THE USE OF ARISTOTLE'S CATEGORIES IN WORD DEFINITIONS IN ESL/EFL CONTEXTS

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Abstract

The categories introduced to the world of science by Aristotle basically express the different situations necessary for the definition of a noun. According to Aristotle, who put forward 9 different categories related to the noun, the features that will distinguish an object from others are determined by these categories. In its definition, the noun is expressed as substance, while the other categories are determined as accidents. In addition, he mentioned 4 different causes of the existence of an object. All these are effectively used for word definitions, especially in dictionaries. The concepts of universal, which are related to the word, and differentia, which distinguish the word from others in its own kind, are the concepts that dictionaries especially focus on. Knowing and using these concepts correctly by teachers will help students understand better. This study was conducted to confirm this aim. In this study, 15 teachers were asked to define the given words and then the problematic situations in the definitions were mentioned to the teachers. Afterwards, the issue of categories and what universal and differentia are, were explained to the teachers and asked to redefine the words. In this case, it has been observed that teachers were more successful. In addition, the word definitions were given to the students, and they were asked what the word was. The rate of students knowing the words correctly was found to be sixty-two percent.

Key Words: *Aristotle, Categories, Word Definitions, ESL / EFL context*

Introduction

Aristotle developed the theory of categories to solve some philosophical problems and to remove the wrong meanings in the words used by the philosophers before him. Aristotle, who later revealed the 5 universals in relation to this, wanted to take the ongoing discussions about the first matter of the universe to another dimension with the theory of four causes. Later, all these theories were further developed in the world of philosophy. In their developmental stages, they began to be used in word definitions as their practical aspects were remarkable. This study focuses on how these theories will be used in word definitions and how this will contribute to EFL / ESL environments.

1. Literature Review
1.1. Aristotle's Categories

In the scientific world, some theories are known as specific to the people who put forward that theory and are referred to with those people. In this context, the scientist who developed the theory and the theory itself are mentioned together. The theory of categories is a something that can be evaluated precisely in this class. Aristotle, the owner of this theory, put forward it to describe a name and the different situations associated with that name (Hacking, 1991). In fact, this theory, which consists of putting what people naturally do in daily language on a scientific basis, was put forward to eliminate the misunderstandings that would arise if the word was used in different meanings. According to Aristotle, in order to overcome the ambiguity that arises when a word is used in more than one different sense, it is necessary to use it carefully by distinguishing its different meanings. That's why, in his theory of categories, he puts forward

various ideas about what being is and what it means and puts forward this theory to justify them (Tarski, 1994).

The theory of categories, which expresses the effort to define the objects we see with our eyes correctly, put an object that is not dependent on anything else and that is self-sufficient and the qualities of this object into a group. In the other group, he put the properties that exist depending on this object and that emerge relatively with the relationship with that object (Chrudzimski, 2015).

In this context, Aristotle attributed the concept of substance to the beings themselves. This substance is the name that will be the basis of all other predicates, and nothing else is needed for its continued existence. Among all categories, substance is designated as the first category. On this basis, other attributes were put forward by attaching to this name. Where substance is based, other features are associated with this name and this name is defined as the subject to which other categories are attributed (Sokolowski, 1970).

In addition to this basic category, 9 more categories were put forward to be associated with it in different ways. These categories are defined as accidents in Aristotle's concepts. It is stated that the reason for defining them in this way is that these categories are in a formation and change and they are in a temporary interaction with the names they are associated with. The main feature of these categories is that they help define the first category, substance. These categories exist depending on the substance and vary according to different conditions (Abed, 1991).

The other categories which are attributed to the substance are named accidents and are listed as follows:

1-) Quantity: The existence of the substance can be defined with how many, how much, what length, what weight, etc. measures that will differentiate it from others. These measures are evaluated in this category. In this context, concepts such as the length, width, depth, number, amount of an object can be used to describe it, and within this definition, one object can be separated from the others in the human mind. For example, where a herd of animals is defined, it is a defining feature to highlight the large number of them.

2-) Quality: When we define how the object we are dealing with is, we give an idea about the quality of that object. For example, colors have the property of being an accident which can be associated to a substance. When the red fluid in the living body is called, blood is defined. Like this, where grass is defined, its green color comes to the fore. Likewise, when we define lemon, the yellow color is a defining feature. When we say the fastest land animal like this, we define the cheetah. The concept of fastest here is a feature attributed to this animal and this animal is known for this feature. However, this feature is not always valid and is a temporary condition on this animal. Cheetah cubs are not the fastest. This animal gains this feature as it develops. Because of these temporal characteristics of the other 9 categories, Aristotle referred to them as accidents.

3-) Relation: It is the category that shows the relationship of an object with others. In this case, the existence of an object is defined in relation to other objects. For example, when it comes to sports that require players to be tall, basketball comes to the fore. Here, the fact that the athletes are taller than the athletes who are interested in other sports branches shows the relative characteristic of this sport. With another example, when the feature of being a mammal, which is not found in any of the flying animals, but only in one of them is brought to the fore, the bat comes to mind. In addition, when we describe the highest-flying bird of prey, the Eagle is

defined. Thus, the features of the being that emerge as a result of its relations with other beings are evaluated in this category and can have distinctive features (Glogger et al., 2012).

4-) Where (Place): In some cases, expressing where the object is appears as a feature that distinguishes it from others. For example, when describing a desk, specifying the class, where it is, stands out as an important descriptive feature.

5-) When (Time): In some other cases, it can be a defining feature to express when something occurs or is found. For example, when we think of an object whose ripening time is autumn, we think of fruit. Therefore, expressing that the ripening time is autumn for many fruits can be a defining feature.

6-) Being in a position: The position of an object can sometimes be an effective example to describe this. For example, in the case where we describe a mole, it is a defining feature that we state that it is underground and digs the earth.

7-) Having: Other objects owned by an object and attached to it may show distinctive features in identifying it. For example, when we describe a centipede, expressing that it has many feet will distinguish it from other living things.

8-) Acting: It is a defining feature that an object has in an agent (doer) state and that what it does is unique to it. For example, the most defining feature of a knife is its cutting. When we define it through cutting, which is the action of the knife, we attribute it to a distinctive feature from other objects (Buchheim, 2008).

9-) Being acted upon: Some other objects are also in passive state and are affected by the work done. For example, when we define a cart, we express that it is pulled by a horse. Thus, a descriptive feature is revealed (Bianchi, 2018).

The other 9 categories attributed to substance are temporary features on the substance. The quantity of an object can be a distinguishing feature about it. However, this quantity is not found in this object under all circumstances. Likewise, when we look at quality, we express that something is very fast, and this feature distinguishes it from others. For example, the airplane is known as the fastest means of transport invented by humans. However, we also see the planes motionless. Therefore, the speed of the aircraft appears as a feature that sometimes emerges. In this case, the feature of being the fastest of the aircraft is defined as an accident attributed to it. In Aristotle's categorization, an accident is a property that an object has temporarily and sometimes does not have in other cases, and sometimes changes. However, these features sometimes reveal their distinctive aspects in the identification of objects. In this respect, the use of categories in word definition is a scientific method, and it has features teachers can use effectively in the classroom (McDaniel, 2017).

1.2. Five Universals

While categories are used to define a substance within itself and to distinguish it from others, five universals are used to categorize these substances among themselves (Tweedale, 1988). For example, when we consider an eagle, we can define this bird with some distinguishing features from other birds within the framework of the above-mentioned categories. For example, it is their distinctive feature to fly relatively high compared to other raptors. However, there are other categories by which the eagle will be defined. This classification was developed by Porphyry during the development processes of the science of logic. In this context, the concept of the 5 Universals, which is one of the important discussion topics of all medieval philosophy, emerged (Marenbon, 2015).

Having systematized Aristotle's categories, Porphyry put these concepts in an order. Substance, which is the basic category of Aristotle, was defined with a different classification by Porphyry as well as being defined with different features in the categories (Gregorić, 2004). Accordingly, the Eagle, whose example we have given above, is first of all in the category of an entity that has a body. This being, which will be defined as a living creature in its immediate sub-category, can be defined as an animal in another sub-category. In a lower step of this, we can define it as a bird. Later, the eagle can be described as a bird of prey. This definition, which was put forward as the Porphyrian tree, was basically discussed in 5 categories. These categories are named as:
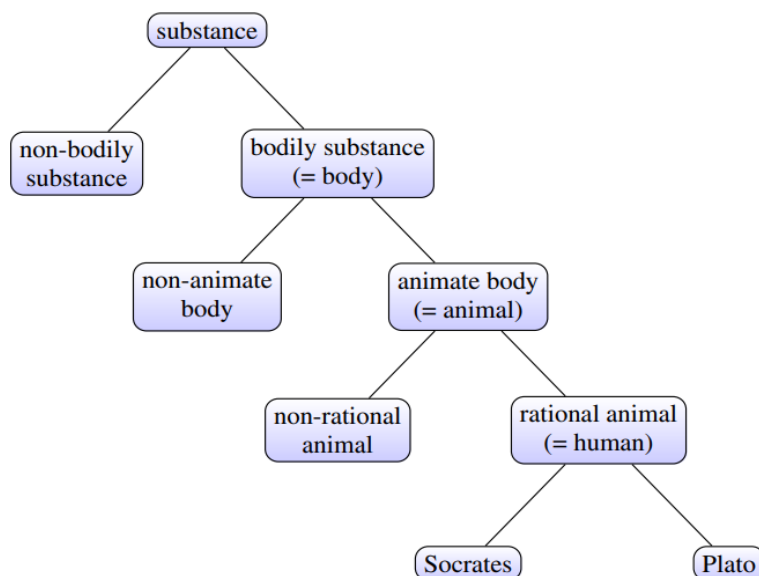
genus

species

differentia

proprium (self-hood)

accidens (accident) (Maclean, 2005)

In order to present different forms of Aristotle's theory of categories and to express basically the same thing as Plato's theory of ideas and Aristotle's theory of categories, Porphyry, a neo-platonic philosopher, discussed the concept of 5 universals in his work called Isagoge and introduced a new classification. He did not create the table, which later took its place in the world of philosophy as the Porphyrian tree, as it is shown in the modern world. However, based on the explanations he made in this work, the logicians of the 13th century created this tree (Demey, 2018).

Table 1-Porphyrian Tree

(Demey, 2018)

The highest category in this tree, substance, is considered the highest genus. The genus is divided into two main species. These are non-bodily substance and bodily substance. Logically, the second category we consider as "species" here can be considered "genus" relative to the lower categories. This category, on the other hand, can be divided into two as non-animate and animate. Likewise, when this category is treated as a "genus", it is possible to divide it into two separate "species". These are non-rational animal and rational animal. At this point, rational

animal means human. Finally, it is possible to identify these people one by one by their names (Demey, 2018).

The five universals we have mentioned here have been one of the most important topics of discussion in all of medieval history. This understanding, which envisages the positioning of beings from the general to the specific, emerged as a prototype of the way in which animals and plants are classified in today's biology science (Berlin et al., 1973). According to this classification, when we consider cats as a family under the most general heading, we see that they are divided into different genus. These animals, called "felis" in genus, are divided into subspecies such as lion, tiger, leopard, cheetah, cougar and domestic cat (Day and Jayne, 2007).

However, such clear distinctions were not made when these concepts emerged, and they were used for long periods. Therefore, when we consider an object, it is named as species according to the category above itself and as genus according to the category below itself. In these classifications, revealing the features that distinguish one substance from another is expressed under the term differentia. For example, the mane of a male lion can be considered as a differentia. In the same way, proprium, which is used to distinguish one substance from another, is expressed as a property belonging to the being in question and not seen in any other species. For example, the two eyes of some cats being different colors appear only as a characteristic of that cat species. In this respect, this feature is called proprium unique to it (Sowa, 1995).

The accident, which is in the lowest category of the 5 universals, refers to the features that are temporarily found on the being (or substance), as stated in the categories above. When we take the human being as an example, there are features such as walking, running and sweating. However, these do not always appear on humans (Ayers, 1981). Due to these aspects, they can be described as accidents. In addition, laughing and talking can be grouped under the proprium, since they are only human traits. However, it should be noted that expressing many features under a single heading is a relative perspective. For example, a person's standing would be differentia that distinguishes him from other beings, and it can also be called proprium because it is not seen in other living things. In addition, the fact that the act of standing does not always occur may cause us to characterize it as an accident (Nauta, 2009). In addition, although the act of standing is known only to humans, it is known that monkey species and bears also stand in shorter periods. The important point here is that the species is known with that feature in the definitions to be made. Therefore, when a standing being is expressed in a definition to be made, the human beings come to mind, because this action is identified with them. It does not harm the nature of the description for other beings to do this action temporarily.

1.3. Four Causes

One of the most important discussion topics of ancient Greek thought is what the first and primitive substance called archaea is. The debates over many generations about this were grounded in Aristotle, and this issue was discussed from a much broader perspective. Instead of discussing the first matter of the universe, Aristotle talked about 4 causes inside and outside of beings. Of these 4 causes, 2 were defined as inside the being and 2 as outside it (Pérez-Álvarez, 2017) Aristotle listed these causes as follows.

1-) Material cause: It is the cause that expresses what an object is made of and what its first substance is. Here, Aristotle defined the reference that the previous philosophers gave to the first matter of the universe as only one of the 4 reasons, and in this definition he followed a very different path from what they did. Accordingly, he took a step back in time by revealing

the material cause of the materials in front of our eyes instead of the first matter existing in the universe.

2-) Formal Cause: What Aristotle means here is what shape was given to it by using the material mentioned in the previous article. For example, the material cause for a statue is bronze, while the formal cause is the shape it has acquired, so it is the sculpture that has been carved.

3-) Efficient cause: The cause Aristotle means at this point is the person who created this work, and this person is referred to as an agent or doer. A human or natural process that brings the work we have to this shape is called an efficient cause.

4-) Final Cause: Finally, the purpose for which an object is produced is called its final cause (Overton and Reese, 1973).

As an example of all of these processes, we can consider the casserole. First of all, the material cause of the casserole is iron, copper or aluminum metal. The formal reason for this is that it is transformed into a casserole for cooking and the casserole shape is given to this material. There are people who do this as an efficient cause. The final cause at the end concentrates on why it was done. This casserole is made for cooking and that is its final cause.

The fact that the 4 causes we mentioned here are the subject of this study is based on an important reason. As mentioned above, it is important to reveal the distinguishing features of objects in the definition. These distinguishing features can sometimes be one or more of the 9 categories mentioned above. In addition, the classification we see in the 5 universals can be used to reveal the difference of objects or living things from each other, and one of these categories can define what is different. Likewise, Aristotle's 4 causes can be considered as a differentia to reveal the difference of objects from each other. All of these definitions are convenient tools to be used to express different aspects of the words we are trying to give the dictionary meaning of.

1.4. Word Definitions

Although there are different aspects of the dictionary definitions of words, the main thing is to express the aspect of the word in question that is different from other words in the same group, after expressing under which genus words are. The feature or features of the objects in the same category that will distinguish one from the other are called differentiae (Noraset et al., 2017). Basically, the 5 universals mentioned above play an important role in describing the upper category (genus) an object is in. In addition, differentiae, which expresses the distinguishing features of a word from others, can be one or more of the 9 categories mentioned above. In addition, any of the 4 causes can be used to describe the difference. Revealing descriptive differences is completely subjective and may vary according to the point of view of the person describing it. The important thing here is that the definition given is reflected correctly on the target audience. If the person who is exposed to the definition understands the given word with different features, the purpose will be realized.

When we take a plate as an example, or we can say it is a tool. But in this case, we overgeneralize the genus and it may cause misunderstanding in definition. If we give the genus as "a kitchen tool", it is much clearer and easier to understand. We can also express different properties of a plate under the categories as follows:

Table 2- The word "plate" in categories

Substance	plate

Quantity	generally, 12 items in crockery
Quality	porcelain
Relation	wider than a bowl
Where	in the kitchen / on the table
When	while eating meal
Being in a position	lying on the table
Having	round shape
Acting	keeping meal
Being acted upon	food can be put in it

It also possible to define a plate by using five universals.

Table 3-Expression of a plate in five universals

genus	tool
species	kitchen tool
differentia	oval, shallow
proprium (self-hood)	give food in it
accidens (accident)	made of porcelain

Lastly, we can also define the word "plate" with the four causes.

Table 4-Expression of a plate in four causes

Material cause	porcelain
Formal Cause	oval shape
Efficient cause	humans made it
Final Cause	to eat food in it

As it can be seen from the examples, the categories, five universals and four causes of Aristotle are practical tools to define the words. This is not the only method to define, but it is the most common way of it. It is possible to express a genus for a given word and find its differentia through these tools.

2. Methodology
2.1. Research Model

In this study, qualitative and quantitative methods were used together. This study was conducted to show how Aristotle's categories and other related concepts are used to make effective word definitions. The qualitative method used here is to give 10 words to the teachers and ask them to define these words. Afterwards, these definitions were evaluated in accordance with the criteria of the categories mentioned in the literature review, and the suitability of the

teachers' definitions for the situations in the categories was investigated. Here, 15 teachers were used to refer to their definitions. In addition, 3 of these teachers were told what Aristotle's categories were and how they were used in word definitions, and in this context, the problematic aspects of their own definitions were shown. Afterwards, they were asked to make corrections on this issue and the result was re-evaluated. In the continuation of the study, definitions of the same 10 words were given to 45 students to measure the results quantitatively. These definitions were made by choosing from 9 categories, 5 universals and 4 causes, and the students were asked to write what they understood by looking at these definitions in the substance section. The aim here is to show how effective the categories are in word definitions on students.

2.2.Sampling

15 English teachers were used in this study. These teachers were asked to define 10 given words. 5 of the teachers were selected from Tishk International University in the city of Erbil, Iraqi Kurdistan region. The other 10 were selected from private schools belonging to Stirling Schools in the same city.

The students used in this study are Tishk International University students. 15 of these students are first-year students studying at the faculty of dentistry. These students have A2-B1 English levels. The other 30 students are 2nd year students of English Language Teaching at the Faculty of Education.

2.3.Data collection

In this study, data were obtained in two ways. First, the definitions requested from the teachers were taken in writing to see how they defined the words, and the strengths and weaknesses of these definitions were evaluated. On the other hand, the same words were defined in accordance with the classification in the categories and the students were asked to write what the words were. Due to the possibility that the students did not know the English equivalent of some words, they were asked to write what they understood from the definition in the language that they know. Since it was not measured whether the students knew the English equivalents of the words defined here, they were offered the alternative of writing in any language. What is important here is what students understand from the definition. As a matter of fact, some of the students wrote Kurdish and Turkish words because they did not know the English equivalents.

3. Findings
3.1.Definitions of the Teachers

Teachers were given 10 words to describe. These 10 words have been chosen with certain categories in mind. For example, 3 animals from the cat family were selected in a group. In addition, 3 kitchen utensils were selected in another group. The remaining 4 words were chosen randomly. Afterwards, teachers were asked to put forward distinctive definitions. These 10 words are shown in the list below.

Table 5-List of the words given to the teachers to define

ladle
spoon
fork
lion
tiger
cheetah
trainers

clock
fan
beard

In this study, 15 teachers, to whom we resorted for word definitions, defined 10 words in total. Therefore, we have 150 different definitions. 82 of these definitions were evaluated as correct, and 68 of them were categorized as incorrect or incomplete. We grouped and evaluated the deficiencies we saw in the definitions that were incomplete or incorrect. The following deficiencies emerged in these definitions:

a-) Overgeneralization:

One of the most important points to be used in word definitions is to put the upper category of the word in the definition. However, as this upper category expands upwards, the uncertainty in the definition increases. Here, the most common mistake made by teachers was overgeneralization. For example, 3 of the words we asked the teachers were kitchenware. It was observed that when teachers defined these words, they preferred the more general expression "a tool" as a genus instead of "kitchen tool". In the same way, where 3 animals from the cat family were asked, some of the teachers used the expression "an animal" and some others used the expressions "a four-legged animal". As can be seen here, the definition of "four-legged animal" does not have any proprium or distinction.

b-) Wrong differentia:

In order to distinguish objects in the same category, the property that distinguishes that object from others is expressed in the definitions. In this study, it was seen that some of the teachers gave wrong the distinguishing feature that should be included in the definition. For example, the definition of "a kitchen tool to eat food" is given for "ladle". In addition, the expression "with white and black stripes" has been added to the definition of "tiger" as a differentia. But tigers do not have white stripes.

c-) Ambiguous differentia:

The differentia of some words may coincide with another word. In this case, other details should be given as a distinguishing feature. For example, where the beard is described, some teachers have defined it as "hair on people's faces". However, it is not possible to separate beard in this definition from mustache. Therefore, the expression of which part of the face should be placed in the definition of the beard. Thus, beard and mustache can be distinguished from each other.

d-) Wrong final cause:

In defining an object, the final cause or the purpose for which that object is used can give a distinctive difference. However, it was seen that some teachers misidentified the purpose of use at this point. For example, in the definition of the spoon, "to serve food" is expressed as the final cause.

e-) Non-defining Accident:

It is possible to attach as many accidents (attributes) to a being as possible, but if they do not put the distinction and make it clear, it is not a good idea to use them in definitions. For instance, while defining the animals in the list, some teachers gave the action of the animals as "running fast" which does not clarify which animal it is because all these animals are known to run fast.

Other than these, it should be noted that word definitions are not universally accepted forms, so anyone can come up with their own definition as long as it is understood clearly by the reader. In this regard, some universally accepted properties are practical tools to identify one being. We also detected such a point in this study. Among 15 teachers, 7 of them defined the word lion as a wild animal that is known to be "the king of the animal world." It is a clear definition, and everybody agrees on which animal it refers to.

We also studied with three teachers about their definitions and their defective points. Moreover, we explained them the categories and related terms and how they are used to make definitions. We also underlined the points that are problematic in their definitions. Later, we asked them to make amendments in their definitions. In this case, they corrected their mistakes and came up with clearer definitions. For instance, when we showed them their definition of the spoon with over generalization, they changed the expression "tool" into "kitchen tool."

We can conclude that if teachers get right training about categories and related terms, they can succeed in making clearer definitions. Since they are not aware of these, they may make the mistakes that we highlighted above.

3.2. Students' Detection of the Words

In this case, we gave word definitions to the students and asked them to write down the word itself as they understood from the definition. We used 9 categories, 5 universals and four causes for that and tried to make the definition as clear as possible. The students checked the definitions and wrote down the words in the blank specified for substance.

Table 6-Definition of the words in categories and related terms

substance	relative	where	having	Material cause	Formal Cause	Final Cause	universal
ladle	wide	kitchen	handle	iron	wide, oval	serve food	tool

substance	relative	where	having	doing	Material cause	universal	
spoon	narrow	kitchen	handle	food to mouth	iron	tool	

substance	quantity	where	having	Material cause	Formal Cause	universal	
fork	four spikes	kitchen	spike	iron	long spike	tool	

substance	quantity	qualification	relative	where	having	doing	universal
lion	four legs	wild	biggest	in the wild	male-long hair on head	hunt	cat

substance	quantity	qualification	relative	where	having	doing	universal

substance							
tiger	four legs	wild	big	in the wild	stripes on skin	hunt	cat
substance	**quantity**	**qualification**	**relative**	**where**	**having**	**doing**	**universal**
cheetah	four legs	wild-fastest of the family	smaller	in the wild	stripes on skin	hunt	cat
substance	**when**	**having**	**Final Cause**	**universal**			
trainers	while running	laces	to run	shoe			
substance	**qualification**	**being in a position**					
clock	show time	hang on the wall					
substance	**where**	**being in a position**	**being affected**	**Material cause**	**Formal Cause**	**Final Cause**	
fan	next to mother board	in computer	with electricity	plastic	round	to cool down	
substance	**relative**	**where**	**being in a position**	**doing**	**universal**		
beard	long	on your face	on your cheek / under the chin	grow	hair		

The students were not given the substance but the other categories that are relevant to the word and asked them to write down the word that comes to their mind under the category of substance.

Being 30 of them in total, the English Language Teaching (ELT) students wrote their answers to the table and the correct answers are as follows:

Table 7-Correct answers given by ELT students (Out of 30 students)

	ELT Students
ladle	14
spoon	24
fork	21

lion	18
tiger	13
cheetah	12
trainers	26
clock	28
fan	15
beard	27

These are the correct answers given by the students to the words. 66% of the words were answered correctly by ELT students.

As for Dentistry students, their results are as follows:

Table 8-Correct answers given by Dentistry students (out of 15 students)

	Dentistry
ladle	5
spoon	9
fork	7
lion	8
tiger	6
cheetah	6
trainers	11
clock	13
fan	7
beard	10

In total, 55% of the words were answered correctly by Dentistry students. For all of 45 students, the percentage of correct answers is 62%. As a result, the majority of the students answered the questions correctly.

Figure 1- Percentage of the correct answers
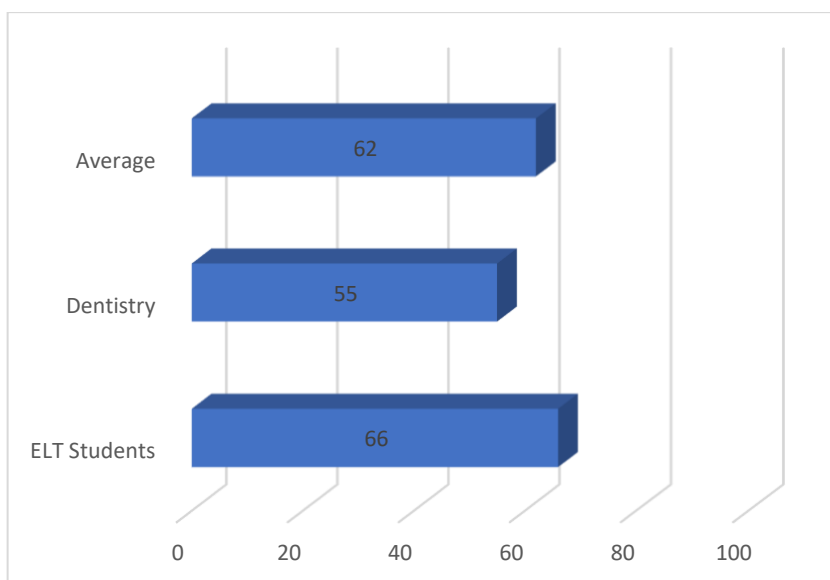
4. Discussion

The use of Aristotle's categories and other theories related to it makes the definition very easy. If these categories are used effectively by teachers, we can say that they will make clear and understandable definitions to students in many situations. However, in order for these definitions to be made correctly, teachers must first have knowledge about this subject and do some exercises.

As we have noticed in the definitions we give to teachers, teachers also make some mistakes in definitions. Even very experienced teachers have made some incomplete definitions. However, the teachers we explained what the topic was, corrected their mistakes more easily. For this, teachers must first know this subject and put it on a scientific basis. Afterwards, it can be said that the definitions to be made in this way will go further over time and they will make much more understandable definitions.

However, a number of problems come to the fore here. First of all, none of the teachers participating in our research are aware of such a subject. Since these subjects are the subjects of philosophy, they are not known much in the realm of education. Therefore, teachers who encountered these issues for the first time developed some negative reactions. They even expressed that such a philosophical issue is unnecessary. Therefore, although this subject gives very practical results in word definitions, it has been observed that teachers are not psychologically and mentally ready for such a philosophical subject. Even though the 3 teachers that we explained this topic understood the subject, they expressed hesitation about the subject in this respect.

There are some strengths and weaknesses of the issue in terms of students. First of all, the students, who looked at the definitions carefully, answered quickly and gave correct answers at a very high rate. On the other hand, another group of students gave rather careless and superficial answers. Therefore, the wrong answers of the students were higher. If these students had been more careful, we could have had better results. However, it was observed that some students gave their answers very quickly, especially since it overlaps the exam week.

However, it was observed that the students generally understood these definitions and wrote correct answers. In addition, the low correct answers for some words can be attributed to some reasons. For example, the word "ladle" has very few correct answers. One reason may be that almost all students hear this word for the first time. Another reason is that students in this region are more exposed to American English, resulting in their inability to learn British English equivalents. That is why this word has been answered correctly by very few people. As another example of this situation, the word "trainers" that we use here was answered by almost all of the students as "sneakers", which is its American English equivalent.

Conclusion

Although it is a very philosophical subject, it is seen that categories and other related theories give effective results in word definitions. However, the fact that teachers approach this subject with some prejudices and that they have not encountered such a subject before causes them to stay away. The fact that this subject has not been addressed in the context of Foreign Language education is one of the main reasons for the approach towards the subject. It is thought that if these problems are overcome and the subject is given to the teachers in this context, positive results will be obtained. If word definitions are done correctly, it gives results that will make it easier for students to understand. The main issue here is that this subject should be appropriately placed in this literature and given to teachers.

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