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THE EFFECT OF AN EXPLICIT AND INTEGRATED DICTIONARY AWARENESS INTERVENTION PROGRAM ON DICTIONARY USE STRATEGIES

Abstract There is a growing interest in pedagogical lexicography, and more specifically in the study of dictionary users' abilities and strategies (Prichard 2008; Gavriilidou 2010, 2011; Gavriilidou et al. 2020; Gavriilidou/Konstantinidou 2021; Chatjipapa et al. 2020). The purpose of this presentation is to investigate dictionary use strategy and the effect of an explicit and integrated dictionary awareness intervention program on upper elementary pupils' dictionary use strategies according to gender and type of school. A total of 150 students from mainstream and intercultural schools, aged 10–12 years old, participated in the study. Data were collected before and after the intervention through the Strategy Inventory for Dictionary Use (SIDU) (Gavriilidou 2013). The results showed a significant effect of the intervention program on Dictionary Use Strategies employed by the experimental group and support the claim that increased dictionary use can be the outcome of explicit strategy instruction. In addition, the effective application of the program suggests that a direct and clear presentation of DUS is likely to be more successful than an implicit presentation. The present study contributes to the discussion concerning both the 'teachability' of dictionary use strategies and skills and the effective forms of intervention programs raising dictionary use awareness and culture.

Keywords Dictionary use strategies; explicit and integrated intervention program; dictionary culture; pedagogical lexicography

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