Semantic context clues in expository texts for toefl ibt reading section preparation

Gorelova Y., Zalyaeva E., Sungatullina D.
Kazan Federal University, 420008, Kremlevskaya 18, Kazan, Russia

Abstract

© 2015 Mediterranean Journal of Social Sciences. All rights received. TOEFL iBT (Test of English as a Foreign Language, Internet-Based Test) exam as an important component of the global educational environment attracts the attention of both linguists and educators. The problem of semantic context clues relating to TOEFL seems worth exploring as the results of the research can be applied by both test makers and test takers. Expository texts as the first type of texts explored constitute the material of the research, which was aimed at the revealing the types of semantic context clues employed in expository texts, their types and significance. The results of the research revealed 13 single semantic clues types and 15 patterns for double semantic clues. The primary importance is given to single direct context clues, followed by indirect description and restatement due to their structural clarity and explicit definition of the unknown word. Double context clues are employed where a single context clue is not enough to disclose the meaning of an unfamiliar vocabulary item, facilitating the process of unknown word clarification and performing the function of a supplementary informational resource. The aim of the current research is to find out the most common types of semantic clues applied in the text influencing the test-takers excerpt comprehension and educe possible ways where semantic clues can be used in determining sentence meaning. The methodology described will enable teachers to successful development in their TOEFL preparation training courses and aid potential test-takers to overcome language barrier when taking the exam.

Keywords