

# Experiential Learning of Cantonese through Educational Video Production

**Yuet Wai Wong**

*The Education University of Hong Kong, Hong Kong*

## **Abstract**

Learning to speak Cantonese is often regarded as a challenge faced by the Non-Chinese Speaking (NCS) students in Hong Kong. However, it is an essential tool since they would desire to immerse themselves in social communication with the local Chinese Speaking (CS) students. In 2021, several NCS university students participated in the production of a series of educational videos, which were included in a mini Massive Open Online Course (MOOC) for the beginning learners of Cantonese. Research data was collected throughout the whole process. Attempts were made to explain the data by three relevant models of experiential learning: Kolb's (1984) experiential learning cycle, Martin's (2001a, p.276 as cited in Martin, 2008) holistic model for course design and Stebleton et al.'s (2013) cultural competence model. It was found that no single model could sufficiently explain the kinds of experiential learning of the NCS students. They gained deeper linguistic knowledge of authentic use of Cantonese and more practical knowledge of video production. The NCS actors, who joined the in-depth interviews, expressed that their performances in the videos could metaphorically serve as mirrors of learning experience of the NCS audience. It is suggested that a high degree of interactivity and reflexivity supported by social media was the key, and the use of a vigorous constructivist approach and the building of a positive environment are also crucial.

**Keywords:** Non-Chinese Speaking (NCS) students, Chinese Speaking (CS) students, experiential learning, Massive Open Online Course (MOOC), cultural competence