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LEONARDO SOBOLESWKI FLORES

**CODE-SWITCHING IN COUNTER-STRIKE: GLOBAL OFFENSIVE: A PROPOSAL
FOR VOCABULARY ACQUISITION**

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Trabalho de Conclusão de Curso de
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Orientadora: Prof^a. Dr^a. Sabrina
Bonqueves Fadanelli

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Banca Examinadora

Prof. Dra. Sabrina Bonqueves Fadanelli
Orientadora
Universidade de Caxias do Sul

Prof. Dra. Elsa Mônica Bonito Basso
Universidade de Caxias do Sul

Prof. Dra. Cristina Pescador
Universidade de Caxias do Sul

*A man doesn't learn to understand
anything unless he loves it.*

Johann Wolfgang von Goethe

ABSTRACT

Playing computer games is one of the most common leisure activities worldwide in current days (STANLEY and MAWER, 2008). Therefore, this final paper intends to correlate online games – especially the popular Counter-Strike: Global Offensive – and the learning process of the English language. In this context, the linguistic phenomenon called code-switching gains prominence, prioritizing its role in the student's learning process. During this study, the effectiveness of videos games as a teaching method and studies that deal with vocabulary acquisition are analyzed. Finally, a journal is developed as an auxiliary tool for a student, as well as another option for teachers who want to use vocabulary acquisition approaches in classrooms.

Keywords: Counter-Strike: Global Offensive. Code-switching. Vocabulary Acquisition.

RESUMO

Jogar *online* é uma das atividades de lazer mais comuns no mundo hoje em dia (STANLEY e MAWER, 2008). Portanto, esse trabalho tem como objeto as relações entre os jogos *online* - em especial o popular *Counter-Strike: Global Offensive* - e a aprendizagem da língua inglesa. Nesse contexto, estuda-se o processo linguístico *code-switching*, observando seu papel no processo de aprendizagem de um aluno de língua estrangeira. No decorrer da pesquisa, são analisados alguns estudos que tratam da eficácia de jogos como método de ensino, bem como os estudos sobre aquisição de vocabulário. Finalmente, é desenvolvido um *journal* como uma ferramenta auxiliar para um aluno e como uma outra opção para aulas com foco em aquisição de vocabulário.

Palavras-chave: Counter-Strike: Global Offensive. Code-switching. Aquisição de Vocabulário.

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1 INTRODUCTION

It is not novelty that computer games have become one of the most popular forms of entertainment in the world. According to Stanley and Mauer (2008, p.3), “trends show that people are spending more time playing computer games in their leisure time, at the expense of television viewing and cinema attendance.” Understanding this fact and considering that applying new educational approaches is crucial for awaking the interest of young learners, it is relevant to think of ways to have a more dynamic learning process.

The renowned free-to-play game CSGO (Counter-Strike: Global Offensive), is a popular game for all age groups (as stated by the organization Analytical Gaming, the average age of a CSGO pro player in 2019 was 16-32). Thus, this could be used as a mean of improving students' language ability, from communicative skills to vocabulary acquisition. For doing so, throughout this text, the following question will hopefully be answered: how can CSGO, or other games with a similar mechanic, help people to have a better comprehension of a language and acquire vocabulary through code-switching?

In order to have a didactical material to use based on the fundamentals of the question written in the previous paragraph, the main objective of this paper is to suggest a didactical approach for teaching vocabulary through the analysis of code-switching in the game CSGO.

Playing online games could be an excellent source for learning a new language, or, at least, to acquire new vocabulary. As said by Gee, in *What Video Games Have to Teach Us About Learning and Literacy* (2003), people develop a “new literacy” when they start to play video games. The author points out that there are many communicational systems (i.e. semiotics) other than languages, such as symbols, graphs, diagrams, artifacts, etc. Video games, in his opinion, should be considered a semiotic subject as well, but with different domains, since there is an enormous variety unique genres.

In addition, Gee (2003, p.19) points out that “People can be literate, or not, in one of these video-game semiotic domains”. In other words, if you play RPG

(Role-playing game) it does not mean you are capable of playing FPS (First-person shooter), which is the genre that will be widely discussed in this paper. In FPS games, for instance, the players are inclined to name elements that are in-game so the communication would be clearer, but this will be thoroughly developed in the didactical section.

Part of the issues in naming elements in a game has to do with players from different nationalities playing together; this is why – in the most of the times – the English language is chosen, once it is considered *lingua franca*¹. While playing CSGO in South American servers, for example, people tend to go back and forth between two or three languages in a match, because they communicate in their mother language as well as including words “created” for that specific game genre. Acknowledging this phenomenon and encouraging students to play games of that nature may be fruitful for them. There are some limitations on the didactical approach, though, but putting a bit of effort into it may be significant on the learners’ evolution. It is important to be noted that the limitations previously remarked will be explored further.

It is worth mentioning that some educational experts² recommend learners to connect the language they are learning with things they like. Hence working with games could mean that. Playing video games as a way to learn a language brings out the element of how language learning can be exciting.

In addition, it is worth noting that linguists have been complaining throughout the last decades about the neglect given to vocabulary acquisition in language schools. At the beginning of the 1970s Wilkins said, “Linguists have had remarkably little to say about vocabulary and one can find very few studies which could be of any practical interest of language teachers” (1972, p.109). In the same work, Wilkins expresses that “while without grammar very little can be conveyed,

¹ “a language is considered to be a *lingua franca*, by which term is designed any lingual medium of communication between people of different mother tongues, for whom it is a second language” Samarin (1987).

² Carina Fragozo, who runs one of the biggest English-teaching channels in Brazil, published a free e-book where this statement is strictly followed. In this case, the students would choose how they would like to be exposed to the English language (by reading comic books, by watching movies/series etc.). The e-book can be downloaded at englishinbrazil.com.br/ebook.

without vocabulary nothing can be conveyed” (1972, p.111-112) suggesting the importance of the lexis in communication. A few years later, Meara commented that vocabulary acquisition had “received short shrift” from applied linguistics (1980, p. 1), finally, a more recent work by Schmitt (2010, p.4) says, “learners carry around dictionaries and not grammar books”.

Writing about such theme is important for teachers and teachers-to-be because exploring video games as a genuine feature on language learning or specifically vocabulary acquisition may be beneficial for both teachers and students. Working with it could also help teachers on implementing different approaches on their lessons. Yet, the idea of exploring vocabulary acquisition does not mean that teachers should stop or avoid giving grammatical or a more theoretical class, whatsoever.

Furthermore, as Brazilians are still debating over the new curricular standards, known as Base Nacional Comum Curricular (BNCC), Ramos (2020) reports the possible connections between virtual games and the normative document. In Ramos’ opinion, after looking at BNCC’s competences, it is likely that “the digital world appears as a space where the school knowledge developed by the student must make sense to them.” (Own translation)³ He finalizes his thoughts by saying that “the internet is not opposed to the school, the video game is not opposed to the school, they are new cultural institutions that will be incorporated.” (Own translation)⁴

Regarding the procedures and research methodology’s questions that might appear during the writing of this paper, Dörnyei’s book, *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies* would serve as a guide. In the book, it is possible to see an emphasis on applied linguistics, describing the various stages of qualitative and quantitative

³ “O mundo digital aparece como espaço onde o conhecimento escolar desenvolvido pelo aluno deve fazer sentido para ele”.

⁴ “A internet não se opõe à Escola, o Vídeo game não se opõe à Escola, são duas instituições culturais muito recentes e vão ser incorporadas.”

investigations, from collecting the data to reporting the results. The author starts his book by explaining his perspective of how a research should be done and the profile of a model researcher. He concludes his work by saying that “methodological expertise in itself will not make us good researchers although it will help us to avoid doing bad research” (DÖRNYEI, 2007, p.313). His writing corroborates with his last saying since the book brings reflections of what would be relevant for researching and what would not.

As commented in the abstract, the main objective of this paper will be presenting a new approach to vocabulary acquisition, where the code-switching phenomenon will be respected and used in the learner’s favor. The specific objectives that this paper will embrace are follows:

1. To understand the effectiveness of video games during the learning process of an English as a foreign language (EFL) student through reviewing existing literature.
2. To review existing literature regarding vocabulary acquisition.
3. To review existing literature regarding code-switching.
4. To explore the benefits of having a learning journal to keep a record of the words or expressions that the learners have learned while playing. In this case, the teacher will be able to analyze it and help them with any possible difficulty.

This work will initially be focused on reviewing the literature, which will embrace the traditional form of vocabulary acquisition, the effectiveness of video games as a medium of facilitating the learning process and finally understanding the linguistic phenomenon called code-switching. Then, after looking carefully throughout the data collected, there will be given an alternative, so that teachers can integrate the game on their syllabus as a didactical tool that may help the students with vocabulary acquisition. Finally, there will be a chapter where a didactical proposal will be developed. In the meantime, details and relevance of the game chosen in the Brazilian scenario for teenagers and young adults who are willing to learn the language will be presented.

2 LITERATURE REVIEW

This chapter intends to cover, explain and make a brief analysis regarding articles that have games and video games in education, vocabulary acquisition and code-switching as the object of study.

The first subsection will focus on the analysis of physical games and video games used in education settings throughout history. Then, techniques used to acquire vocabulary using video games will be approached. Lastly, there will be a part dedicated to explore a bit of code-switching.

2.1 GAMES AND VIDEO GAMES IN EDUCATION

Video games are a relatively new approach to language learning and, because of that, it would be interesting having a look at how physical games were implemented in educational settings before going to an online environment.

Apart from being a satisfying resource for language learning, Silva (2014, p.02) grasps that “video game players can learn in an informal setting a wide range of content such as mathematics, geography and history. It is also possible to raise awareness of social issues.” By informal settings, the author is emphasizing the self-learning methodology, where there is no need of a teacher or professional of any kind to follow the learner’s steps. Even so, it is possible to reach the conclusion that, if supervised by a teacher, the results would be equal, if not superior.

When it comes to the use of language and the eventual learning process, Gee (2008, p.36) understands that:

Video games are good at putting language into the context of dialogue, experience, images, and actions. They are not textbooks full of words and definitions. They allow language to be situated. Furthermore, good video games give verbal information “just in time”—near the time it can actually be used—or “on demand,” when the player feels a need for it and is ready for it. They don’t give players lots and lots of words out of context before they can be used and experienced or before they are needed or useful.

Physical games (card games or board games, for example) are certain to help language students at some point in their learning process since they are very

adaptable. According to Kishimoto (1996), it is said that physical games have been evolving and implemented in education since the Greco-Roman world, although, at that time, it was only used for leisure and/or entertainment purposes. The author also states, however, that was only during the Renaissance that the use of games for education purposes started to be studied. The games applied at that time were related to developing children's cognition based on animal biology. In this perspective, the game was considered a fundamental pre-exercise to develop basic instincts. Thus, it is noticeable that the comprehension of mankind towards games has been changing quickly with the past of the years, and, today, they are seen as something intrinsic to human beings to stimulate their potentials, as reported by Kishimoto.

As a matter of fact, the so-called *serious games*⁵ are a relatively new tool in education. Djaouti *et al.* (2011, p.28) express a different view in that regard, in the authors' words although the *serious games* "appears to begin in 2002, many games were designed for serious purposes before this date".

For Kishimoto (1996, p.14), *game* is a word with multiple meanings. It has lots of forms and ways of being played, being each of them with unique objectives. In other words, there are games that people play competitively and others that the only purpose is for entertainment and the player's joy. On the other hand, Alves (2005, p. 13) believes that it provides even more for the gamer. In her words, "the 'game' category is understood as a transitional place in which the subject exercises their affective, social and cognitive issues."⁶ Own translation

Recognizing that there are plenty of activities that can be considered a game, Kishimoto (1996, p.17) made a list of things that must be in the activity to be considered a game. Those are:

- 1. a linguistic system that works within a social context;
- 2. a system of rules; and

⁵ This is an expression used by the author for distinguishing a game created for educational purposes between the ones created for entertainment purposes, either online or physical ones (BOES 2017, p. 06).

⁶ A categoria jogo é compreendida como um espaço transicional no qual o sujeito exercita as suas questões de ordem afetiva, social e cognitiva

- 3. an object. By object, the author meant the material in which the game is produced, the game chess, for instance, needs to have a chessboard and the chess pieces (these can be made out of cardboard, wood, plastic, rock, or metal) to be played.

The author does not mention how it could be interpreted for a video game, though. Yet, because the word game has multiple meanings, the categorization presented by the author does not need to be thoroughly complied to be recognized as a game, his rules are for a parameter matter only.

After reviewing and realizing that physical games and education have been working together for a quite long time, looking back at the past two or three decades is indispensable for understanding how to migrate from the physical to the online environment when it comes to educational settings.

According to Klimova and Kacet (2017), the average teenager in the USA (United States of America) spends 1.5 hours on the internet and 1.5 hours playing video games. The authors' statement could suggest that, when exposed to a digital environment, the learner will, perhaps, encounter some words that they have not learned yet, and seeing them repetitively in a game can help them in the memorization part. Additionally, when considering this possibility, it is possible not restricting the learning of a language to a regular class in a school environment might be beneficial for the students to be an independent learner, paying attention to the language in music, movies, literature and, of course, video games.

Regarding the use of language, Boes (2017), through a study could set a relation between gaming and language acquisition. He concluded that "proficiency in English and gaming are strongly connected. Big gamers had higher proficiency in English than non-gamers (2017, p.08)."

Besides being a good method for a learner-centered education, using this kind of approach may be a good opportunity for socialization, since some of those games that are used for educational purposes are settled in a multiplayer mode.

Research into the use of digital games in education is relatively novel, but growing rapidly and a lot of language teachers use digital games for teaching second language as it may be effective on every age group, particularly on children (AGHLARA and TAMJID apud KLIMOVA and KACET 2017, p.01).

Video games are not only beneficial for learning a new language, but to other fields. Djaouti *et al.* (2011, p.40) state that “some of the titles released in the video games market were designed to sever serious purposes, such as educational, healthcare, defense...”. The authors’ also proved that, even though the majority of the *serious games* released before 2002 were educational ones (65.8%), many other topics were covered; those are: ecology, military, culture, corporate, advertising, scientific, religious, media, politics, humanitarian, healthcare and government.

2.2 VOCABULARY ACQUISITION

Expanding the lexicon is undoubtedly a critical part of learning a new language. While learning new words, the students are developing two fundamental abilities – input and output – input, refers to the language the learners are exposed to (listening and reading), whereas the output is the language they produce, either in speaking or writing (Rhalmy, 2019). Furthermore, acquiring vocabulary makes the student capable of expressing their thoughts better, and, therefore, understanding the world around them.

Many researchers and linguists try to explain how to acquire vocabulary. Coady (1996), for instance, believes that a foreign language learner who achieves advanced reading proficiency in a language will acquire most of their vocabulary knowledge and spelling ability through extensive reading. Those examples of vocabulary, however, could be acquired by listening to songs/ podcasts, playing games etc.

After looking through the pieces of evidence shown, it is fair to say that the acquisition of vocabulary is indispensable for the learner to go through at some point of their syllabus.

This brings me to the subject of vocabulary learning, which to me always seems the key to any language. I am quite happy to pronounce

badly and make grammatical mistakes but there is no escape from learning words. (PICKETT apud HEDGE 2000, p. 110 - 111)

Not long ago, one of the major problems teachers faced in working with vocabulary acquisition was the lack of material available, binding them to work with written texts repeatedly⁷. Even though those activities play an important role in the learning process, they could not effectively fulfill all the students' necessities, since, they would not work directly with other skills that are essential to learn a language, as reported by Arellano (2021). Thanks to the advance of the internet, this is no longer a problem.

Regarding vocabulary acquisition, it is difficult to say how and when a student has acquired a word. In order to facilitate the answer for those questions, Hedge (2000) makes a distinction, referring to the acquisition of a word as "active" and "passive" vocabulary. Passive refers to vocabulary which can be recognized when encountered, but the learner cannot easily produce in speech or writing as active vocabulary. The author also states that:

This is too simple a characterization of language learning. There are words which learners can retrieve from memory and use automatically. There are others for which learners experience a "tip of tongue effect", recalling something of that word but not its precise form. Yet other words exist in the memory but prove difficult to recall. (HEDGE, 2000, p.116)

Bearing in mind that the phenomenon of forgetting is inevitable and the researchers have different views on that matter, it is hard to come to a consensus of the better way of dealing with such issue. However, there are some strategies for vocabulary learning. Hedge (2000, p.117) comments that those strategies are, sometimes, related to mental operations. Learners could acquire words easily when categorizing them. It may vary according to the learner, but creating a group for things of the same nature or words with a similar spelling are great examples of those categories. Those strategies could be easily transported to the game environment, where the learners would probably create a group of words for

⁷ This commentary was made based on what I could hear from other teachers. It might not be scientifically accurate.

naming positions in different maps, economic terms for different scenarios that they may face, name of weapons, cities, vehicles etc.

It is also pointed by some linguists that the expansion of the lexis is not only beneficial but also required for the learner. Nation and Waring agreed that:

Clearly a learner needs to know the 3,000 or so high frequency words of the language. These are an immediate high priority and there is little sense in focusing on other vocabulary until these are well learned. (NATION and WARING apud SCHMITT N. and M. MCCARTHT 1997, p.06)

For Nation (2005), after the students have learned these high-frequency words, the teacher has to teach some strategies to comprehend and learn the low-frequency words of the language:

- Guessing from context;
- Using word parts and mnemonic techniques to remember words.

If applied, those strategies can help the learners to continue to learn words and increase their vocabulary size.

2.2.1 Vocabulary acquisition in games

A popular thesis regarding vocabulary acquisition is Krashen's Theory of Second Language Acquisition, also known as Krashen's Monitor Model. It is based on five main hypotheses (Mitchell *et al.* 2004, p.44). The first one and more relevant for this matter is the Acquisition-Learning hypothesis. The major assumption leans on the belief that there is a difference between learning and acquisition. For the authors, language acquisition occurs in a naturalistic environment whereas language learning occurs in a classroom environment. Even though the theory has been heavily criticized due to the lack of concrete data and the difficulty to empirically measure or understand "whether the learner's filter while receiving comprehensive input is indeed active or not" (Johnson apud Tariq Elyas 2017, p.09), this paper will take the first statement for granted, where the learners would potentially have a more satisfactory level of acquiring vocabulary in a non-scholar environment.

In conformity to the statement above, Rudis and Pošćić (2018, p.01) put forth the following supportive idea:

In the past decade or two, there has been an obvious increase in the number of school children proficient in English. One of the reasons is the number of English classes per week, but even more importantly, it is the influence of the media. Students are greatly exposed to video games.

The authors also clarify that there was a study where the conclusion reached remarks that, despite being exposed to the language and receiving a considerable amount of input, “the players will not automatically be willing to use it” (Reinders apud Rudis and Poštić 2018, p.05). Being aware of the learners’ disinclination to use the language and conceiving that the discussion is limited to the offline games, CSGO or some other online games are, perhaps, more stimulating options for breaking this shyness or unwillingness barriers that have been established.

In the report of Silva (2014), there are two particular types of skills that video games help cultivate: receptive skills – or reading and listening – and expressive skills – or writing and speaking. The form in which the game provides the vocabulary and then immediately provides the proper context is, certainly, an efficient and joyful way of acquiring vocabulary.

Rudis and Poštić interpreted this subject as being useful in teaching a language. For them

Most of the researchers agree that video games provide a very comprehensive set of extra stimuli that help involve players in the language they are exposed to through gameplay. (RUDIS and POŠTIĆ 2018, p.08)

Under those sayings, the didactical proposal on this paper will seek to find a delightful way of learning a language through playing CSGO.

2.3 CODE-SWITCHING

According to Kärnä (2015), “code-switching has been described and interpreted in many ways, and hence there seems to be no theoretical agreement to how code-switching is defined and conceptualized.” The best-known definition of code-switching was uttered by Poplack (1980, p.04); in his words, it is “the alternation of two languages within a single discourse, sentence or constituent”. However, there are linguists who say that it can mean the changing between

dialects or behavior as well⁸. This phenomenon is more common within immigrant families. The host of the YouTube channel called Langfocus (2017) gave an example that simply illustrates this scenario. A situation is proposed where a Russian family moves to the United States and the children of the family had grown up speaking Russian as their native language but they would have to learn English for school simultaneously. When the children of that home speak among each other, they might code-switch between the two languages.

Globalization significantly influenced the frequency in which people code-switch. It is notable that the role of the English language has changed over the last years and, according to Kärnä (2015) “one of the most relevant issues is that it is used more often by non-native speakers than by its native speakers”. Because of that, Kärnä (2015) reports that Auer came to the following conclusion: “the growing interest in code-switching and related issues... seems only natural”.

Langfocus (2017) also stated that this phenomenon is largely unpredictable and speakers often impulsively switch languages without any conscious choice. Paraphrasing him, in code-switching one language is the dominant, normally the native language of one group; this is sometimes called the matrix language. On the other hand, there is the additional language, which could be called the embedded language. Summarizing it, the matrix language lays out the basis for the communication and then utterances from the additional language are embedded into the matrix one.

Boes (2017) explains that, because code-switching has become a theme that enthusiasts researchers, some of them might call the same phenomenon differently. It could be called “lexical borrowings, loan translations, lexical change, interference/transference, and structural borrowings” (2017, p. 02).

This phenomenon happens because there are around 6.000 languages around the world within 200 countries (Wei, 2001) - and due to this variation - some languages ended up mixing among others, leading to the linguistic phenomenon called “language in contact” (Weinreich, 2011). In online games this

⁸ Professor Renee Blake approaches the topic in a YouTube video. Available at: <https://www.youtube.com/watch?v=QNbdn0yuUw8&t=30s>. Accessed in 24 set. 2020.

process is speeded up because there is no need for physical interaction, i.e. people can exchange information virtually and quickly.

2.3.1 Reasons for code-switching

As stated to Langfocus (2017), there are several reasons why people code-switch. These are:

1. Direct function: People switch languages to either include or exclude people from the conversation.
2. Expressive function: People include the embedded language to express some part of their identity.
3. Referential function: Someone that is unable to express the idea easily in one language, switches to the other language to express it more easily.
4. Phatic function: Sometimes a speaker switches languages or repeats something in both languages to emphasize the discourse.
5. Metalinguistic function: It happens when reporting something in another language or commenting on something said in another language.
6. Poetic function: The speaker says certain words or makes jokes in the embedded language for amusement or for some kind of artistic purpose.

Finally, according to Luciana dos Santos Cristino (2007) code-switching is a natural process of the speech of a bilingual person. However, it is extremely frequent to witness a South American CSGO player's that is not fluent in a second language speaking it. That happens because they want to facilitate the comprehension and it is easier to memorize a few words in another language than becoming fluent at it. Of course, the author's statement was not made assuring that only bilingual people can code-switch, yet, it is important making this disclaimer in order to clarify any possible misunderstandings.

3 ANALYSIS

In this section, the game CSGO will be analyzed considering all the topics previously discussed. The subsections will cover specific issues such as the relevance of the game and some discussions regarding the reason behind the selection of it. Finally, a suggestion of a diary journal will be presented as an option for teachers to use concomitantly with the class already established.

3.1 ABOUT THE GAME

First of all, it is important to say that the game that will be analyzed is not considered to be an educational game or a *serious game*. In a shallow analysis, the use of those *serious games* might be seen to be easier to apply whereas CSGO ought to be more challenging for the teachers to incorporate in their classes since it was not developed to be used for such purpose. This discourse, however, can be contradictory, as Boes (2017) states that a *non-serious game* is perfectly acceptable and encouraged to be applied. In her words, “the hope is that players will go beyond seeing the game as a course so that they will have an interest in exploring and experimenting. Self-directed discovery can foster the type of intrinsic motivation that forces users to learn more (2017, p.07).”

Anyhow, playing should not be seen as a dull activity from the gamer’s perspective, otherwise, the learner would not pay much attention to it and, consequently, not learn anything from it. Boes’ understandings are in agreement with the last sentence since she pointed out that “if gaming is only perceived as an assignment, much of the benefit is lost” (2017, p. 06).

That being said, the following paragraphs will explain why this specific game was chosen, encompassing an overview of it and the influence that it has on Brazilian learners.

First-person shooter (or FPS) – which is the genre of CSGO – compared to educational games, are commercial products, designed for entertainment and not for education. Still, it has educational value. An example of that is the socialization that the players have to face every time they play, and since the

game settings are often settled in the English language, Brazilian players use some foreign words while communicating in Portuguese.

Regarding the game genre, it is possible to assume that some people might pre-judge it as being a stimulus to violence. This assumption is usually done by non-experts in the theme, but, researches proved that this thesis is unfeasible. Alves (2005), for exemple, understand that violent games play a fundamental role in the gamers' lives, which is the cathartic effect.

At the same time Brazilian players code-switch while playing CSGO, they are acquiring vocabulary, and that will help in the learning process of the language. Boes comments that "Uuskoski (2011) conducted a study on the relation between gaming and language acquisition. The results clearly showed that proficiency in English and gaming are strongly connected" and that "big gamers had higher proficiency in English than non-gamers" (2017, p. 07). If the game would be used in an appropriate context, that is, with a certain group of people and the right selection of a map (the explanation of what a map is in the "CSGO language" will be explained in the next subsection), it would possibly cause positive effects on the EFL student.

3.1.1 CSGO's map system

In CSGO, it is possible to use maps that were created by other players (these can be downloaded at the Workshop section on Steam) or create your own. In other words, if a beginner learner is struggling with a specific vocabulary or unit (food, numbers, colors etc.) the teacher can suggest a map that has a specific theme as focus, then, the learner will have an extra activity that will be, perhaps, more enjoyable to do than the regular textbook.

The journal was designed⁹ in a format where the learner will specify the day and map played. In this way, the teacher can follow the learner's progress and suggest which map would better benefit him/her. After filling in the blanks and writing about their gameplay, the learner would go through a memorization

⁹ This can be found in Annex A

activity, as suggested by Blatchford (2016) when stating that the process of writing by hand would cause the memorization.

The game's source allows everyone to create a personalized map and upload it in the workshop section of the store, where all users can download and play it. Generally, the maps are based in real-world-style locations and played terrorists against counter-terrorists. Apart from custom maps, all other maps have a two-letter prefix related to the map style: *de*, for bomb defusal; *cs*, for hostage rescue; *ar*, for arms race or demolition; *as*, for assassination; *es*, for escape and *dz*, for danger zone.

Regarding the custom maps, they are often created for custom game modes and feature mechanics that are not presented in the base game. The prefixes used are, generally, related to the map's predominant scenario or mechanic. Examples of prefixes of custom maps are *surf*, which denotes a surfing map; *zm*, which is used for zombie maps; *TTT*, short for trouble in terrorist town; *dr*, which symbolizes *deathrun*; *hs*, short for hide and seek; *kz*, short for Kreedz climbing, among others.

If the learner is studying house-related vocabulary (either furniture or the name of the parts of a house, such as bedroom, kitchen etc.) two maps that are strongly recommended are *de_rats* and *Beachside House*. The first one has a premise of shrinking the players to the size of rats. The map is predominately played in a kitchen and, due to the size of the players, there are lots of environmental hazards that must be considered, from burning in the cooking top to drowning in the sink. The pedagogical application on this map is playing it along with the scholar content. The other map mentioned is played in the hide and seek format. It is placed in a house and the players could hide either inside of it or in its surroundings. For this specific case, the interactions are accomplished for a communication matter. This is, in this game mode there is one seeker only, so the hidiers could tell the others the location where the seeker is in order to find the best place to hide, using, of course, the vocabulary related to the issue that is being worked in class.

For learners who are studying food, the teacher could suggest them to play the maps *hs_market* and the co-op (cooperative) map named *coop overcooked 2*, which is clearly inspired in a game with the same name. The first one is a hostage map where there is a market where the counter-terrorists must break into. Passing a detailed information of where the terrorists are (the aisles for example) will be determinant to reaching the goal. The second map requires a good communication to successfully cook the meals with the recipes provided in-game.

The examples given are possibilities that could be used while writing the journal. Yet, it is worthy of mention that it could be done using official maps only or creating a specific one for a particular case.

After comprehending the basics of code-switching, the teacher's role would be selecting a map in which its theme is related to the learners' necessity, and propose them to play it. In that scenario, the teacher should not (at least not necessarily) teach grammar together, because the learner will be speaking in Portuguese for the most part, and embedding a few words – the ones that they have the most difficulty within their discourses. That does not mean, whatsoever, that they will not have grammar activities in their learning process, it just means that they are separate activities.

3.1.2 First-person shooter games

With the rise of the video game industry, playing online with people from other countries has become more common. The FPS (First Person Shooter) genre - or specifically a five vs five-match - requires a clear team communication to successfully complete the objectives needed to win. However, in a match, not everyone shares the same language, and this barrier can lead the team to defeat.

In order to solve that problem, people are bound to learn each other's language or create a specific terminology that can fulfill their necessity. The terms that people come up with are usually spoken in English because the majority of the games are released by American companies, but that is not necessarily the only language used in an ordinary match.

3.1.3 Brazilian scenario

During the initial contact with CSGO, it is noticeable that there are players from different countries playing together. This relation may be difficult sometimes because the game requires a clear communication in order to be played in the most satisfactory way. Players from Europe, for instance, are exposed to many languages; North American players, besides having contact with both Spanish and English while playing, there are many Russians in their lobbies as well; and South American people have problems in communication because of the difference between Spanish and Portuguese. To solve the problem, all the players have to find a “safe area” between those languages, where they all can communicate. This text will be inclined towards the Brazilian reality, in which English, Portuguese and Spanish are the languages spoken the most in a game played in South America.

CSGO is the latest version of the game Counter-Strike, which was primarily a modification of the first game published by Valve, Half-Life (1998), title that won more than 50 game of the year awards, being, then, called the best pc game ever. Since then, Valve has released many other successful titles¹⁰. It bears emphasizing that CSGO is a free-to-play game, which, in other words, means that the game is free but some content will only be available or unlocked after purchasing micro-transactions or other forms of payment that the developer decides to use.

CSGO is significantly relevant for Brazilians. Disputing the most played game daily in steam in the last years, it has a large fan base in the country due to many different facts.

1. There are many teams that are representing the country abroad in big events (in February 2021, seven out of the top thirty teams in the world either are Brazilians' lineups or have a Brazilian player featuring in them).

¹⁰ All of them can be bought or downloaded at: <https://store.steampowered.com/search/?developer=Valve>, accessed in 28. Feb. 2021

2. There are many big streamers ¹¹ producing content regarding the competitions or playing casually.
3. Another fact that might have risen the curiosity of some Brazilians toward the game could be directed to the fact that, in 2016, the Brazilian core (Luminosity Gaming and SKGaming) was two-times major champions, with Marcelo “Coldzera” David being elected the best player of the year for two years consecutively.

After the major titles, as well as many other championship wins, the Brazilian roster kept the place of the best team in the world for over a year. Since then, the team’s in-game leader started a project of a platform focused on lessons for beginners; later it was adapted to be a place where competitive games could be played on, and all the local/regional championships were realized at. Finally, knowing of the success of Brazilian teams, and the large fan base in the country, Valve, the developer of the game, has decided that Rio de Janeiro will be the next city to hold the next major championship. Unfortunately, due to the new Coronavirus, it was postponed. Its date is yet to be revealed, but, what is for certain is that it will occur at Jeunesse Arena over a two million dollar prize pool.

3.2 CODE-SWITCHING IN CSGO

Although CSGO player’s from Brazil are generally monolingual¹², they do code-switch while playing. The Brazilian gamer probably has to do it in a sort of forced way because of the neglect of some American game developers – that is, companies that specialize in the creation and development of games - that release their products worldwide without translating them or making a game localization job. Then, the non-English-speaking gamer would necessarily need to learn some words to be able to comprehend them. The practice of this might result in a great resource for learning English or at least acquiring a determined vocabulary.

¹¹ Gaules, a Brazilian streamer, is often popping in the most-watched streamer in the world list. In November of 2020, he reached the top of the list for the third time, as reported by Filipe Carbone in *globoesporte*.

¹² As reported by Raphaela Ribas in *O Globo* (2019), The British Council asserts that only 5% of the Brazilian population can communicate in English and only 1% are fluent.

Before giving the examples of words that are frequently used by CSGO players, it is important to realize that there are two possible forms of a loanword to be incorporated into the Portuguese's (or any other language) lexicon. The first alternative would be in its original form - that is, that would not be any change in the word spelling at all – the second option would be through adapting the word following the phonetic and morphological patterns as it makes sense in the Portuguese language (JESUS *et al.*, 2018). Examples of the second case are given by the author. These are: *becapear*, *raquear*, *leiaute* and *linicar*, which, in English, are respectively *to back up*, *to hack*, *layout* and *to link*.

3.2.1 Aportuguesamento

Aportuguesamento or loanwords (in English, it could be called borrowing as well) is a natural phenomenon that all languages have in their evolutionary process (JESUS *et al.*, 2018). Before exploring the other way round, it is worth taking a look at the English language and some historical moments where it goes through this process.

In order to understand the earlier stages of the incorporation of foreign words into a language, Kemmer proposes that:

“Those who first use the new word might use it at first only with speakers of the source language who know the word, but at some point they come to use the word with those to whom the word was not previously known. To these speakers the word may sound ‘foreign’. (KEMMER 2019, p.01)

Kemmer (2019) also points that English has gone through many periods in which large numbers of words were borrowed. The following excerpt has a few examples of the words incorporated and in which historical period:

Moreover, the author also gives examples of words that English borrowed as centuries passed. According to her, in Pre-Old English, the words *ancor*, *mil*, *straet* and *win* were borrowed from Latin and became *anchor*, *mile*, *street* and *wine*. In old English, the words *apostol*, *circul*, *corneta* and *paper* were also borrowed from Latin and became *apostle*, *circle*, *cornet* and *paper*. In Middle English, the words *attorney*, *prayer*, *army* and *beef* were borrowed from French and did not pass through any modification when introduced to the English

language. The Early Modern English and the Present-Day English were the periods in which English received the greatest number of words from the most diverse languages. This is probably a consequence of a globalized world and the fast spread of the internet on the whole planet.

In the article *O APORTUGUESAMENTO DE TERMOS DA INFORMÁTICA: a perspectiva dos adolescentes nas redes sociais*, Jesus *et al.* reached the conclusion that:

“Learning today does not only take place at school and through teachers but through media and technologies. It is concluded, therefore, that [...] is at the discretion of the teacher and student to transform the information into knowledge [...] (JESUS *et al.*, 2018, p.09).¹³ (Own translation)

They also agree that:

Regarding the process of *aportuguesamento*, it was learned in this article that the world of technology is replete with words and terms from other languages or that is unknown to many users. When these words become popularized, they might go through the *aportuguesamento* process or through a phonetic adaptation. (JESUS *et al.*, 2018, p.09).¹⁴ (Own translation)

3.2.2 Example of code-switch in CSGO

Brazilian gamers do code-switch while playing CSGO and this communication happens at both professional level and in a casual match. Giovanni “gio” Deniz, coach and analyst, explains the basic CSGO slangs and other communication resources in his YouTube channel¹⁵.

In the video, there are Portuguese and English words categorized by topics; the following words listed, however, are not completed, the only words brought are the English ones or the ones who were initially in English but ended

¹³ A aprendizagem hoje não ocorre apenas na escola, através dos professores, mas também através de mídias e tecnologias. Conclui-se, portanto, que [...] cabe ao professor e ao aluno transformar essa informação obtida em conhecimento [...]

¹⁴ No tocante ao processo de *aportuguesamento*, apreendeu-se neste artigo que o mundo da tecnologia é repleto de palavras e termos de outras línguas ou desconhecidos por muitos usuários. Estes vocábulos quanto passam a ser massificados pelos usuários, também tem a possibilidade de sofrer *aportuguesamento* ou simplesmente uma adaptação fonética.

¹⁵ This can be found at <https://www.youtube.com/watch?v=7oa2XOTngxc&list=WL&index=1>. Acesso em: 01 mar. 2021.

up being modified according to the Portuguese grammatical rules, as a result of what was explained before.

The first section brings some acronyms/ initialisms that are used at the beginning of the game (GL, which stands for good luck and HF, which stands for have fun), in the mid-game (GH, or good half) and in the end game (GG, WP and GGWP that consecutively represents *good game*, *well played* and *good game, well played*).

Then, there are words of action. The two firsts are NT and GJ, which are initialisms for nice try and good job; *spray* and *recoil*; *bind* and *console*; *assault*; AW/AWP (Artic Warfare Police); *Backup* or *back*; *defuse* and *plant*; *drop*; *eco* (short for economy); *forced*; *fake*; *carry*; *clutch*; *comer* or *pickar* (to pick) and *rushar* (to rush); DM (Death Match); *Bomb A* and *B*; *Bug* – and the variations *bugar* (to bug) *bugou* (bugged) etc.; MM (Matchmaking); *comp.* (short for competitive); *kickar* (to kick); *bait* – and the variations *baitar* (to bait) or *baiter* are other examples of words present in this section.

Thereupon, there are the words of sound and moves. These are: *walk*; *xiu* (shush); *escutar o click/ plant* (to listen the click or the plant); *bunnyhop*, *bhop* or *bunnar* (to bunnyhop); *rushando* (rushing) *rushado* (rushed); *pick* and *repick*.

Then, there are the slangs about grenades: With the *flash bang* it is possible to say the variants *flashar* or *bangar* (to flash or to bang); with the *Molotov* it is possible to turn into a verb, *molar/ molotovar* (to Molotov) and then conjugate in any tense; *Smoke grenade* can also be turned into a verb and be called *smokar* (to smoke); and the last expressions are *popar* (to pop a flash) and *one way smoke*.

The last group has expressions related to the damage caused or suffered. These are: *Halfado* (the one who lost half their life); *taggado*, *taggeado*, *tomou tag* (variants for tagged, the meaning in the gaming is being shot by a sniper); HS or *headshot*; HP (initialism for hit points), low hp or in Portuguese *meia-vida*; TK or *team kill*. The last section is related to the localization in a map. For this category, the words selected are: *spawn* and *re-spawn*; *lurker* (*costinha* is also very common in Brazilians matches); *fresta* or *gap*, in English; *crossfire*; *pre-fire*; *stack*.

Besides the words that are intrinsically used by the players, as “gio” (2020) noted, if played in the *vanilla version*, this is, the game was not customized from its original form, the game has a place on the screen (at the top left corner) designated for the name of the room or location that the player is at. These are usually in English and, for a communication matter, the players would, most of the time, use them for clarifying what their next moves would be.

The examples above support the idea of the necessity that the gamer faces of learning this vocabulary or at least the input that would be before them.

3.3 DIDACTICAL PROPOSAL

Considering that the only time CSGO players use VoIP (Voice over Internet Protocol) – which is the tool for oral communication in online games - is while executing specific activities, it is possible to confirm that it fits in Boes’ (2017) view of a good game to approach language since the context will always be “on-demand”.

3.3.1 The journal

Many benefits come together with the writing of a language journal. This concept can be called by other names. Appleton (2021), for instance, calls it a language-learning diary. In his text, he claimed that “[...] you can go over what you’ve written. More than just an exercise book, this is your living, breathing narrative of learning a language [...]” (2021, p.1). He has given tips regarding how to deal with the new vocabulary that the learner was exposed to: “you can scribble spellings or little sentences in the margins.” (2021, p.1). Yet, he has concluded that keeping a journal might be beneficial for independent study, because “it improves study discipline, it can help structure your learning and it helps to identify areas you might be neglecting” (2021, p.1).

Even though the multiple names that this self-report journal has, Meulder and Birnie (2020) agreed that a language diary (it does not matter how it is called, but the essence) is a method of ethnographic data collection where the learners self-report on their linguistic encounters for a certain period. On the other hand, Starks and Lee (2010) attest the following saying in that regard:

There is, however, a considerable degree of variation in the use of the term 'diary'. In some instances it may be simply a collection of notes (Rescorla, 1980), while in other cases, the method encourages and examines open-ended responses (Hislop, 2006). In some studies, such as Gibbons' (1987) research on Hong Kong mixing, responses are structured and allow for greater systematic analysis of a wider range of linguistic data. (STARKS and LEE 2010, p.03)

Having a journal to express your thoughts and insights while learning a language is definitely a great option for reviewing the language as well as serving as a memory-enhancing exercise. The last assertion is proposed by Blatchford (2016), in an article where she states that "writing by hand appears to improve our ability to remember things, meaning even in today's tech-obsessed society, the pen just might be mightier than Word".(2016, p.01)

It is important to say that this paper will not use the journal as a case-study project. The benefits of an EFL learner having a journal will be shown in this chapter, as well as a discussion on how it could be molded for a specific scenario and explore the code-switching phenomenon. Bearing that in mind, for instructional purposes, a journal will be developed as a suggestion of how a teacher could elaborate one if facing a similar situation.

The journal will be divided into two parts, the first consisting of playing the game and taking notes; the last thing to be done will be writing an essay about something relevant in the game that would have caught the attention of the player. This could be related to their favorite competitive map – explaining the reasons for particular choices - or justifying which game mode is the best etc. This activity was deeply influenced by Silva's questioning on teachers' choices.

Why not ask learners to compare different game characters (images are readily available on the internet)? Or to write a story based in a game world (one that they know well) – having spent more time than watching a two-hour film, they can probably describe it better. (SILVA, 2014, p.02)

Since the journal is an activity for reinforcing the content given in class, the major thing the teacher should pay attention to is, as said earlier, the selection of a map that would cover everything that was seen in class. In this way, the learner would be putting the vocabulary learned in class into practice as it would be in a real situation. An example of that is the map placed in a market (discussed in the map system section), so, after having seen food-related-content in class, the

learner would face a situation where this vocabulary is needed for completing the mission. The last part of this activity would be the writing part, which is, according to Blatchford (2016), extremely important because experts agree that writing by hand improves your memory.

Another point that is worth mentioning is an idea where the students would, in small groups, share their findings and the things that they could learn from the game and from their journals. This activity could be supervised by the teacher or not. If doing so, it is possible that the students learn much more, since their interactions would be beyond the game limits.

Finally, it is important to say that keeping a language-learning journal is an excellent option for a self-learning student even if not monitored by a teacher regularly. Thus, even though a teacher chooses not to apply this extra activity, it is strongly recommendable to encourage the learners to do so, because it will certainly be helpful.

3.3.1.1 The journal's structure

According to Meulder and Birnie (2020), there are many studies that use language diaries. Nonetheless, the manner in which they are organized can vary according to the applicant. Some of the researchers asked the participants to keep a series of notes with open-ended responses while others used a more structured approach, using templates, for example.

The journal's design was not inspired by anyone in specific. Meulder and Birnie's (2020) theoretical concept of a diary was taken into consideration, though. Moreover, the next paragraphs will break the journal down, explaining the reason why each activity was chosen.

The first page of the journal was thought of as a matter of identification, and, because of that, it is not relevant to bring thorough details of the questions. The second page (as well as the fourth and sixth), however, is where the learner will write the words used in the game through code-switching. A space is given for reorganizing it in case of a word *aportuguesada*, this is, a word which has gone through grammatical modifications to make sense in a scenario where

Portuguese is the matrix language. The third page is a follow-up activity of the previous one. At the same time the box designated for writing a story is based on Silva's question – as mentioned earlier – it is supported by the repetition/memorization strategy. This part is essential to vocabulary acquisition, Suberviola and Méndez (2002) comprehend that when this moment comes, “we are using virtual memory to recall words by remembering their form, their sound, their meaning and the place they occupied in the blackboard”.

Still on the third page, the box of word families was created due to the fact that bringing this is a helpful tool for vocabulary acquisition, as stated by the authors:

In 1970, Bright and McGregor pointed out the importance of some “techniques”, which prove useful when teaching vocabulary, being one of them the grouping of words round a superordinate term and then lowering to different levels of generality. (SUBERVIOLA and MÉNDEZ, 2002, p.237)

Suberviola and Méndez (2002, p.237) bring vehicles, as an example of a group. As an example of a group: “buses, lorries, cars, motorcycles, bicycle, vans, saloons, sports cars, coupés, taxis, Mercedes, Ford, Volkswagen, Peugeot, Mercedes Benz, 190D saloon, Ford Anglia saloon, etc.”

The fifth page uses two fundamental methods for vocabulary acquisition (BERTOQUE, 2018, p.19), using different educational procedures and genres while teaching. Educational procedures could be, as stated by Bertoque (2018), the use of jigsaw puzzles, play dough, watch a theatrical piece etc. The one chosen for this activity was drawings. Regarding the different genres, the author suggests the use or creation of dictionaries, comic books, poems etc. For this activity, the report genre was chosen.

The seventh page brings an activity that Holden (1999) believes to help in the vocabulary acquisition process. This activity is described by the author as a sound representation method and the activity proposed in the journal was created based on the example brought in the original article.

Besides the written part, the learners would be indirectly practicing another vocabulary acquisition strategy while playing the game, which is guessing the

meaning of a word by looking at the context in which it was used. Carter and McCarthy, as reported by Suberviola and Méndez (2002), were the first researchers to bring this idea. In their words:

This strategy consists of five steps: Finding the part of speech of the unknown word. Looking at the immediate context of the unknown word and simplifying this context if necessary. Looking at the wider context of the unknown word. This mean looking at the relationship between the clause containing the unknown word and surrounding clauses and sentences. Guessing the meaning of the unknown word. Checking that the guess is correct. (CARTER and McCARTHY apud SUBERVIOLA and MÉNDEZ, 2002, p.08).

It is worth bearing in mind that, in the original text of Suberviola and Méndez (2002), there are a few other strategies to acquire vocabulary, but the ones that better fit in the journal planned were the ones listed.

3.3.1.2 The application

Regarding the best way to apply and use the journal, besides the topics explored previously, there are a few other points that should be taken into consideration. The first one is whether the journal is written in Portuguese or English. The second one is related to how familiar the learners must be regarding the code-switching phenomenon. The last one will try to explain how should the teacher react to the learner's result. The next paragraphs will be dedicated to commenting on those points of concern.

Even though the journal is written in quite a basic English¹⁶, it is important to consider that this activity could and should be used by a learner at any level. Given the situation, for being able to attend to all demands, the journal should be in Portuguese when applied to beginners¹⁷. The content should not necessarily be changed, whatsoever, because the only part that is more challenging is the one where the statement of the question asks the learner to write a short story using the new vocabulary. But, for this activity, the depth of the texts will be in accordance with the learner's level.

¹⁶ A language learner at A2 CEFR (Common European Framework of References for Languages) should be able to read and write the journal.

¹⁷ A suggestion of a journal in Portuguese is given in annex B.

In the journal, or specifically in the box where the statement says “were any of those words adapted to Portuguese? In the affirmative case, rewrite it with the proper spelling in English.”, the teacher should take into consideration that the learner not necessarily needs to know what is a word that was adapted to Portuguese. Comprehending this fact and for avoiding any misunderstanding when applying it, the teacher should do as follows: 1) briefly explain what is a word *aportuguesada*; 2) Give (or ask, in an oral activity) examples of words of that type, and/or use the examples given by Jesus *et al* (2018); 3) If judged necessary bring examples of common loan words or neologisms to serve as a bridge to connect to the studied object.

The last thing mentioned to be aware of is related to what the teacher should do with the results from the journal. Before getting into this topic, it is important to say that, the simple fact of keeping one and update it regularly could already be beneficial for the learners of any language, as mentioned by Blatchford (2016). That being said, the teacher’s role would, first, be selecting (or creating) the right map to fit with the content studied at that moment. Then, the teacher would correct the daily notes and discuss the “debating” box with the learner to check if there are no doubts remaining. Yet, since this project is supposed to be used as an extracurricular activity, by reading and correcting them, the teacher would be able to have a better comprehension of the learners’ understandings of each topic. This could also be used as an evaluation, since, instead of standardized tests, students “should have tests created by teachers with the goal of learning more about the students’ abilities and interests” (NEGANDHI apud BERWICK, 2019, p.01).

Furthermore, Berwick explains that “not all tests help students retain information” (2019, p.01). She gives examples of multiple-choice tests, which only lead the student to “store” the information for a short period and not actually acquiring it. The journal, specifically, is a great source for that demand, as previously explained.

4 CONCLUSION

Learning a new language or at least acquiring vocabulary with the aid of games or video games is, by all counts, one of the best ways of doing so, whether this is considered a *serious* one or not, as differed by Boes (2017) and previously explained.

The evidence given throughout the text makes the option of creating a journal feasible and relatively easy to accomplish. Yet, before the projection of a journal was made, the text briefly approached how games and video games were used in educational settings, how important vocabulary acquisition is to the learner of a foreign language, how the code-switching phenomenon happens overall and in the specific scenario given and, lastly, the relevance of CSGO countrywide. Giving attention to all these topics was indispensable for designing a learning journal.

The use of a written journal combined with the necessity of communicating orally would probably be helpful for any student, as many claimed that these practices alone would already influence a good learning methodology. Although this approach would vary a lot depending on the learner's level of English and the content studied, with little modifications and the right selection of a map, it is supposed that this would beneficially affect the learner's results.

It is always worth mentioning that vocabulary acquisition brings a plethora of options of activities to be worked with, from modifying the one explored in this text to creating new ones out of the blue. What teachers should take into consideration, however, is the fact that not all the students share the same feelings, passions, or habits, thus, finding an activity that would best fit into the student's profile is the key for success. With that being said, this project or the concept brought with this text could be continued as people could improve on the journal, bringing different activities, or creating new tools or activities that could work well with vocabulary acquisition.

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ANNEX A - JOURNAL

MY LEARNING JOURNAL

NAME: _____

DATE: _____

GAMING PLAN

LIST OF ESSENTIAL THINGS
FOR GAMING

HOW MANY HOURS DO YOU
SPEND PLAYING VIDEO
GAME PER DAY?

HOW FAMILIAR ARE YOU
WITH CSGO?

DO YOU HAVE A FAVORITE
GAME MODE? WHICH ONE?

HAVE YOU BEEN EXPOSED TO
ENGLISH WHILE PLAYING?

EVERYTHING READY? SO LET'S ROLL-OLL



1

DAY ONE

I played the map _____

LIST OF ENGLISH WORDS THAT
I HEARD.

1:
2:
3:
4:
5:
6:
7:
8:
9:
10:

LIST OF ENGLISH WORDS
THAT I USED.

1:
2:
3:
4:
5:
6:
7:
8:
9:
10:

WERE ANY OF THOSE WORDS ADAPTED TO PORTUGUESE? IN THE AFFIRMATIVE CASE,
REWRITE IT WITH THE PROPER SPELLING IN ENGLISH.

TAKE NOTE (use this space for writing questions or points you think is pertinent to
discuss with your teacher):



2

PLAYING WITH NEW WORDS

***THE BEST WAY TO REMEMBER WORDS YOU'VE JUST
LEARNED IS BY USING THEM.***

WORD FAMILIES: Pick a word that you wrote on your list and research for others related to the same topic (for examples: food, animals, instruments etc.).

PRACTICING: Write a story or a few sentences using the words you learned today.

DEBATING: Have you had any problems regarding this activity?
Do you have a particular topic that you feel you could improve upon?

DAY TWO

I played the map _____

LIST OF ENGLISH WORDS THAT
I HEARD.

1:
2:
3:
4:
5:
6:
7:
8:
9:
10:

LIST OF ENGLISH WORDS
THAT I USED.

1:
2:
3:
4:
5:
6:
7:
8:
9:
10:

WERE ANY OF THOSE WORDS ADAPTED TO PORTUGUESE? IN THE AFFIRMATIVE CASE,
REWRITE IT WITH THE PROPER SPELLING IN ENGLISH.

TAKE NOTE (use this space for writing questions or points you think is pertinent to
discuss with your teacher):

PLAYING WITH NEW WORDS

LET'S PRACTICE MORE!

HERE you should draw the map you think is the best .

NOW, write a short report explaining why this is the best map in your opinion.
Don't forget to use the vocabulary you learned from playing the game.

5

DAY THREE

I played the map _____

LIST OF ENGLISH WORDS THAT
I HEARD.

1:
2:
3:
4:
5:
6:
7:
8:
9:
10:

LIST OF ENGLISH WORDS
THAT I USED.

1:
2:
3:
4:
5:
6:
7:
8:
9:
10:

WERE ANY OF THOSE WORDS ADAPTED TO PORTUGUESE? IN THE AFFIRMATIVE CASE,
REWRITE IT WITH THE PROPER SPELLING IN ENGLISH.

TAKE NOTE (use this space for writing questions or points you think is pertinent to
discuss with your teacher):

PLAYING WITH NEW WORDS

***THE BEST WAY TO REMEMBER WORDS YOU'VE JUST
LEARNED IS BY USING THEM.***

RHYMING ACTIVITY: Can you associate the sound of one word in your list with a word that you already know? If you struggle you can use an online tool, such as rhymezone.com or equivalent platforms.

PRACTICING: Write a story or a few sentences using the words you learned and browsed today. Try to make tongue-twisters with the rhymed words.

DEBATING: Have you had any problems regarding this activity? Do you have a particular topic that you feel you could improve upon?



ANNEX B – JOURNAL IN PORTUGUESE

MEU DIÁRIO DE APRENDIZAGEM

NOME: _____

DATA: _____

PARA JOGAR:LISTA DE EQUIPAMENTOS E
PROGRAMAS NECESSÁRIOS
PARA JOGARQUANTAS HORAS VOCÊ
COSTUMA JOGAR POR DIA?VOCÊ ESTÁ FAMILIARIZADO
COM O JOGO CS GO?VOCÊ TEM UM MODO DE JOGO
PREFERIDO? QUAL?VOCÊ JÁ OUVIU OU LEU ALGO EM
INGLÊS ENQUANTO JOGAVA?**TUDO PRONTO? VAMOS JOGAR!****1**

DIA UM

Eu joguei o mapa _____

LISTA DE PALAVRAS EM INGLÊS
QUE EU ESCUTEI

1:
2:
3:
4:
5:
6:
7:
8:
9:
10:

LISTA DE PALAVRAS EM INGLÊS
QUE EU USEI

1:
2:
3:
4:
5:
6:
7:
8:
9:
10:

ALGUMA PALAVRA DA ATIVIDADE ANTERIOR FOI ADAPTADA PARA O PORTUGUÊS?
SE "SIM", REESCREVA-A COM A ESCRITA PADRÃO EM INGLÊS.

ANOTAÇÕES (use este espaço para escrever perguntas ou pontos que você gostaria
de discutir com seu professor.



2

USANDO AS NOVAS PALAVRAS

**USAR AS PALAVRAS RECÉM APRENDIDAS É A MELHOR
FORMA PARA DECORÁ-LAS**

PALAVRAS DE UM MESMO GRUPO: Escolha uma palavra que você escreveu na sua lista e pesquise por outras que, de alguma forma, compartilhe de um mesmo tópico (por exemplo: comidas, animais, instrumentos musicais etc.).

PRATICANDO: Escreva uma história ou algumas frases usando as palavras que você aprendeu hoje.

Você teve algum problema ao fazer esta atividade?
Tem algum tópico em particular que você acha que é preciso estudar mais?

DIA DOIS

Eu joguei o mapa _____

LISTA DE PALAVRAS EM INGLÊS
QUE EU ESCUTEI

1:
2:
3:
4:
5:
6:
7:
8:
9:
10:

LISTA DE PALAVRAS EM INGLÊS
QUE EU USEI

1:
2:
3:
4:
5:
6:
7:
8:
9:
10:

ALGUMA PALAVRA DA ATIVIDADE ANTERIOR FOI ADAPTADA PARA O PORTUGUÊS?
SE "SIM", REESCREVA-A COM A ESCRITA PADRÃO EM INGLÊS.

ANOTAÇÕES (use este espaço para escrever perguntas ou pontos que você gostaria
de discutir com seu professor.

USANDO AS NOVAS PALAVRAS

HORA DE PRATICAR!

AQUI você deve desenhar o mapa que, na sua opinião, é o melhor.

AGORA, escreva um breve resumo explicando o porquê deste mapa ser o melhor.
Não se esqueça de usar as palavras aprendidas e anotadas ao longo do diário.



DIA TRÊS

Eu joguei o mapa _____

LISTA DE PALAVRAS EM INGLÊS
QUE EU ESCUTEI

1:
2:
3:
4:
5:
6:
7:
8:
9:
10:

LISTA DE PALAVRAS EM INGLÊS
QUE EU USEI

1:
2:
3:
4:
5:
6:
7:
8:
9:
10:

ALGUMA PALAVRA DA ATIVIDADE ANTERIOR FOI ADAPTADA PARA O PORTUGUÊS?
SE "SIM", REESCREVA-A COM A ESCRITA PADRÃO EM INGLÊS.

ANOTAÇÕES (use este espaço para escrever perguntas ou pontos que você gostaria
de discutir com seu professor.

USANDO AS NOVAS PALAVRAS

**USAR AS PALAVRAS RECÉM APRENDIDAS É A MELHOR
FORMA PARA DECORÁ-LAS**

VAMOS RIMAR: Você consegue pensar em alguma palavra que rime com alguma palavra de sua lista? Se você tiver dificuldades use alguma ferramenta online como o rhymzone.com ou outras plataformas equivalentes.

PRATICANDO: Escreva uma história ou algumas frases usando as palavras que você aprendeu e pesquisou hoje. Tente criar trava-línguas com as palavras que rimam.

Você teve algum problema ao fazer esta atividade?
Tem algum tópico em particular que você acha que é preciso estudar mais?

