An Investigation of How Lecturers' Teaching Strategies Promote Productive Classroom Interaction

Helena Hing Wa Sit

Macquarie University, Sydney, Australia

Both the Mainland and Hong Kong have witnessed the trend of educational internationalisation since the handover. The recruitment of non-local students is regarded as an important strategy to internalise universities in Hong Kong. Within Hong Kong's western-style educational setting, an increasing number of Mainland students attracted by the English-medium education and widely adopted western-oriented pedagogy have become the majority non-local students. Studies explored the adjustment experiences of Mainland students to study in Hong Kong and found evidence that the adjustment of the host group was as difficult as the sojourning group did in classroom interaction. Nevertheless, limited research examines the role of teachers in promoting interaction between diverse learners from pedagogical perspective. Effective teaching strategies can enhance positive classroom interaction. There is substantial literature within disciplines, such as healthcare, economics, and teacher education, but there is little investigation of effective strategies in English that studies as a discipline, particularly, in the new context of the HKSAR (Hong Kong Special Administrative Region), PRC (People's Republic of China). This paper attempted to investigate how lecturers' teaching strategies promoted productive interaction through surveys in the discipline of English. The results should have implications for other worldwide institutions other than Hong Kong involved in enhancing quality teaching and learning in higher education.

Keywords: higher education, teaching strategies, cross-cultural teaching and learning, English studies

Context of the Study

Having had British colonial regime for over a century, Hong Kong as a special administrative region was reunited with the PRC (People's Republic of China) in 1997. Due to the closer relationship between Hong Kong and Mainland China, a set of strategic collaborative programs across all fronts including education as one of the main public services have been broadened and deepened. In particular, the UGC (University Grants Committee) (2011), a local funding body that sponsors the Hong Kong public-funded institutions and offers expert advice to the government on higher education has set up the goal of attracting and retaining high quality of non-local students to study and live in Hong Kong to further internationalize its higher education sector.

In terms of the student resources of Hong Kong's higher education, a significant change has also occurred. Hong Kong attempts to do whatever the government could to link with the Mainland including education. In the late 1990s, only several hundred talented Mainland Chinese undergraduates on scholarship were brought into Hong Kong's universities to study (Shive, 2005). From then on, more Mainland students were recruited by many local graduate programs. So far the non-local student quota for publicly-funded programs has been raised

Helena Hing Wa Sit, lecturer, Ph.D., Learning and Teaching Centre, Macquarie University.

from 10% to 20%. Currently, the Mainland Chinese students have become the majority of non-local students in Hong Kong higher education (UGC, 2011). Other non-local students are from South-Asian countries (e.g., Indonesia, Japan, and Malaysia), European countries (e.g., UK, Italy, and Spain), North America, and Australia. In the academic year of 2010/2011, 8,713 full-time Mainland Chinese (out of 10,074 non-local students) accounted for approximately 90% of the total student population. As a result, how to enhance quality teaching and learning has drawn academics' attention when facing students' diversity and cultural inclusivity. To implement the project in a manageable way, this study only focused on the Mainland students as the largest non-local student source.

Previous cross-cultural teaching and learning studies conducted in Hong Kong can be generally classified as two main research streams. The one is concerned with Hong Kong Chinese background students. For example, Watkins and Biggs (2001) examined the Hong Kong students' learning approaches and challenged the paradox of "Chinese surface learning"; Kember (2001) learned the process of teaching and learning as a factor in Hong Kong students' adjusting to study in higher education. The other focuses more with newly arrived Mainland Chinese background students. For instance, recent research studied Mainland Chinese students' acculturation experiences (Zeng, 2006) and their shifts in English learning strategy use in the host university in Hong Kong (Gao, 2007). Only a few studies have drawn attention on both groups of students. As a result, another new research stream is become available. Examples can be seen from the research that compared learning approach use between Hong Kong and Mainland construction engineering students in Hong Kong and Mainland China (Leung, Li, Fang, X. H. Lu, & M. Lu, 2006), but it did not discuss these samples' learning situations in the same context of Hong Kong. When the adjustment experiences of a group of Mainland undergraduate students from the first cohort to study in a university of Hong Kong in 1999, Lam (2006) unexpectedly found evidence that the adjustment of the host group was as difficult as the adjustment of the sojourning group due to their different social, cultural, and educational experiences. However, the study did not examine the role of a teacher in promoting positive interaction between diverse learners from pedagogical point of view.

This study reported an investigation of the lecturers' preferences for teaching strategies at universities in Hong Kong and how these strategies promoted productive classroom interaction. To date, there is a small body of research which deals with teaching strategies for advanced learners of English in Hong Kong's universities although methods of teaching English have been repeatedly discussed in language education in Hong Kong. This study focused on teaching strategies that promoted interactions between Mainland Chinese students and local Hong Kong students at the senior level of learning disciplines in English.

Research Methods

The taxonomy of teaching strategies proposed by Killen (1998) was used as the framework design for the study. In general, the seven commonly used teaching strategies in western contexts: DI (direct instruction), CD (classroom discussion), SGW (small group work), CL (cooperative learning), PS (problem-solving), SR (student research), and PA (performance activities) are described to effectively facilitate students to learn and to interact. A study conducted by Sit (2012) has identified that their existence and frequency of use in the discipline of English in Hong Kong's universities. Following this trend, this study aimed to find evidence on the effectiveness of these strategies for enhancing classroom interaction within the learning environment of Hong Kong.

To gain an understanding of lecturers' attitudes towards teaching diverse advanced English students, a survey as quantitative data collection procedure was designed to identify teachers' preferences for strategies and examining the effectiveness of these strategies for promoting classroom interaction. Survey research can help the researcher to generalize a numeric description of a specific sample, characteristics, attitudes, perceptions, or opinions on a particular issue to the wider population. There is an "economy of the design and the rapid turnaround in data collection" (Creswell, 2009, p. 146) and the ability to "tap the subjective feelings of the public" (Fowler, 2002, p. 2).

This study was conducted in the English departments, the HKU (University of Hong Kong) and HKIEd (Hong Kong Institute of Education). HKU is a leading comprehensive university while HKIEd is an inclusive educational institution focusing on teacher training and development. Both the two universities have an increasing number of local and Mainland students applying for first-year-first-degree places (EDB—The Education Bureau, 2007). Two sets of data will allow a comparative analysis.

Table 1

HKU Participants Surveyed

No.	Gender	Level of course	Years of teaching	Role in the course	English native speaker
1	Female	Year 2 and 3	More than 10 years	Lecturing	No
2	Female	Year 2 and 3	1−3 years	Coordinating and lecturing	Yes
3	Male	Year 2	More than 10 years	Lecturing	Yes
4	Male	Year 2 and 3	More than 10 years	Coordinating and lecturing	No
5	Male	Year 2 and 3	More than 10 years	Lecturing	No
6	Male	Year 1 and 2	4−6 years	Lecturing and tutoring	No
7	Female	Year 1	4−6 years	Lecturing and tutoring	No
8	Female	Year 2	1−3 years	Lecturing	No
9	Female	Year 1	1−3 years	Lecturing	Yes
10	Female	Year 1	4−6 years	Lecturing	No
11	Female	Year 1	4−6 years	Lecturing and tutoring	Yes

Table 2

HKIEd Teachers Surveyed

No.	Gender	Level of course	Years of teaching	Role in the course	English native speaker
12	Male	Year 2	More than 10 years	Lecturing and tutoring	No
13	Male	Year 1	1−3 years	Lecturing and tutoring	Yes
14	Male	Year 2 and 3	More than 10 years	Coordinating, lecturing, and tutoring	Yes
15	Male	Year 1	More than 10 years	Lecturing and tutoring	No
16	Male	Year 1	4−6 years	Coordinating, lecturing, and tutoring	No
17	Male	Year 1	1−3 years	Lecturing and tutoring	No
18	Female	Year 1	1−3 years	Coordinating, lecturing, and tutoring	Yes
19	Female	Year 2	4−6 years	Lecturing and tutoring	No
20	Female	Year 2 and 3	More than 10 years	Lecturing	No
21	Female	Year 1 and 2	More than 10 years	Lecturing and tutoring	Yes
22	Female	Year 2	More than 10 years	Coordinating, lecturing, and tutoring	No

The participants were teachers who were teaching an undergraduate course in the English Departments of HKU and HKIEd. Of the total 36 academics sampled, 22 (11 at HKU and 11 at HKIEd) completed the questionnaires posted to them and the response rate was 61%. The researcher was aware of the limitation of

survey for a small number of subjects. Since the data collected in a small sample size, any results must be accepted with a caution. Tables 1 and 2 summarize background information of the subjects.

Tables 1 and 2 show that each institution consisted of 36% of the subjects speaking English as their mother-tongue. They were from English-speaking or European countries while the remainders were from Hong Kong or Mainland China. Ten (out of 22) academics were experienced lecturers, because they had already gained more than 10 years of lecturing and tutoring experience. The rest were either novice teachers or short-term contract teaching fellows.

Study Results

All the participants responded to the questionnaire that was designed to scrutinize the seven teaching strategies identified by Killen (1998), so that teachers' preferences for these strategies could be revealed. With a purpose to check students' interaction from the eyes of lecturers, the other section of the survey was concerned with classroom interaction and teaching strategies that promoted communication between these two groups of students. The data were processed by SPSS (Statistical Program for Social Sciences) software to generate means and *SD* (standard deviations). *T*-tests were conducted to look for differences in response between the institutions. With regard to gender, educational backgrounds, and teaching experience, the quantitative statistical results could not provide much significant or valuable evidence because of the limited number of subjects.

Preferences to Use Teaching Strategies

This section of questionnaire was designed to investigate the teaching strategies preferred by the teachers. Table 1 summarizes the responses from the participants in terms of their preferences for each teaching strategy. The question includes statements in relation to seven individual strategies and requires participants to give their opinions by indicating their agreement or disagreement on a 5-point Likert scale from 1 ("Strongly disagree") to 5 ("Strongly agree"). These items and relevant indicators are listed below:

(1) DI—I prefer direct instruction because it is very effective for teaching fundamental concepts or knowledge of the subject. It allows me to convey a large amount of information in a relatively short time;

(2) CD—I prefer classroom discussion because it can involve students in learning actively, motivate them to express ideas, and help enhance their social communication means, such as listening, speaking politely, and respecting others' views;

(3) SGW—I prefer small group work because it can help students exchange ideas from diverse perspectives, deepen their understanding of course content, improve their communication skills, and increase their active participation in learning;

(4) CL—I prefer cooperative learning because it can encourage students to achieve a desired task cooperatively. It not only helps students to share responsibilities for their own learning, but it also enhances the learning of other group members;

(5) PS—I prefer problem-solving because it helps develop students' critical thinking skills, resourcefulness, independence, and self-confidence and their ability to apply knowledge to some real-world situations;

(6) SR—I prefer student research because it can enable students to develop a deep understanding of the subject and develop their organizational and time-management skills;

(7) PA—I prefer performance activity because it can engage students in learning activities and provide them with opportunities to develop their communication skills.

The above items and statements were used as indicators of preference and reasons for preference. The use of a 5-point Likert scale resulted in statistically comparable results (see Table 3).

Table 3

Preferences to Use Teaching Strategies at HKU and HKIEd

Preferences for teaching strategies	HKU ($n = 11$)		HKIEd ($n = 11$)		*T*-test (Sig.)
	Mean	SD	Mean	SD	
DI	3.81	0.75	3.54	1.04	ns
CD	4.27	0.47	4.18	0.87	ns
SGW	3.63	0.92	4.27	0.47	ns
CL	3.82	0.75	4.18	0.60	ns
PS	4.18	0.60	3.55	1.04	ns
SR	4.27	0.65	3.27	1.27	$t = 2.32^*$
PA	3.45	0.69	3.82	0.75	ns

Notes. * $p < 0.05$; ns = non-significant.

On the HKU site, preferences for SR (4.27) and CD (4.27) were rated as the highest. Preference for PS (4.18) was also high but PA (3.45) was the lowest. On the HKIEd site, the results showed that SGW (4.27), CD (4.18), and CL (4.18) were highly rated, but SR (3.27) gained the lowest rate. The *t*-values of preferences for most teaching strategies except for SR were more than 0.05. No major differences were found between the two institutions. However, preference for SR was estimated as $t = 2.32$, $p < 0.05$. This showed that there was a significant gap between the two research sites. The HKU group was more enthusiastic on SR than the HKIEd group.

Classroom Interaction—How Classes Are Conducted

A question surveyed the participants' responses on classroom interaction. They needed to consider how they conducted their classes to promote interaction between Mainland and Hong Kong students and rate the items on a 5-point Likert scale from 1 ("Strongly disagree") to 5 ("Strongly agree"). Five items are listed as:

(1) Lecturing—Lecturing is used as a major means of communication with students in my classroom;

(2) Students with different cultural backgrounds working together—Students with different cultural backgrounds are encouraged to work together to generate ideas or opinions;

(3) Mainland and Hong Kong students participate in class—Both Mainland students and Hong Kong students participate in class activities by raising questions and expressing their ideas;

(4) Mainland and Hong Kong students cooperate in class—Mainland students and Hong Kong students interact and cooperate well in most collaborative classroom activities;

(5) Mainland and Hong Kong students have troubles in interaction—When Mainland students and Hong Kong students meet each other in class, they communicate less than when they are with other Mainland or Hong Kong students.

Table 4 shows the overall picture of students' interaction.

Table 4

Classroom Interaction Between Mainland and Hong Kong Students

Classroom interaction between Mainland and Hong Kong students	HKU ($n = 11$)		HKIEd ($n = 11$)		*T*-test (Sig.)
	Mean	SD	Mean	SD	
Lecturing	3.18	1.17	3.27	1.01	ns
Students with different cultural backgrounds working together	3.73	0.65	3.82	1.08	ns
Mainland and Hong Kong students participate in class	2.91	1.38	3.81	0.75	ns
Mainland and Hong Kong students cooperate in class	3.64	0.67	3.09	0.83	ns
Mainland and Hong Kong students have troubles in interaction	2.90	0.74	3.73	0.90	$t = -2.31^*$

Notes. * $p < 0.05$; ns = non-significant.

The numbers displayed in the table indicated that there was no striking difference between the HKU and HKIEd groups with respect to the first four items. The first item about encouraging Mainland and Hong Kong student to work together by the HKU group (3.73) and the HKIEd group (3.82) was the strongest response. There was an obvious gap between HKU (2.90) and HKIEd (3.73) in terms of the last item indicating Mainland and Hong Kong students had troubles in interaction. The t-value ($t = -2.31$, $p < 0.05$) provided sufficient evidence that the HKIEd group of teachers found more problems in relation to the interaction between Mainland and Hong Kong students than the HKU group did. The rate of agreement on cooperation between Mainland and Hong Kong students in class at HKIEd (3.09) was also statistically lower than that of HKU (3.64).

However, not many written responses were added to the open space of the question. Only one teacher at HKIEd expanded the reason pertaining to the problems with Mainland and Hong Kong students' interaction. It was reflected that this might depend on the student composition of the two groups of students because one teacher reported that if there were fewer Mainland students in class, they would mix more with the local students.

Classroom Interaction-Effective Strategies to Promote Interaction

The participants answered a question which required them to report what teaching strategies should be effective for promoting productive classroom interaction. Again, their responses varied on a 5-point Likert scale from 1 ("Strongly disagree") to 5 ("Strongly agree"). Table 5 shows their ratings.

Table 5

Effective Strategies to Promote Interaction

Effective teaching strategies	HKU ($n = 11$)		HKIEd ($n = 11$)		T-test (Sig.)
	Mean	SD	Mean	SD	
DI	3.45	1.29	3.00	1.26	ns
CD	4.36	0.50	4.18	0.40	ns
SGW	3.73	0.65	4.27	0.47	$t = -2.27^{*}$
CL	3.73	0.65	4.09	0.83	ns
PS	3.91	0.54	3.91	0.54	ns
SR	3.64	0.67	3.91	0.70	ns
PA	4.00	0.63	3.82	0.98	ns

Notes. $^{*}p < 0.05$; ns = non-significant.

In general, the participants at HKU and HKIEd found that teaching strategies including CD, SWG, CL, PS, SR, and PA were more effective than DI to promote classroom interaction. Particularly, CD (4.36), PA (4.00), and PS (3.91) got the first three high ranks at HKU. SWG (4.27), CD (4.18), and CL (4.09) ranked highly at HKIEd. Except for SGW ($t = -2.27$, $p < 0.05$), t-tests found no significant difference between the two institutions for other strategies. This gap showed that the HKIEd favored SGW than the HKU group. As to the reasons behind this gap, analysis would be made in the discussion section.

Four lecturers from HKIEd wrote down their additional opinions about effective teaching strategies to enhance productive classroom interaction. Other helpful strategies, such as "weekly feedback online" and "biographical sharing" were recommended to give students an opportunity to ask questions, which is not always possible in or after class. These comments seemed to illustrate that teachers at HKIEd were more enthusiastic in considering more effective strategies beyond those "seven" checked in this study.

Discussion

On the whole, all the participants were keen to use these seven strategies. The majority had greater preferences for student-centred teaching strategies including CD, SGW, CL, PS, SR, and PA. This tendency might derive from their educational backgrounds and qualifications. Most teachers in this current study were academics trained internationally and received their Ph.D. degrees in western countries where student-centred teaching practices are widely used and emphasised. Most teachers in this study may expect students to construct knowledge by themselves rather than rely on teachers' transmissive knowledge. Therefore, students' acquisition of independent study skills was more valued. Westwood (2008) claimed that student-centred teaching strategies are necessary to empower learners with great autonomy and to establish collaborative work with others. The statistics showed that whether the participants were English native speakers or not, they had been strongly influenced by the rationales of student-centred approaches. Teachers tended to expect students to learn through their firsthand experience. This was also consistent with Hong Kong's western style higher education sector that emphasizes on autonomous learning and independent thinking. As such, the frequencies of using student-centred strategies at the two institutions were higher than "direct instruction" which is more teacher-centred.

In addition, the quantitative data indicated that the two groups of participants had different preferences for some specific student-centred teaching strategies. For example, the HKU group was keen on "SR" while the HKIEd group favoured "SGW" more. Context of teaching and learning might account for differences between the two sites. In the highly research-orientated environment of HKU, research capability and academic insights are particularly valued (School of English-HKU, 2009). The teachers at HKU tended to emphasize the scholarship of subject matter in English studies. The written response from the HKU group stated explicitly that analyzing data as a research activity was also used as an alternative strategy. By contrast, the teachers at HKIEd were inclined to pay more attention to the professional development of students since their main responsibility is preparing new teachers for the workforce. Teaching competence is a major concern in teacher training institutions because teachers are playing a role model for students. Most HKIEd teachers hold a teaching qualification in addition to an academic higher degree. They have been trained in how to use various teaching strategies effectively apart from a command of academic side of subject matter. Their written response could be a good reflection of this point. Providing class time for "SGW" may have provided students with opportunities to use this teaching strategy and to understand the value of the student-centred approach. As a result, the contexts of teaching and learning in the two research sites are different. The institutional culture and the composition of the teachers with various academic and teaching qualifications could be the contributing factors to the preference of using some specific teaching strategies.

The other noteworthy point was related to classroom interaction, especially the communication between Mainland and Hong Kong students through the teachers' eyes. The interaction difficulties raised by the HKIEd participants were bigger than the HKU teachers. To some extent, this could be linked with student minority status or majority status in class. Liu (2002) concluded that Mainland students with their minority status in American classrooms were inclined to keep silence as a means of self-protection or as a sign to express their agreement and harmony with the majority of local students. During classroom communication and interaction, it was natural for them to work as a subordinate group when interacting with the dominant social group usually enjoying more power over the minority groups. Similarly, student composition of Mainland and Hong Kong

students at HKU and HKIEd might be a factor that affects their interaction. The confident Hong Kong students with higher self-esteem tended to place themselves in a more favourable position in terms of the power relations with Mainland students.

Although HKU is one of the most prestigious comprehensive institutions, attracting the largest population of Mainland students (UGC, 2011), it had relatively less Mainland students studying in the Department of English. In the observed lessons for this study, only a few had some Mainland students. For example, 16 out of 117 students in a mass lecture were from the Mainland and accounted for 13% of the total class population. Major selection could be considered as a reason behind this. In accordance with the employment statistics in Hong Kong, more than 50% of Mainland university graduates worked in Hong Kong in 2009 and the financial services industry were their largest employer (EIC, 2010). It would be easier for most Mainland students to choose careers, such as business, medicine, information technology, and media in Hong Kong (Qiu & Lin, 2010). One of the HKU teachers also noticed that the degree of interaction between Mainland and Hong Kong students seemed to depend on the number of Mainland students among the host students. If there were fewer of them, they needed to mix more with local students. Due to their minority status, Mainland students tended to follow the mainstream in class activities. Furthermore, their presence often drew little attention from the majority, namely, large numbers of Hong Kong students. In this sense, conflicts between students might be invisible.

By contrast, the Department of English at HKIEd recruited a large number of Mainland students. In the recent academic years, over 57% of the student intake in the department was Mainland undergraduates studying English language teacher education programs (Gao & Trent, 2009). The majority of the visited classes were predominantly Mainland Chinese (with Hong Kong students becoming minority) and some comprised half Mainland and half Hong Kong students. This kind of student body indicated that the English language teaching profession was also highly attractive to a great number of Mainland and Hong Kong students. Employment may direct such a choice. Both research sites may compete not only academically, but also in graduate employment.

Teaching is a highly respectable profession in traditional Chinese culture and English language teaching is today considered a prestigious occupation. In 2005, teaching was rated as the third most desirable profession by Hong Kong local secondary school students among 20 careers (Lai et al., 2005). To most Mainland students who want to work in or migrate to Hong Kong, studying a four-year-language education program can be helpful, because the immigration policy requires them to spend at least seven years on permanent residency, with monthly starting salary no lower than HK$11,000 (EIC, 2010). Statistics show that HKIEd graduates excelled and achieved full employment at 100% in 2009, earning an average monthly salary of HK$18,014 (HKIEd, 2010). As a result, more and more Mainland and Hong Kong students tend to choose language education, because it can not only improve their English competence, but also help them to get a job easily.

As such, both majority and minority should have an impact on student's interaction. Mainland students had become a majority group in class. In other words, they could also exercise power over subordinate groups and form their own mainstream of learning and communication. Some lecturers from both research sites found that getting Mainland and Hong Kong students to interact was hard because seldom did they talk with each other until it was required. The two groups of students preferred to stick to their own groups. However, the more the two groups of students worked separately, the less Mainland and Hong Kong mixed groups would be

formed and therefore less interaction would occur. Strategies should be made on how to improve interaction between diverse learners.

As recommendations written by five lecturers, consciously mixing Hong Kong and Mainland students when assigning small group tasks or group projects should be helpful to positive interaction. Such mandatory mixed grouping could be done randomly in a non-face-threatening manner, e.g., assigning a number (of 1, 2, 3…10) to each student, and let all students with the same number get together in groups. Two lecturers suggested that an effort should be made to inspire the groups to realise that they shared a lot in common and they could learn many things from each other by positive interaction. In this sense, lecturers should not form any stereotypes nor show any prejudice towards either Mainland or Hong Kong students. Rather, they should try to avoid any judgemental remarks on cultures of the Mainland and Hong Kong. Consequently, it would be helpful for teachers to take a Confucian point of view: Harmony in diversity or unity with variation (合而不同) to teach their culturally mixed classes.

Conclusions and Implications

In conclusion, several points could be drawn from the survey findings. First, two important facts revealed were "lectures at HKU used more 'CD' than those at HKIEd" and "the HKU group was more enthusiastic about SR than the HKIEd group". There was significant evidence for a conclusion that research-orientated HKU stressed on the importance of using student-centered teaching strategies while HKIEd, as a teaching training institution, emphasized on a variety of teaching strategies. This conclusion was further supported by the finding that "the teachers surveyed at HKIEd were more inclined to use more sorts of teaching strategies than HKU". There was a significant gap between the two research sites. Regardless of the gap, the small-scale quantitative data also demonstrated a common feature of the two research sites: The majority of participants preferred teaching strategies that were more student-centred.

Second, in terms of interaction, "the HKIEd group found more problems in relation to the interaction between Mainland and Hong Kong students than the HKU group did". "The rate of agreement on cooperation between Mainland and Hong Kong students in class at HKIEd was also statistically lower than that of HKU" left a doubtful contributing factor: the student composition. In this study, analysis indicated that student numbers in each group would affect their interaction patterns. The number of students' enrolment in the different institutions might be a cause of the difference. Not much conclusion could be made at this stage, but it did raise a good point for a future study. Although difficulties concerned with communication between Mainland and Hong Kong students were raised, several participants suggested using mixed group work to get students speak up. These strategies also need to be further investigated to see whether mixing students up would be incorporated in the classrooms and how effective it would be through other research methods, such as on-site classroom observation and in-depth follow-up interview.

Lastly, the study was limited to a relatively small number of subjects, but the statistical evidence should provide a general picture of teachers' perceptions and preferences for strategy use in their teaching. Overall, the survey should cover a wide range of teachers who were responsible for a variety of disciplines of English Studies though the study only involved two higher education institutions in Hong Kong. The results may have implications for other worldwide institutions other than Hong Kong involved in enhancing quality teaching and learning in higher education.

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