EAIE

Esports as Accelerator for Social Inclusive Education

LESSON
GAME COMMENTARY

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GAME COMMENTARY

Subject and level
English B levels

Connection to curriculum
Using English language and communication skills (for ESL-learners) as well as specific vocabulary (with an extra dimension of exercising rhetoric and the appeal forms)

Didactic and pedagogic considerations
The exercise allows the students to use their English in practice in a free and formal setting.
The exercise is purely oral, as the commentary has to be spontaneous and free. It allows students who are used to gaming to use their gaming-vocabulary, rather than the more standard, formal vocabulary normally used in classes at B-levels.

Time estimate
1-3 hours

Group size
2-3

GAME COMMENTARY

Overall introduction to exercise

The students are to find a gameplay video of their choice (perhaps of their favourite game), e.g. on Youtube, and play the video without sound or written commentary. The videos should not be too long (max. 30 minutes).

The students will watch the game play through (without commentary) in order to get a sense of the game. While doing so they should pay attention to specific, perhaps exciting, parts of the game which they can emphasise in their own commentary.

After that, two or three will get together and play 10-15 minutes of game play for each other with their own spontaneous and improvised commentary.

Rhetoric: The students could also be made to think about the rhetorical dimensions of their commentary: who their audience is, what persona they themselves will take on, what their language should be like, etc. And incorporate the three modes of appeal as part of their commentary.

Exercise as presented to the students

No separate presentation needed.

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E-SPORT AS ACCELERATOR FOR SOCIAL INCLUSIVE EDUCATION

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