

This study examines the role of medium of contact, contextuality, and personality variables in English learning among the Hong Kong students. The study use the interactions between the English-speaking maids and children to imitate a English learning environment which is different from the formal English classroom found in Hong Kong. A total of 222 Cantonese-speaking children were recruited in the study. The amount of English used by the maid predicted the listening and oral performance of the children. The presence of an English-speaking maid also provided an in-context learning environment which contributed to the children's listening skill. Among the personality factors, sociability was found correlated with the English achievements. The interaction effect of personality and contextuality on English achievement was not found.