

Abstract

The present study aimed at investigating three factors that affecting language processing, which included the use of Chinese and English stimuli, native and non-native English speech, and medium of instruction of school. Tasks of categorization and picture naming were employed to access listening comprehension and word production ability respectively. Forty university students, from two kinds of secondary school with either Chinese or English as medium of instruction, participated in the experiment. Results showed that Chinese listening comprehension was faster and more accurate compared with those in English. In addition, non-native English speech led to a better performance. Students from English-language high school outperformed those from Chinese one. Similar results obtained in the task of picture naming. The implications in medium of instruction in Hong Kong are discussed.