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AN ONLINE SCHOOL DICTIONARY IN GREEK SIGN LANGUAGE FOR SENIOR ELEMENTARY PUPILS

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Sign language lexicography is a comparatively new special field of lexicography which still remains unexplored due to the nature and characteristics of sign languages themselves (McKee/Vale 2017). As a result, the design and creation of sign language dictionaries is not very common mainly due to linguistic, financial and social reasons (Vacalopoulou 2020). Not many dictionaries have been created after the compilation of the *Dictionary of American Sign Language on Linguistic Principles* (Stokoe/Casterline/Croneberg 1965) which is considered to be the first such dictionary, while such resources are extremely limited for Greek Sign Language (GSL). This causes accessibility issues for children having GSL as a mother tongue (L1).

Our aim is to offer the organization plan and the dictionary conceptualization plan of a specialized online bilingual (Greek-GSL) school dictionary in the GSL targeted to senior elementary children belonging to the deaf community in Greece. Our genuine purpose stems from the need to address the lack of specialized resources for children with GSL as L1 Greece.

The dictionary in GSL can be found at the following link <http://synmorphose.gr/index.php/en/> and includes so far 200 videotaped entries; the headword selection was based on the paper school dictionary entitled Το Λεξικό μας (Our dictionary) which is available for pupils aged 9–12 attending schools in Greece.

The microstructure of the dictionary includes the videotaped definitions of the words in Greek Sign Language followed by a list of synonyms and antonyms for each entry. We opted for a representation of signs using word glosses (Miller 2006). We offer the basic characteristics of what a Sign Language is with special reference to GSL. Then we thoroughly describe the compilation procedure, the lexicographic functions of the dictionary and we make a detailed demonstration of the microstructure and entry characteristics of the dictionary. Finally we highlight the main challenges encountered during dictionary compilation. The availability of more signed resources like the one presented here will result in equality and inclusion of the deaf community in Greek education.

References

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