На в т о р о м э т а п е анализа из словаря анализируемого текста были удалены все служебные слова, а также все знаменательные лексические единицы с частотой употребления, равной 1, кроме того были объединены синонимы и грамматические формы одного и того же слова посредством суммирования частот их употребления в тексте. Оставшиеся лексические единицы текста составили словари потенциальных опорных слов.

На т р е т ь е м э т а п е анализа для каждого слова словаря потенциальных опорных слов был подсчитан коэффициент важности слова в тексте по формуле Кваж = (Fxm) / (Nxn), где F – абсолютная частота употребления каждого слова в тексте, в которую входит суммарная частота всех типов синонимов этого слова и местоименных замен; m – количество абзацев, в которых встретилось слово; n – общее число абзацев в тексте; N – общее число слов в тексте.

Этот коэффициент является основным критерием определения «степени важности» слова для содержания всего текста, в структуре опорных слов которого имеется определенная иерархия. Наиболее частотные из них (с учетом их синонимов и местоименных замен) и встречающиеся в наибольшем числе абзацев являются *главными*, так как определяют основной предмет сообщения. *Второстепенные* опорные слова связаны с главными, но встречаются с меньшей частотой и в меньшем числе абзацев.

На ч е т в е р т о м э т а п е анализа были вычислены критические значения коэффициентов важности, которые позволили формальным способом отделить главные и второстепенные опорные слова.

На п я т о м э т а п е анализа были получены таблицы основного содержания для каждого исследуемого текста, которые были дополнены ключевыми словами из заголовков (КСЗ) соответствующих текстов рекламных объявлений. В таких таблицах опорные слова в соответствии с предметными свойствами своих референтов в общем случае могут быть разделены на следующие группы: слова-объекты; слова-признаки; слова-действия; прочие слова.

Преимущество данной методики определения основного содержания текста состоит:

1) в возможности классифицировать слова конкретного текста в зависимости от степени их важности для семантической структуры текста по нескольким группам,

2) в ее применимости к текстам с разным количеством абзацев.

A. Shevel, R. Eckhart

THE POSSIBILITIES OF ONLINE INFORMAL LEARNING OF ENGLISH FOR DIGITAL NATIVES

Online informal learning of English is one of the most important trends to follow and be aware of. Whether teachers are paying attention or not, their students are spending a lot of time on the internet watching all sorts of English-language content.

If the content that students are watching (or creating) is associated with the internet, we can call these activities online. Any resources that are accessed via the internet are categorized as online resources. If activities utilizing these resources are not required by teachers, we can call them informal. Most of the time, teachers will require students to do homework in English. This is an example of formal learning. But if the English language learner (ELL) undertakes activities voluntarily, without requirement from a teacher, it is informal. Finally, if there is any language acquisition happening at all, which surely there is, we can call this learning. Sometimes the learning is completely passive, in terms of just listening to music, or sometimes the ELL uses a dictionary, looks up words, and is very deliberate about maximizing the opportunity to increase their communicative skills.

In the history of language learning, there has always been some technology involved. At first, maybe an ELL could go to their local library and listen to foreign language recordings of songs or plays or films. This would give them a chance to hear native speakers using foreign languages. The words and phrases might be rehearsed and not very natural, but the pronunciation would hopefully be authentic. Then, schools and institutions of higher learning often acquired funding to create their own 'language labs'. In these labs, an ELL might be required by their teacher to go a certain number of times each week and listen for a certain minimum of minutes each time. The teacher would usually select the content and the student might or might not be engaged by it. It was a one-size-fits-all approach to exposing students to pre-recorded segments of native pronunciation. The next evolution were curricular materials that students could buy which included cassette tapes. Again, these were samples of pre-recorded pronunciation but now the ELL could listen at home, which was more convenient. But these pre-recorded segments of speech were pre-written, rehearsed, and staged. They were not authentic or natural communication, which is what they tried to be. With the advent of the World Wide Web (WWW), it became even easier for ELLs to access samples of native speakers, but most of this was still asynchronous – an ELL in one part of the world merely listening to a native speaker in another. YouTube is the best example of this and the best aspect of YouTube is that anyone can become a YouTuber and therefore the sound and video recordings are not scripted and rehearsed. In many occasions, like with video gamers, the language is natural and spontaneous. This is a tremendous advantage to an ELL trying to hear how actual native speakers use the language in a natural context. And ELLs could choose any context they wanted because of the wide variety of YouTubers creating content about every interest, subculture, and hobby. This continues to personalize and individualize the language-learning experience. But the real breakthrough came with the advent of Massively Multiplayer Online (MMO) games, where people around the world could be participating in a game in English with native speakers – listening to and speaking English while having fun.

For people who like video games, there are at least 2 ways to combine an enjoyable activity with language practice.

The more proactive, but less accessible way would be to play video games yourself and practice reading and listening comprehension skills by paying attention to the story in the game, which would usually be presented in written form as well as audio, or use the text or voice chat features of online multiplayer games.

The other option is using online video-sharing platforms like YouTube (which is mostly used for uploading pre-recorded videos) and Twitch (which is a live streaming platform), as both of them are full of video gamers uploading different content daily, most of it in English. Many people who are interested in games come to a channel to learn how to get through a difficult part in a game or simply to watch something they can't play themselves, and they stay for the personality of the content creator.

Since the videos are unscripted and online influencers are very seldom trained actors, watching content on YouTube provides a unique opportunity to hear native speakers in a very relaxed, casual setting, and to learn the peculiarities of grammar and vocabulary usage in informal English, as well as proper inflection. This stands in direct contrast with the scripted, rehearsed language samples that ELLs formerly listened to from language tapes and language labs.

Which is more, there is usually an online community of people who follow a content creator, making it very easy to find people to interact with on the basis of shared interests. It can be done through the comment section on YouTube itself (or the live chat on Twitch), or through other websites such as Twitter, Tumblr, or Discord, which encourage further practice of language through communication. These sorts of actual language usage, based on a subject of individual interest, are quite unlike ELLs being asked by their language teacher to write a composition about a topic they may or may not be interested in.

Websites like Twitch and YouTube are becoming increasingly more popular each year. According to recent statistics, Twitch is the 37th biggest website on the world, making it the No.1 live streaming platform on the planet. Despite originating in the USA, only about 20 % of its traffic comes from the country, and surprisingly, the second largest portion of traffic comes from Russia (6–7 %). The vast majority of broadcasts on Twitch are in English and streams in English gather the largest viewership service-wide.

When it comes to Belarus, Twitch is extremely popular as well, holding the 33rd position on the list of most popular websites. In a surprising turn of events, YouTube actually comes in 2nd, pulling in more Belarusian traffic than even Google (although that can be attributed to Google having different domains – Google.com & Google.by), Facebook, and Instagram.

And when you look at the trends in gaming, it comes as no surprise that video games have helped their players significantly better their English speaking and comprehension skills. For years MMOs (massively multiplayer online games) and MOBAs (multiplayer online battle arena games), like World of Warcraft, League of Legends and Dota 2, have been played by millions of people around the world, and in recent years a genre by the name of battle royale multiplayer games has

emerged and took the video gaming industry by storm with such titles as PUBG and Fortnite becoming some of the biggest names in pop-culture, sometimes drowning out the more traditional medium of entertainment that is cinema. Those games encourage and sometimes even demand communication between players through text or voice chat features that the games have, thus engendering the advancement of language (mostly English) skills of the players.

To sum up, it seems there has never been a better time to be an English Language Learner than the 21st century. There is an infinite amount of natural and authentic English-language content available for ELLs to engage with and participate in the creation of. No longer do language learners need to be passive parts of this process, but through online communities on platforms such as Twitch, Twitter, and Tumblr, ELLs can, literally, get off the bench and get into the game and succeed according to their own level of engagement.