thereby, they cannot do as Gloria, a local respondent, expected that “the medium of instruction can be switched flexibly at class”. Furthermore, the communication will become ineffective between teachers and students, because “the lecturer does not speak Mandarin, and we do not speak Cantonese, we cannot communicate with each other. In that case, sometimes, we’ll just play our mobile to kill our time at class,” said Zane again, a mainland respondent, in his interview. Thereby, not only should the mainland students be encouraged to learn Cantonese, but the local students also have to improve their Mandarin. Meanwhile, the teachers should endeavor to keep learning and improving their language abilities in order to motivate all the students to learn, teach students by words and deeds, set up a good role model for students, build effective communication channels with students, and nurture a harmonious relationship between teachers and students, because “all the educational activities of schools are carried out through the interactions between teachers and students, thus building a good teacher-student relationship can give full play to the educational value, contributed by the harmonious communication between teachers and students” (Zhou, 2006, p. 158).

I agree with Pui in her remarks on MoI in Hong Kong’s higher education institutions, “all in all, adopting a more flexible bi- (or tri-) lingual MI policy that encourages the development of multiple linguistic resources, as well as allows the use of Cantonese (alongside with English and Putonghua) as a MI in classrooms, is of crucial important [importance] in terms

of pedagogical consideration” (Pui, 2015, p. 260). Considering the special situations of culture and education in Macao, for the interests of both Macao and mainland students in Macao’s higher education institutions, a more flexible MoI policy can be adopted for those courses taught in Chinese, which means that both Cantonese and Mandarin can be used simultaneously as MoI, or either Cantonese or Mandarin can be used, depending on the consensus reached between local students and mainland students, as well between teachers and students.

“Culture is the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts” (Zimmermann, 2015), while “language is the primary resource and carrier for enacting identity and membership of social groups” (Tao et al., 2013). Since Cantonese is the dominant Chinese, spoken by most of Macao people in their daily life, as a local student, Gloria’s comment on the status of Cantonese — “I always think Cantonese is a Chinese language, instead of a Chinese dialect”, represents quite a few local youths’ opinions and confusion. It’s a pity that this issue hasn’t been questioned in the survey, however, this confusion is not uncommon, “as many societies have to grapple with complex interrelationships of national and international languages, as well as dialects and the languages of ethnic minority groups” (Kan & Adamson, 2010, p. 168). In many local people’s opinions, Cantonese is one of the symbols of Macao’s unique culture, because people in Macao speak Cantonese as a communication tool, while people in mainland China usually speak Mandarin as a communication tool, which shows one of the main differences between Macao and mainland China. In the meantime, it represents the success of the implementation of “One Country, Two Systems” in Macao to some extent. Therefore, local people feel proud of being able to use Cantonese as a kind of official Chinese in Macao even after “Macao’s handover to China” in 1999, as supported by Andy, a local respondent, “Cantonese is my mother tongue, which I’ve been using for so many years. I feel proud of it because it is rich in its oral expressions, and it is the only Chinese language that is the closest to our ancient Chinese.” In other words, Cantonese is Macao people’s “knot of affection”, a kind of deep feeling and caring for Macao, as well as one of the important symbols of Cantonese culture, which they think makes Macao different from mainland China, and which they cherish and feel proud of. By quoting a local respondent, Sabra’s words, “Using Cantonese as MoI is a kind of respect for the local culture.” However, just as Fong and Gloria remarked in the questionnaires that “even if Mandarin is chosen as MoI, it doesn’t mean disrespect for the local culture, because Mandarin is the official language of China, and Macao belongs to one part of China, it’s essential for us to learn and master Mandarin. Besides, respect is a kind of attitude.” That’s why none of the 19 local respondents agreed that using Mandarin as MoI meant disrespect for the local culture.

Based on the 3 research questions above, in short, when the MoI is Chinese in Macao’s higher education institutions, both Cantonese and Mandarin can be used individually or simultaneously, as long as the consensus is reached between local students and mainland students, between teachers and students as well. Of course, Cantonese is still the first choice of MoI, if possible. Finally, there is one additional finding from the surveys that teachers of higher education institutions in Macao should be encouraged to learn Mandarin or Cantonese if they don’t know it well so that they will be able to build effective communication channels with their students and achieve great teaching and learning effects.

Finally, the limitation of this paper is that among the 39 respondents, 37 of them have

been studying at Macao Polytechnic Institute, or have graduated from Macao Polytechnic Institute. Thus, in the future a study composed of participants from other universities in Macao, especially those, where there are many mainland students, and quite some courses are taught in Chinese, such as Macau University of Science and Technology (MUST), and City University of Macao (CityU), will enhance the validity of the research findings. On the other hand, due to the length limitation, the second part of the survey on the cultural differences between local and mainland students will be discussed in a future research paper.

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Appendix 1. Questionnaire for Local Students (English & Chinese Version)

附錄1. 本地生問卷調查 (中英文對照)

Note: This interview is used for the research on the medium of instruction in Macao's higher education and the cultural differences between Macao and China. All of the names will remain anonymous in the research paper. You can reply in Chinese or English. Your detailed reply and great help as well as your time and patience are highly appreciated! Many thanks for your wonderful support!

註：是次問卷將用作調查澳門高等教育的授課語言，以及探討澳門與內地之文化差異。所有參與者的姓名將會保密，您可以選擇用中文或英文回答此問卷調查。感謝您的詳盡回覆，以及百忙中抽空幫忙！

Name 姓名 _____ Age 年齡 _____ Gender 性別 M / F

Birthplace 出生地 Macao澳門 / China中國 (Province省份: _____)

Mother Tongue 母語 Cantonese粵語 / Mandarin國語

Which year are you in? 1) Freshman 2) Sophomore 3) Junior 4) Senior 5) Other
你現時就讀的年級是? 1) 大一 2) 大二 3) 大三 4) 大四 5) 其他

Length of Stay in Macao 住澳時間 _____

Major 主修科目 _____

Signature 簽署 _____ (I agree to participate in this interview/questionnaire survey. 我同意參與此次問卷調查。)

I. Regarding the Medium of Instruction in Chinese Class:

關於中文課堂的授課語言：

Q1. If the medium of instruction is Chinese, which one do you think can be used, Mandarin or Cantonese, in Macao's higher education institution? Please specify your reason(s). 如果澳

門高等教育的中文課堂授課語言為中文，你認為使用普通話或粵語較好呢？請說明原因。

Q2. Since many mainland students don't know Cantonese, suppose that Mandarin is taken as the medium of instruction, do you agree or disagree? Or do you regard using Mandarin as disrespect for the local culture? Please specify your reason(s). 由於很多內地學生都不會粵語，所以普通話應作為授課語言，你同意嗎？你覺得選用普通話會不尊重本地文化嗎？請說明原因。

Q3. As a local student, how proficient do you think your Mandarin is? Please circle one of the answers below. 作為本地生，你認為你的國語程度如何？請圈出：

extremely poorly: 1 : 2 : 3 : 4 : 5 : 6 : 7 : extremely well

極差： 1 : 2 : 3 : 4 : 5 : 6 : 7 : 極好

Q4. Do you think it very important or useful for you to know Mandarin in Macao? Please specify your reason(s). 你認為在澳門能掌握好普通話重要嗎？有用嗎？請說明原因。

Q5. Do you try to practice speaking Mandarin with Mainland students? Why or why not?

你有沒有努力嘗試跟內地同學多說普通話？為什麼？

II. Regarding the Cultural Differences between Local Students and Mainland Students:

關於本地生與內地生的文化差異：

Q6. Do you have many close friends from mainland China at MPI? Please circle Yes or No or Other, and specify your reasons. 你有沒有在理工認識到很多內地來的好友呢？請圈出有／沒有／其他，並說明原因。

Q7. Do you feel any difference between the local students and Mainland students? Please specify the following items: 你覺得本地生與內地生有什麼分別？請依下列各方面回答：

1) With regard to language 語言方面：

2) With regard to lifestyle, e.g., clothes, eating habits, hobbies, spending money, etc. 生活方面（衣著、飲食、興趣、花錢習慣等等）：

3) With regard to learning, e.g., class performance, academic result, etc. 學習方面（課堂表現、成績等等）：

4) With regard to thinking 思想方面：

5) With regard to the future career planning after graduation 畢業後職業生涯規劃：

Q8. How many local and mainland students are there in your class? Please write down the ratio
你班上本地生和內地生的比率是 _____ : _____
local students 本地生 : mainland students 內地生

Q9. Do you like to form a study/project group with local or mainland students? Why or why not? 你喜歡跟內地同學一起做報告嗎？為什麼？

End 完

Appendix 2. Questionnaires for Mainland Students (English & Chinese Version)

附录2. 内地生问卷调查 (中英文对照)

Note: This interview is used for the research on the medium of instruction in Macao's higher education and the cultural differences between Macao and China. All of the names will remain anonymous in the research paper. You can reply in Chinese or English. Your detailed reply and great help as well as your time and patience are highly appreciated! Many thanks for your wonderful support!

注：是次问卷将用作调查澳门高等教育的授课语言，以及探讨澳门与内地之文化差异。所有参与者的姓名将会保密，您可以选择用中文或英文回答此问卷调查。感谢您的详尽回复，以及百忙中抽空帮忙！

Name 姓名 _____ Age 年龄 _____ Gender 性别 M/F

Birthplace 出生地 China中国 (Province省份: _____)

Mother Tongue Mandarin

Which year are you in? 1) Freshman 2) Sophomore 3) Junior 4) Senior 5) Other
你现时就读的年龄是? 1) 大一 2) 大二 3) 大三 4) 大四 5) 其他

Length of Stay in Macao 留澳时间 _____

Major 主修科目 _____

Signature 签署 _____ (I agree to participate in this questionnaire survey. 我同意参与此次问卷调查。)

I. Regarding the Medium of Instruction in Chinese Class:

关于中文课堂的授课语言：

Q1. If the medium of instruction is Chinese, which one do you think should be used, Mandarin or Cantonese, in Macao's higher education institution? Please specify your reason(s). 如果澳门高等教育的中文课堂授课语言为中文，你认为使用普通话或粤语较好呢？请说明原

因。

Q2. If your teachers have to explain in Chinese, what do they use, Mandarin or Cantonese, or both? Why? 如果你的老师要用中文来解释，他/她们会用普通话、粤语，还是双语？为什么？

Q3. As a mainland student, how proficient do you think your Cantonese is? Please circle one of the answers below. 作为内地生，你认为你的粤语程度如何？请圈出：

extremely poorly: 1 : 2 : 3 : 4 : 5 : 6 : 7 : extremely well
极差：1 : 2 : 3 : 4 : 5 : 6 : 7 : 极好

Q4. Do you think knowing Cantonese very important for you? Please specify your reason(s). 你觉得在澳门需要学习粤语吗？请说明原因。

Q5. Do you feel like learning Cantonese in Macao? Please specify your reason(s). 你觉得在澳门需要学习粤语吗？请说明原因。

Q6. Do you try to practice speaking Cantonese? Why or why not? 你有没有尝试练习说粤语呢？为什么？ If yes, whom do you speak to? 若有的话，你会跟谁说？

II. Regarding the Cultural Differences between Mainland Students and Local Students:

关于本地生与内地生的文化差异：

Q6. Do you have many close local friends at MPI? Please circle Yes or No or Others, and specify your reasons. 你有没有在理工认识到很多本地的好友呢？请圈出有/没有/其他，并说明原因。

Q7. Do you feel any differences between the local students and Mainland students? Please specify the following items 你觉得本地生与内地生有什么分别？请依下列各方面回答：

1) With regard to language 语言方面（如：用词等）：

2) With regard to lifestyle, e.g., clothes, eating habits, hobbies, spending money, etc. 生活方面（衣着、饮食、兴趣、花钱习惯等等）：

3) With regard to learning, e.g., class performance, academic result, etc. 学习方面（课堂表现、成绩等等）：

4) With regard to thinking 思想方面：

5) With regard to the future career planning after graduation 毕业后职业生涯规划：

Q8. How many local and mainland students are there in your class? Please write down the

ratio:

你班上本地生和内地生的比率是 _____ : _____
local students 本地生 : mainland students 内地生

Q9. Do you like to form a study/project group with local students? Why or why not? 你喜欢跟本地同学一起做报告吗? 为什么?

Q10. Why do you choose Macao as your study destination? 你为什么会选择来澳门学习呢?

Q11. Do you think it great to come to Macao for study? Why or why not? 你觉得选择来澳门学习是一个好决定吗? 为什么?

Q12. Do you have any problems in adapting yourself to the new environment as well as the new school life? Why or why not? 你适应新的环境和校园生活吗? 为什么?

Q13. Do you like Macao? Why or why not? 你喜欢澳门吗? 为什么?

Q14. Will you stay in Macao after completing your study? Why or why not? 毕业后你会留在澳门吗? 为什么?

End