دراسة محفزات الافتراضات المسبقة في حوارات المشرف والطالب في اللغة العربية

A Study of Presupposition Triggers in Arabic Supervisor – Student Interaction

Dr. Ashraf A. Dhannoon
Lecture
Dr. Kamal H. Hussein
Professor   `
University of Mosul
College of Education for Humanities

د. أشرف عبدالواحد ذنون
مدرس
د. كمال حازم حسين
أستاذ
جامعـة الموصـل – كليـة التربيـة للعلـوم الانسانية

E. ashrafdhanoon1971@uomosul.edu.iq
E. Kamalhaizm67@uomsul.edu.iq

الملخص

نسبيًا، لا يُعرف الكثير عن محفزات الافتراضات المسبقة التي يستخدمها المشرفون للتواصل مع طلابهم البحثيين. بالإضافة إلى ذلك، من غير المعروف ما إذا كان بإمكان محفزات الافتراضات المسبقة المساعدة في تحديد نمط تفاعل المشرفين مع طلابهم عبر مراحل العملية الإشرافية بالإضافة لتحديد النمط السائد خلال العملية الاشرافية بأكملها. البحث الحالي يهدف إلى دراسة استخدام المشرفين لمحفزات الافتراضات المسبقة في افعال الكلام الاخبارية أثناء تقديم ملاحظاتهم الشفوية خلال الجلسات الإشرافية. كذلك تسعى الدراسة الى تتبع استخدام المشرفين لمحفزات الافتراضات المسبقة خلال مراحل كتابة الرسالة ومعرفة إمكانية استخدامها لمعرفة النمط التفاعلي الذي يستخدمه المشرفون في الحوار مع الطلبة خلال مراحل العملية الاشرافية والنمط السائد خلال العملية الاشرافية ككل. تستخدم الدراسة الحالية نموذج تجميعي مكون من جزأين. يعتمد الجزء الأول بشكل أساسي على محفزات الافتراضات المسبقة لكارتونين (١٩٧١) كما هو موضح في ليفينسون (١٩٨٣) ويول (١٩٩٦) ويشمل الجزء الثاني النموذج التفاعلي لهيرون (١٩٧٦) ذو الست فئات. تم تناول البيانات بشكل وصفي ؛ بالإضافة إلى ذلك، يتم استخدام بعض الأدوات من الطريقة الكمية ، مثل النسب المئوية والأرقام وبعض الإحصائيات الرياضية، لاستكشاف الارتباط بين محفزات الافتراضات المسبقة وطريقة التفاعل الإشرافية. أظهرت نتائج الدراسة ان محفزات الافتراضات المسبقة ممكن ان تستخدم لتحديد النمط الاشرافي للمشرفين عبر المراحل المختلفة للعملية الاشرافية بالإضافة لتحديد نوع النمط الاشرافي الغالب خلال العملية الاشرافية ككل. كما بينت الدراسة ان النمط التسلطي هو النمط السائد الذي يعتمده المشرفون اثناء الجلسات الاشرافية بمراحلها المختلفة.

Abstract

Relatively, little is known about presupposition triggers that the supervisors employ to communicate with their research students. In addition, it is unknown whether presupposition triggers can help determine the supervisors' mode of interaction across the stages of the supervisory process and the dominant mode throughout the entire process. The present research seeks to investigate the supervisors' use of the presupposition triggers in assertive speech acts while presenting their oral feedback. The study traces the supervisors' use of the presupposition triggers throughout the stages of writing the thesis. Also, it aims at finding if presupposition triggers in Assertives can be used to identify the mode of interaction at each stage and the dominant one employed by the supervisors throughout the entire process. The study adopts an eclectic model that combines two parts. The first part is based mainly on Karttunen's (1971) presupposition triggers as explained in Levinson's (1983) and Yule's (1996). The second part comprises Heron's (1976) six-category intervention analysis. The data has been approached qualitatively; in addition, some instruments from the quantitative method are used, such as percentages and some mathematical statistics, to explore the correlation between the presupposition triggers under-study and the supervisory mode of interaction. The data analysis concludes that presupposition triggers in Assertives can be used to determine the supervisors' mode of interaction throughout the various stages of the supervisory process and identify the dominant mode of interaction across the entire supervisory process. Besides, the findings show that the authoritative mode is the dominant mode of interaction employed by the supervisors throughout the various stages of the supervisory process.

1. Introduction

Education entails learning to gain a broader understanding and knowledge in several fields that may be utilised in the daily life. Postgraduate studies, in particular, are helpful in developing both the individual and the society in social, economic, cultural, etc., areas. Gaining a postgraduate degree is the result of an academic process where the supervisor and the research student interact throughout many sessions over the stages of writing-up the thesis. During these sessions, the supervisors employ different presupposition triggers to convey their intentions to their research students. The use of these presupposition triggers can affect the mode of interaction adopted by the supervisor during the supervisory meetings.

2. Problem of the Research

Postgraduate supervision has recently attracted many scholars' attention in different fields such as social and behavioral sciences, instructional science, discourse analysis, etc. However, studies that explored postgraduate supervision approached it differently, and of course, they adopted a variety of theoretical frameworks such as conversational analysis approach, critical criticism and the role of supervision in increasing learning. The current study adopts an entirely new approach of analysis viz a pragmatic approach.

The choice of this topic was explicitly motivated by the following: first, relatively little is known about presupposition triggers the supervisors employ to communicate with research students, and the frequency of these triggers throughout the various stages of the supervisory process. To the best of the researchers' knowledge, no previous study has investigated the supervisors' use of presupposition triggers, as supervision is still a blurry area that takes place behind closed doors. In addition, it is unknown whether presupposition triggers can help determine the supervisors' mode of interaction across the

stages of the supervisory process and the dominant mode throughout the whole process.

3. Aims of the Research

The present research aims at:

a.   Identifying and describing presupposition triggers related to the topic in the study sample.

b.   Tracing the changes in the supervisors' use of presupposition triggers throughout the three stages of the supervisory process, i.e. beginning, middle and final.

c.   Identifying the dominant mode of interaction throughout the various stages of the supervisory process.

4. Significance of the Research

The current research can hopefully provide a pragmatic model for analysing supervisors' utterance and detecting the supervisory mode of interaction employed by the supervisors throughout the various stages of supervision as such a model is completely neglected in language study.

5. Data Collection and Analytical Procedure

The sample of the study comprises twelve supervisory groups, i.e. each group consists of a supervisor and a research student. The groups are chosen from three departments at the College of Education for Humanities/University of Mosul for the academic year 2020-2021. The data were collected by audio recording three meetings for each supervisory group (at the beginning, middle and final stages). After transcribing all the recordings, Mayring's (2000) analytical procedures for deductive qualitative content analysis are followed to figure out the unit of analysis. The units of analysis are selected based on the existence of presupposition triggers in Searle's (1979) Assertives (henceforth ASs) .

6. Presupposition Triggers

Speakers' assumptions are presuppositions that are embedded in language by using linguistic items known as presupposition triggers. Oualif (2017, p. 49) defines presupposition triggers as lexical and grammatical elements that, due to their semantic nature, help us to identify the source of the inference. The function of the presuppositions trigger is to enable the listener to figure out the implicit meaning of the utterance, which eventually leads to efficient communication (Valeika & Verikaitė, 2010, p. 57).

6.1 Karttunen's Presupposition Triggers

Karttunen (1971, as cited in Levinson, 1983, p. 182) provides thirty-one types of presupposition triggers and Levinson (1983) organised them into several groups depending on the kind of presupposition triggers "words, phrases, or structures". Groups that are relevant to the present study involve the following.

i. **Implicative verbs**: Karttunen distinguishes between implicative and non- implicative verbs. Accordingly, the former type that includes such verbs as *remember*, *happen*, *dare*, *get*, and *manage* implies that the event described in the complement occurred. The latter type, such as *fail*, *forget*, *intend*, *agree*, *decide*, *want*, *hope*, *promise*, *plan*, *try*, *be likely*, *be eager*/*ready*, *have in mind* implies that the incident mentioned in the complement did not occur. Nevertheless, using such verbs expresses the speaker's intention. (Karttunen, 1971, p. 341).

ii. **Factive verbs**: are cognitive-linguistic expressions that presuppose the truth of the utterance conveyed in speech. It includes such verbs as: *know, realise, aware, regret,* etc. In contrast, non-factive verbs which include triggers like *pretend*, *assume*, *believe*, *dream*, *think*, and *imagine*, imply that the speaker is not committed to the truth value of what is being presupposed (Huang, 2007, p. 65).

iii. **Change of state verbs**: imply that something has been in a different place or state in the past. linguistic expressions realising this type involve such verbs as stop, *cease*, *take*, *leave*, *enter*, *come*, *go*, *arrive*, *carry on*, *finish*, *continue*, *start*, *begin*, etc.

iv. **Definite descriptions:** involve words or phrases that denote a definite meaning, such as *proper names*, that the speaker assumes their referents exist. Other linguistic expressions realising this type are: *definite article-The*, *demonstrative pronouns, possessive pronouns, possessives,* and *proper nouns*. The presupposition triggered by definite descriptions is defined by Yule, (1996, p. 27) and others as existential presuppositions.

v. **Iteratives:** the term iterative refers to linguistic expressions that denote recurring occurrences in actions or events. This type of triggers may include verbs like *repeat*, *return*, *come back*, etc. or adverbs such as *again*, *anymore*, *another time*, etc.

vi. **Temporal clauses**: in this type, temporal linguistic expressions like *while*, *before*, *as*, *since*, *after*, *when*, and *during* introduce the presupposition.

vii. **Comparisons and contrasts**: in this type, presupposition triggers may be expressed by the following: stress, particles like *too*, *back*, *in return*, or by comparative constructions.

viii. **Question:** the wh-questions are usually considered as presupposition triggers because at least one of its direct answers is true.

ix. **Verbs of judging**: refer to verbs that involve judgment such as *accuse*, *recommend*, *repudiate*, *criticise*, etc.

x. **Counterfactual conditionals:** example of these types of triggers involve *if-clauses*.

6.2 Yule's Presupposition Triggers

Yule (1996, p. 28) presents a different classification based on such factors as "the form of utterances, their lexical content, and the conventions associated with them" and introduces six types of presupposition triggers as follows:

 i. **Existential presupposition**: is associated with possessive constructions like *'My aunt's dog is skinny'* presupposes 'I have an aunt' and 'here dog is skinny' and definite noun phrases such as *'The University of Mosul'*. The existential presupposition is triggered by the interlocutors' common knowledge, and it is not related to the truthfulness or falsity of their utterance.

 ii. **Factive presupposition**: indicates that information following verbs such as *realise*, *know*, *regret*, etc. is true.

iii. **Non-factive presupposition:** is assumed not to be real. Verbs like *dream*, *imagine*, and *pretend* are used by speakers to show that what comes after these verbs is not true.

iv. **Lexical presupposition**: suggests that in using one lexical item such as *again*, *quit*, *stop*, *give up*, etc., the speaker can act as if another meaning was grasped.

 v. **Structural Presupposition**: refers to presuppositions related to specific sentence structures such as temporal clauses, wh-questions, comparisons, counterfactual conditionals and so on. The interlocutors perceive the information following these constructions as already known or true.

vi. **Counterfactual presupposition:** involves that what is presupposed is not only untrue, but is the opposite of what is true, or contrary. In this type, conditional expressions such as *if clause* trigger the presuppositions.

In the present study, most of Karttunen's (1971) and Yule's (1996, p. 28) presupposition triggers are investigated in the sample of the study. The selected triggers are chosen based on the nature of the collected data, i.e., *oral*. Accordingly, the selected triggers are classified into three major groups which are subdivided into several subcategories.

7. Supervisors' Modes of Interaction

To communicate effectively, the interlocutors are expected to adhere to one or more modes of interaction. As with any communication, the supervisors in postgraduate studies need to employ a specific mode or modes of interaction throughout the supervisory process to guide the research students in completing the thesis. At the same time, the research student needs to engage adequately in any mode of interaction employed by the supervisor during the meeting. Supervisors' participation in supervisory meetings typically entails stating, explaining, instructing, clarifying, and expressing, among other things. To express any illocutionary acts listed above, the supervisor employs a particular mode of interaction that may differ from that used by other supervisors. The variation in modes of interaction among different supervisors or concerning the same supervisor throughout the various stages of the supervisory process could be attributed to the implicit perceptions that individual supervisors have of the supervisory process. Moreover, the level of postgraduate studies, whether diploma, Master or doctoral studies, also may influence the supervisory mode of interaction. To identify the supervisory mode of interaction, Heron's (1976) six categories of intervention model is adopted. These categories involve two major groups: authoritative and facilitative interventions.

Authoritative interventions include three sub-categories, the first is *prescriptive* interventions, in which the supervisor tries to control,

guide the supervisee's actions, and provide advice and suggestions. For example, in a postgraduate supervision environment, the supervisor attempts to direct the behaviour of the research student to use a specific method of analysis. The second is the *informative* mode, where the supervisor intends to provide knowledge. It is authoritative in the sense that the supervisor serves as the source of information. For instance, the supervisor shares his or her beliefs or perspectives with the research student to explain the rationale behind employing a specific model of analysis to assist the research student in comprehending the model. The third sub-category is *confronting*, in which the supervisor draws the supervisee's attention to some limiting attitude or behaviour that he or she is unaware of by challenging them with comments without personal attack. It should be a fruitful and productive interaction rather than an aggressive one. For example, the supervisor confronts the research student: '*Have you noticed how frequently I have explained this technique?*' (Cassedy, 2010, p. 109).

Facilitative interventions also involve three sub-categories. The first is *cathartic*, in which the supervisor assists the supervisee in relieving stress. For instance, the supervisor tells the research student, '*Do not be worried. Many other students believe they do not have enough time to complete their thesis. This is perfectly normal'*. The second mode is *catalytic*, in which the supervisor assists the supervisee in comprehending, analysing, and resolving problems independently. For instance, the supervisor might ask the research student, '*How would you fix this issue?*' The final sub-category is *supportive*, in which the supervisor aims to build trust and demonstrate the supervisee's worth. For instance, the supervisor could tell the research student, '*well done, I'm so pleased of you.*' (Yaghchi, Ghafoori, & Nabifar, 2016, p. 182).

8. Data Analysis

This section presents an in-depth analysis of supervisors' employment of presupposition triggers in supervisors' ASs during three stages of supervision. The first step is to analyse supervisors' utterances extracted from the transcribed materials based on the presence of presupposition triggers in ASs. Additionally, the subcategories of presupposition triggers used in ASs will be considered. The second step presupposes a correlation between the identified presupposition triggers subcategories in ASs and Heron's model of interventions. The link between the two is presumed to be achieved if the presupposition trigger and the rest of the utterance reflect a specific intervention.

As a result, the greater the number of prepositional triggers subcategories associated with Heron's authoritative interventions, the more authoritative the mode of interaction, and the greater the number of presupposition triggers subcategories associated with Heron's facilitative interventions is, the more facilitative the mode of interaction is. After determining the frequency of presupposition triggers subcategories associated with the authoritative and facilitative mode in ASs, the total frequency and percentage of authoritative and facilitative interventions in Searle's ASs in general in the context of supervision will be examined.

8.1 Presupposition

This section introduces and explains the frequencies and implications related to the realisation of presupposition triggers in the utterances under study. To accomplish this, the three main categories of presupposition triggers are investigated: existential, lexical and structural in supervisors' utterances associated with ASs across all the sample of the study. However, it should be noted that some utterances may contain more than one trigger or may not include any trigger. After

determining the main categories of triggers in supervisors' utterances, the most frequently used subcategories of presupposition triggers will be identified (See Table 1).

The total frequency and percentage for identifying existential, lexical and structural triggers in ASs across the supervisory process are listed in the last column of Table (1). This table lists the frequency and percentage of presupposition triggers during the three stages in each department to illustrate how the total frequency and percentage have been reached at. Besides, the last rows of Table (1) show the total frequency of presupposition triggers, as one unit in ASs regardless of the supervisory stages since section 11 investigates the changes in frequency and percentages of presupposition triggers occurrence across supervisory stages.

The data analysis shows that the frequency of the supervisors' employment of presupposition triggers in ASs is 781.

9. Presupposition Triggers in Assertives

The data analysis shows that existential triggers have been repeated 340 times (43%) in the supervisors' utterances across all stages and departments. Meanwhile, lexical triggers have been employed 251 times (33%) in supervisors' utterances throughout the sample of the study.

Table (1)

Presupposition Triggers in Assertives Across all Stages of Supervisory Process

Dept.			English			History			Arabic			Total
Type of Presupposition			Beginning	Middle	Final	Beginning	Middle	Final	Beginning	Middle	Final	Total
Existential	Definite Description	No.(%)	30 (32%)	31 (36%)	13 (33%)	41 39%)	48 (46%)	45 (38%)	42 (63%)	70 (57%)	20 (35%)	340 (43%)
Lexical	Implicative verbs	No.(%)	14 (15%)	9 (10%)	10 (27%)	13 (12%)	2 (2%)	5 (4%)	4 (6%)	11 (9%)	6 (11%)	251 (33%)
	Non. Implicative verbs	No.(%)	1 (1%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	
	Factive verbs	No.(%)	4 (4%)	4 (5%)	1 (2%)	7 (7%)	1 (1%)	0 (0%)	1 (1%)	0 (0%)	0 (0%)	
	Non. Factive verbs	No.(%)	0 (0%)	0 (0%)	0 (0%)	1 (1%)	4 (4%)	1 (1%)	0 (0%)	0 (0%)	1 (2%)	
	Change of state verbs	No.(%)	16 (17%)	20 (24%)	5 (13%)	12 (12%)	25 (24%)	27 (24%)	8 912%)	17 (14%)	14 (24%)	

Dept.			English			History			Arabic			Total
Type of Presupposition			Beginning	Middle	Final	Beginning	Middle	Final	Beginning	Middle	Final	
	Iteratives	No.(%)	0 (0%)	0 (0%)	0 (0%)	1 (1%)	0 (0%)	3 (3%)	0 (0%)	0 (0%)	1 (2%)	
	Verbs of judging	No.(%)	1 (1%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)	
Structural	Wh-questions	No.(%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	
	Temporal clauses	No.(%)	7 (7%)	3 (4%)	2 (5%)	8 (98%)	7 (7%)	12 (11%)	4 (6%)	11 (9%)	3 (6%)	190 (24%)
	Comparisons and contrasts	No.(%)	16 (17%)	12 (15%)	5 (13%)	11 (11%)	11 (11%)	11 (10%)	6 (9%)	11 (9%)	7 (12%)	
	Counterfactual conditionals	No.(%)	7 (7%)	5 (6%)	2 (5%)	9 99%)	5 (5%)	8 (7%)	2 (3%)	3 (2%)	2 (4%)	
Total												781

Finally, structural triggers occurred 190 times (24%) in supervisors' utterances across the sample of the study (See Table 1). The relatively high frequency of presupposition triggers in ASs is attributed to the informative nature of most identified triggers, which is consistent with the illocutionary forces of ASs.

9.1 Existential Presupposition in Assertives

The data analysis reveals that existential presupposition triggers are the most frequently used category; they are used by the supervisors throughout all stages of the supervisory process in ASs. The high frequency of realising these triggers in ASs is due to the simple structure of the definite article, proper nouns, and possessives. Moreover, observing this presupposition trigger is linked to the types of illocutionary forces involved in this speech act, which is primarily associated with stating, explaining, asserting, informing, among others. The supervisors employ these illocutionary forces by using definite description triggers such as: the definite article the, demonstrative pronouns, possessive pronouns and proper nouns to communicate information to the research student.

The following is a representative example of the supervisors' use of *definite descriptions* in ASs; since it is difficult to include examples from all stages due to time constraints.[1]

a.   Definite description

١.اكيد، من أهم الخلفاء العباسيين الذين اهتموا بالطب أبو جعفر والمأمون. >> يوجد خلفاء

مهمين.

---

(1) The examples for each presupposition trigger will be chosen randomly from the three stages.

Trnsl. *Certainly, Abu Jaafar and al-Mamun were two of the most notable Abbasid caliphs interested in medicine. >> There were notable caliphs.*

In (1), the supervisor uses a definite description trigger, namely, أبو جعفر والمأمون (Abu Jaafar and al-Mamun), to express his commitment to the existence of the mentioned entities. The supervisor says that Abu Jaffar and al-Mamun were among the most prominent Abbasid caliphs who cared about medicine. The supervisor refers to famous Abbasid caliphs whom the research student already knows to emphasise their essential role in encouraging and supporting scholars to study medicine.

9.2 Lexical Presupposition Triggers in Assertives

The lexical presupposition triggers occupy 33% with a frequency of 251. The relatively high frequency of lexical presupposition triggers in ASs could be attributed to supervisors' intention not to state all details as most of these utterances are assumed to be known by the student so as to teach research students to think critically and work harder in their search for knowledge. This goes in line with Yule (2010, as cited in Zare, Abbaspour, and Rajaee Nia, 2012, p. 737), as they state that lexical triggers are considered one of the best devices to communicate implicit propositions due to their non-assertive nature. Data analysis shows that *the change of state verb* is the most used subcategory of lexical triggers, as shown in Table (1), followed by the *implicative verbs*. Consider the following examples.

a. Change of state verb

٢.   اليوم سوف نبدأ نحكي عن موضوعك ماذا سيكون.>> لم يتحدثا عن الموضوع سابقا.

Trnsl. *Today, we will start talking about what your subject will be.*

517

>> *The supervisor and the research student have not discussed the topic of the thesis yet.*

The trigger in (2) belongs to the subcategory of *change of state verb*. The supervisor uses the verb نبدأ (start) to trigger the presupposition that the supervisory participants have not discussed the topic of the thesis yet. This trigger is employed by using AS speech act with the illocutionary force of stating.

b. Implicative verbs

٣.   انا دبرت لك نسخة من كتاب الفضاء الروائي لابراهيم جنداري. >> المشرف حاول

الحصول على نسخة من كتاب الفضاء الروائي لابراهيم جنداري.

Trnsl. *I managed to get you a copy of Ibrahim Jandari's ˮNovel Spaceˮ for you. >> The supervisor tried to obtain a copy of Ibrahim Jandari's ˮNovel Spaceˮ.*

In (3), the presupposition trigger is classified as an implicative verb. The supervisor uses the implicative verb دبرت (managed) to trigger the presupposition that he has tried to get a copy of Ibrahim Jandari's *Novel space*. This trigger is initiated by performing the AS speech act with the illocutionary force of stating. The following are examples of the other lexical triggers in ASs[2].

---

(2) It is crucial to note that some of the examples relating to presupposition triggers have more than one trigger, such as (3), which demonstrates another presupposition trigger, i.e. definite description trigger, namely, كتاب الفضاء الروائي and ابراهيم جنداري. However, the emphasis is on a single trigger to show how the utterance reflects the supervisory mode of interaction.

c. Factive verbs

٤.   دكتور مصباح يدرك أهمية هذا الموضوع مستحيل يتجاوزه . >> الموضوع مذكور

في كتاب دكتور مصباح.

Trnsl. *Dr Mesbah realises the significance of this topic; it is impossible for him to ignore it. >> Dr. Misbah mentions the subject in his book.*

The presupposition trigger in (4) is realised in the *factive verb* يدرك(realise). This verb presupposes the truth of its complement clause, namely, 'the significance of the topic under discussion between the interlocutors'. However, by utilising the *factive verb* trigger, the topic's importance cannot be ignored, irrespective of whether the primary verb is negated or not.

d. Non-factive verbs

٥.   كنت اعتقد كتاب ابن العربي موجود بمكتبة بيروت. >> كتاب ابن العربي غير

موجود بمكتبة بيروت.

Trnsl. *I thought that Ibn al-Arabi's book was available in Beirut library. >> Ibn al-Arabi's book is not available in Beirut library.*

In (٥), the *non-factive verb* كنت اعتقد (thought) implies that what follows the verb is not true. This indicates that the trigger *thought* presupposes the non-existence of this book in Beirut library.

e. Iteratives

٦.   الفصل الأول كمل ماارجع اناقشه معك مرة أخرى. >> تمت مناقشة الفصل الأول

سابقا.

Trnsl. *Chapter one is done; I will not discuss it with you again.>> Chapter one was previously discussed.*

In (٦), the iterative مرة أخرى (again) is employed to elicit the presupposition that chapter one is complete and no more discussion with the research student is necessary.

f. Verbs of judging

٧.   الأساتذة أشادوا بالسمنار وطريقة عرضك للموضوع. >> قدم الطالب سيمنار جيد واستعرضه بإتقان.

Trnsl. *The teachers praised the seminar and the way you presented the topic. >> The research student has presented a good seminar and reviewed it perfectly.*

In (٧), the verb أشادو (praised) is used to trigger the presupposition that the research student has written an impressive seminar and delivered it perfectly.

g. Non-implicative

٨.   اللجنة العلمية تريد ان تغيير من توجهاتك السياسية الى دراسة تاريخية ومن دراسة صراع سياسي دولي الى صراع عربي. >> توجهات الطالب الحالية لاتنسجم مع توجهات القسم.

Trnsl. *The scientific committee wants to change your orientation from political to historical and from studying an international political conflict to an Arab conflict. >> The research student's current orientation does not correspond with the department's orientation.*

In (8), the non-implicative verb تريد (want) is used to trigger the presupposition that the supervisor informs the research student that his present orientation does not correspond with the department's orientation.

9.3 Structural presupposition in Assertives

According to the data in Table (1), structural triggers are the least frequently used presupposition triggers in ASs. The relatively low frequency of this type of triggers in ASs compared to existential and lexical triggers can be ascribed to their relatively complex construction. Besides, within the illocutionary acts of ASs, the supervisors are restricted to simple structures in giving information to avoid being misunderstood by the research students. In this type of presupposition triggers, the analysis shows that the primary subcategory of structural is *comparisons and contrasts*. Consider the following example:

a. Comparisons and contrasts

٩.   بهذه الطريقة انت افضل من هاليدي لأنك اكثر شموليه انت جمعت الكل وراح تتوفق وتكمل الصورة هذا شغلك الذي يتحدث عن الموضوع بشكل كامل. >> هاليدي لغوي شامل.

Trnsl. *In this way, you are better than Halliday in that you have gathered all the relevant data and will succeed in completing the image. This is your work that tackles the topic thoroughly. >> Halliday is a comprehensive linguist.*

In (9), a comparison trigger, particularly *'more...than'*, is employed to generate the presupposition that Halliday is a comprehensive linguist. This trigger is activated by employing the AS speech act with the illocutionary force of stating.

The other subcategory that is repeated much more than the rest is temporal clauses. Consider the following example:

b. Temporal clauses

١٠.‏   بعد ان نكمل الخطة وندخل السمنار ستدركين ان السمنار سيقوي موضوعك يعني اكيد احد الاعضاء الحاضرين سوف يكون مناقش لك عن القسم. >> خطة البحث لم تكتمل بعد.

Trnsl. *After completing the plan and presenting the seminar, you will realise that the seminar will strengthen your topic. I mean, sure, one of the attending members will be an examiner throughout the viva. >> The research plan is not complete yet.*

The trigger in (10) is classified as a temporal clause. The conjunction   بعد ان (after) is used to trigger the presupposition that the research plan is not complete yet. Additionally, no seminar on the subject has been held. This trigger is employed by using AS speech act with the illocutionary force of stating. The following is an example of another structural presupposition trigger in ASs.

c. Counterfactual conditionals

١١.‏   اذا ربطت بعملك نظريتين متناقضتين فعملك سيكون جدا رائع. >> الطالب لم يربط بعمله بين نظريتين متناقضتين.

Trnsl. *It would be better if you connect two contradictory theories in your work. >> The research student made no connection between two contradicting theories in the research.*

In (11), the conditional construction   اذا ربطت بعملك نظريتين متناقضتين (if you connect two contradictory theories) is employed to trigger the presupposition that 'You did not connect two contradictory theories'. Thus, the fact contradicts the content in the above utterance at the moment of speaking.

The data analysis shows no instances *wh-questions* trigger in the utterances related to ASs in study sample.

10. The Presupposition Triggers Across the Three Stages of Supervision

The present section aims to trace the changes that might occur in the frequency and percentage of presupposition triggers occurrence in supervisors' utterances at each stage of the supervisory process in Searle's ASs. To do so, the researcher first determines the entire frequencies and percentages of the supervisors' employment of existential, lexical and structural triggers in ASs at each stage of supervision in the sample of the study (See Table 2). Besides, the last raw in each of this table list the frequencies and percentages of presupposition triggers as one unit.

Table (2)

Presupposition Triggers in Assertives at the Beginning Middle and Final Stages

Presupposition		Beginning	Middle	Final	Total
Existential	No.(%)	113 (34%)	149 (43%)	78 (23%)	340 (43%)
Lexical	No.(%)	83 (33%)	93 (37%)	75 (30%)	251 (33%)
Structural	No.(%)	70 (37%)	68 (36%)	52 (27%)	190 (24%)
Total	No.(%)	266 (34%)	310 (40%)	205(26%)	781

Table (2) shows that presupposition triggers, in general, occupy the highest frequency in the middle stage with a frequency of 310 (40%) and 266 (34%), 205 (29%) in the beginning and final stages, respectively. The supervisors' usage of presupposition triggers throughout the supervisory meeting suggests that supervisory participants have some shared knowledge and understanding across the

three stages. This shared knowledge is derived from the fact that the majority of research students in the sample of the study studied scientific materials related to their Master's project during their undergraduate education and Master's courses. Additionally, most supervisory groups share the same language and culture, i.e. Arabic is the first language of most supervisory participants and the principal language used at supervisory sessions.

11. Presupposition Triggers in Assertives and Heron's Model of Interaction (1976)

The data in Table (3) shows total frequencies and percentages of presupposition triggers that reflect authoritative and facilitative modes in ASs across the three stages of supervision. This table reveals that out of 781 supervisors' presupposition triggers in ASs, 662 (85%) triggers demonstrate the authoritative mode of interaction, whereas 119 (15%) reflect the facilitative mode of interaction. Concerning the supervisory stages, triggers reflecting authoritative mode occur 236 times (36%) at the beginning, 275 times (42 %) at the middle and 151 times (23 %) at the final stage. In contrast, the triggers associated with the facilitative mode are repeated 30 times (25%) at the beginning, 35 times (29 %) at the middle and 54 times (46%) at the final stage. As a result, the bulk of presupposition triggers in ASs are associated with the authoritative mode of interaction, especially the definite description, which mainly reflects the *informative* and *confronting* interventions in Heron's model. However, the data analysis shows no instance of presupposition triggers in ASs within the authoritative mode that reflects the *prescriptive* intervention.

Table (3)

The Supervisory Mode of interaction in Assertives in Relation to

Presupposition Triggers

Mode of Interaction			Authoritative			Facilitative			
Stages Presupposition			Beginning	Middle	Final	Beginning	Middle	Final	Total
Existential	Definite Description	No.(%)	98 (34%)	133 (46%)	58 (20%)	15 (30%)	16 (31%)	20 (39%)	340
Lexical	Implicative verbs	No.(%)	28 (44%)	18 (29%)	17 (27%)	3 (28%)	4 (36%)	4 (36%)	74
	Non. Implicative verbs	No.(%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	1
	Factive verbs	No.(%)	11 (73%)	4 (27%)	0 (0%)	1 (33%)	1 (33%)	1 (33%)	18
	Non. Factive verbs	No.(%)	1 (17%)	4 (65%)	1 (17%)	0 (0%)	0 (0%)	1 (100%)	7
	Change of state verbs	No.(%)	33 (27%)	54 (45%)	35 (29%)	4 (18%)	8 (36%)	10 (46%)	144
	Iteratives	No.(%)	1 (25%)	0 (0%)	3 (75%)	0 (0%)	0 (0%)	1 (100%)	5
	Verbs of judging	No.(%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	2
Structural	Wh-questions	No.(%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0
	Temporal clauses	No.(%)	17 (35%)	20 (42%)	11 (23%)	2 (22%)	1 (11%)	6 (67%)	57
	Comparisons and	No.(%)	30	30	16	3	4	7	90

Mode of Interaction		Authoritative			Facilitative			
Stages Presupposition		Beginning	Middle	Final	Beginning	Middle	Final	Total
contrasts		(39%)	(39%)	(22%)	(21%)	(29%)	(50%)	
Counterfactual conditionals	No.(%)	16 (43%)	12 (33%)	9 (24%)	2 (33%)	1 (17%)	3 (50%)	43
Total in Each Stage		236 (36%)	275 (42%)	151 (23%)	30 (25%)	35 (29%)	٥٤ (46%)	781
Total		662 (85%)			119 (15%)			

The relatively high percentage of the initial use of presupposition triggers in ASs that reflect the authoritative mode is due to research students' insufficient research knowledge at this stage. The supervisors use presupposition triggers to provide research students with more details concerning the subjects that constitute part of the interlocutors' common knowledge. Compared to the beginning stage, the middle stage features a considerably higher percentage of presupposition triggers that demonstrate authoritative mode in ASs. At this stage, the supervisors perform more presupposition triggers due to the importance of this stage as it represents the peak of the work. The supervisors utilise presupposition triggers to provide more details regarding the practical part of the research or confront research students concerning issues related to this stage.

The final stage of the supervisory process reveals a decrease in the supervisors' use of presupposition triggers that indicate the authoritative mode in contrast to the beginning and middle stages. The supervisors' use of presupposition triggers in ASs is reduced at this stage due to the

research students developing a greater affinity for their subjects. Additionally, research students are closer to obtaining writing independence at this stage.

Meanwhile, the low frequency of presupposition triggers in ASs reflecting the facilitative mode across the three stages can be ascribed to their informative nature, which mainly reflects the *informative* and *confronting* interventions. However, the data analysis shows a slight rise in the supervisors' usage of presupposition triggers throughout the final stage compared to the beginning and middle stages. The supervisors' tendency to be more facilitative throughout the final stage can be linked to the research student's increased knowledge of his subject. In addition to the evolution of the two participants' relationship, they become more acquainted.

11.1 Presupposition Triggers Demonstrating the Authoritative Mode of Interaction in Assertives

The present section exhibits a number of examples related to lexical, structural and existential presupposition triggers in ASs that mirror the relation between presupposition triggers and the authoritative mode of interaction.

A.   Existential Presupposition Triggers

The data analysis reveals that supervisors employ existential presuppositions 289 times in ASs within the authoritative mode to convey their opinions and to provide information (Table 3). Consider the examples below:

a. Definite description

١٢.   نعم هذا ما يعنيه النموذج التجميعي مصادر مختلفة ونظريات مختلفة تجتمع مع بعضها، من تضعهم سويا وتصهرهم سويا تحصل على المنهج التجميعي.>> وجود نموذج تجميعي.

Trnsl. *Yes, this is what the eclectic model means: different sources and theories join; when you combine and fuse them, you get the eclectic model. >> The existence of an eclectic model.*

In (12), the *informative* authoritative mode of interaction is performed via the *definite description* trigger النموذج التجميعي (eclectic model) to generate the presupposition that the supervisor is committed to the existence of the eclectic model. As a result, the research student is informed how to construct an eclectic model.

١٣.   انا شرحت لك سابقا الجزء العملي   من شغلك وقلت   اللي راح تكتبه بيها هو محسوب عليك وهو يبين شخصيتك البحثية، ويبين هل انت باحث أم مجرد ناقل. << وجود جزء عملي للبحث.

Trnsl. *I explained to you earlier that the practical part of the research reflects your identity as a researcher and demonstrates whether you are a genuine researcher or you simply copy the work of other authors. >> The existence of a practical part of the research.*

In (13), the *confronting* authoritative mode of interaction is performed via the *definite description* trigger   الجزء العملي (practical part) to generate the presupposition that the supervisor is committed to the existence of the practical part of the research. The supervisor confronts the research student by raising his awareness that he has previously explained the importance of the practical part of the research.

B.   Lexical Presupposition Triggers

The data in Table (3) shows that supervisors use the *change of state verbs* 122 times, *implicative verbs* 63 times, *factive verbs* 15 times, *non-factive verbs* 6 times, and *iteratives* 4 times, *verbs of*

judging and *non-implicative verbs* one time within the authoritative mode in ASs. Consider the examples below:

a. Change of state verbs

١٤.   أنت توقفت عن كتابة مثال لكل خاصية كما اتفقنا من البداية. << الطالب كان

يكتب مثال لكل خاصية.

Trnsl. *You stopped providing an example for each feature, as we agreed initially. >> The research student used to provide an example for each feature.*

  In (14), the *confronting* authoritative mode of interaction is performed through using the *change of state verb* trigger توقفت (stopped). The supervisor is confronting the research student to draw his attention to continue writing an example for each feature.

b. Implicative verbs

١٥.زميلك تمكن من الانتهاء من   ٧٠% من رسالته قبل انتهاء المدة المحددة. << زميل

الطالب أنهى رسالته بينما الطالب لم ينتهي من كتابة الرسالة.

Trnsl. *Your colleague managed to complete 70% of the thesis before the deadline. >> The research student's colleague has completed his thesis, while the research student has not ended writing the thesis.*

  In (15), the *informative* authoritative mode of interaction is performed by using the *implicative verb* trigger تمكن (manage). The supervisor implicitly informs the research student that he must hasten the thesis writing.

c. Factive verbs

١٦.   دكتور مصباح يدرك أهمية هذا الموضوع مستحيل يتجاوزه . >> الموضوع مذكور في كتاب دكتور مصباح.

Trnsl. *Dr Mesbah realises the significance of this topic; it is impossible for him to ignore it. >> Dr. Misbah mentions the subject in his book.*

In (16), the *factive verb* يدرك (realizes) initiates the *informative* authoritative mode of interaction. The supervisor asserts that the subject discussed is covered in Dr. Misbah's book.

d. Verb of judging

١٧.   فصولك غير متوازنة عندك الفصل الثاني ٩١ صفحة والفصل الثالث ٢٠ صفحة.>> الفصول غير متوزنة من حيث عدد الصفحات.

Trnsl. *Your chapters are unbalanced; chapter two contains 91 pages, whereas chapter three consists of 20 pages. >> The chapters of the thesis are not similar in length.*

In (17), the *informative* authoritative mode of interaction is utilised through the *verb of judging* trigger (criticize) that is expressed in the supervisor's speech *'Your chapters are unbalanced; chapter two contains 91 pages, whereas chapter three consists of 20 pages'*. The supervisor informs the research student that the thesis chapters are not similar in length.

e. Non-implicative

١٨.   اللجنة العلمية تريد ان تغيير من توجهاتك السياسية الى دراسة تاريخية ومن دراسة صراع سياسي دولي الى صراع عربي. >> توجهات الطالب الحالية لاتنسجم مع توجهات القسم.

Trnsl. *The scientific committee wants to change your orientation from political to historical and from studying an international political conflict to an Arab conflict. >> The research student's current orientation does not correspond with the department's orientation.*

In (18), the *non-implicative* verb تريد (want) establishes the *informative* authoritative mode of interaction. The supervisor informs the research student that the scientific committee wants to modify the research student's orientation in writing the thesis.

f. Non-factive verbs

١٩.   فؤاد سسكين عنده كتاب مَشهور عنوانه تاريخ التُراث العَربي كنت أتصور انت تعرفه الكتاب معروف والكاتب باحث تُركي مَعروف. >> الطالب لايعرِف كتاب تاريخ التُراث العَربي.

Trnsl. *Fuat Sezgin has a famous book entitled "History of Arabic Tradition"; I imagined that you are familiar with him since his book is well-known and the author is a well-known Turkish researcher. >> The research student does not know the "History of Arabic Tradition" book.*

In (19), the *informative* authoritative mode of interaction is utilised via the *non-factive verb* trigger أتصور (imagine). The supervisor presupposes that the research student does not know the "History of Arabic Tradition" book. Accordingly, he informs the research student that he has to read Fuat Sezgin's book.

g. Iteratives

٢٠. الفصل الأول كمل ماارجع اناقشه معك مرة أخرى. << تمت مناقشة الفصل الأول سابقا.

Trnsl. *Chapter one is done; I will not discuss it with you again.>> Chapter one was previously discussed.*

In (20), the *informative* authoritative mode of interaction is applied by means of *iteratives* trigger مرة أخرى (again). The supervisor assumes that chapter one has been discussed before, so he informs the research student that he will not discuss chapter one with him again.

C.   Structural Presupposition Triggers

The data in Table (3) indicates that only three types of structural presupposition triggers in ASs reflect the authoritative mode of interaction. The subcategories that occur include *comparisons and contrasts*, *temporal clauses*, and *counterfactual conditionals*, which appear 76 times, 48 times, and 37 times, respectively. However, there is no incidence of *wh-questions* trigger that demonstrate the authoritative mode of interaction in ASs in the data.   Consider the following examples:

a. Comparisons and contrasts

٢١. اسلوبك في الكتابة ممتاز، لكن منهجيتك غير صحيحة. >> اختار الطالب منهجية

غير مناسبة لدراسته.

Trnsl. *Your writing style is excellent, but your methodology is incorrect.>> The research student has chosen unsuitable methodology for his study.*

In (21), the *contrast* trigger لكن (but) establishes the *informative* authoritative mode of interaction. The supervisor assumes that the research student has chosen an inadequate methodology for his study. Thus, he informs the research student that he must change the methodology of the study.

b. Counterfactual conditionals

٢٢.   أذا دخلت في موضوع المنهجية فسيتغير مسارك البحثي من الادراك الى الإنجاز.

>> الطالب لم يتناول موضوع المنهجية.

Trnsl. *If you write about methodology, your research path will shift from recognition to achievement.>> The research student has not addressed the subject of methodology.*

In (22), the *informative* authoritative mode of interaction is implemented by means of *counterfactual conditional* 'if clause'. The supervisor assumes that the research student has not addressed the issue of methodology, so he informs the research student that if he writes about methodology, his research will change from awareness to achievement.

c. Temporal clauses

٢٣.   تسليم الرسالة قبل الموعد المحدد أفضل لك. >> الطالب لم يكمل كتابة الرسالة.

Trnsl. *It is preferable to submit the thesis before the deadline. >> The research student has not completed writing the thesis.*

In (23), the *temporal* trigger   قبل (before) initiates the *informative* authoritative mode of interaction. The supervisor assumes that the research student has not completed writing the thesis. Thus, he informs him it is better to submit the thesis prior to the deadline.

11.2 Presupposition Triggers Demonstrating the Facilitative Mode of Interaction in Assertives

The present section demonstrates the relationship between presupposition triggers and the facilitative mode of interaction by using examples of lexical, structural, and existential presupposition triggers in ASs.

A.   **Existential Presupposition Triggers**

The data analysis shows that existential presuppositions in ASs are utilised 51 times within the facilitative mode of interaction (Table 3). Consider the following example:

a. Definite description

٢٤. ماكو مشكلة ان شاء الله بعلامات الترقيم والاملاء والقواعد مادام دخلت الرسالة برنامج كرامرلي. <<< وجود تطبيق المدقق النحوي ، كرامرلي.

Trnsl. *Hopefully, there will be no punctuation, spelling, or grammatical mistakes as long as you used Grammarly to verify the thesis. >> The existence of a grammar checker application, namely, Grammarly.*

In (24), the *supportive* facilitative mode of interaction is implemented through the *existential* presupposition trigger كرامرلي (Grammarly). The supervisor assumes that Grammarly exists, so he supports the research student by assuring that there will be no punctuation, spelling, or grammatical mistakes as long as he uses Grammarly to verify the thesis.

B.   **Lexical Presupposition Triggers**

The data analysis exposes that the supervisors use the *change of state verbs* 22 times, *implicative* 11 times, *factive verbs* 3 times and *non-factive*, *iteratives* and *verbs of judging* one time within the facilitative mode in ASs. Nevertheless, no instance of *non-implicative verbs* within the facilitative mode in ASs is noticed in the sample of the study (See Table 3). Consider the following examples:

a. Change of state verbs

٢٥. لاحظت انك كلما تحدثت حول المناقشة تبدأين تقلقين. << الطالبة لم تظهر عليها علامات القلق سابقا.

Trnsl. I noticed that whenever I discuss the viva, you start to worry. >> The research student did not show any signs of anxiety before.

In (25), the *cathartic* facilitative mode of interaction is performed using the *change of state verb* trigger تبدأين (start). The supervisor provides his remarks to help the research student release stress, allowing the research student to think appropriately to pass the viva successfully.

b. Implicative verbs

٢٦.انا دبرت حاسبة من القسم لاجلك قلت احتمال أيضا لم تجلبي نسخة ورقية عن شغلك.

>> المشرف أحضر حاسبة معه.

Trnsl. I managed to bring a laptop for you from the department, in case you did not bring a hard copy of your work.>> The supervisor brought a laptop with him.

In (26), the *implicative* trigger دبر (manage) initiates the facilitative mode of interaction as he performs a *supportive* act; the supervisor brought a laptop with him in case the research student has not brought a written copy of the work.

c. Factive verbs

٢٧.   انا اعرف راح يطلع عندك شغل جدا رائع. >> رسالة الطالب ممتازة.

Trnsl. I know that your work will be outstanding. >> The research student's thesis is notable.

In (27), the *supportive* facilitative mode of interaction is implemented using the *factive verb* trigger أعرف (know) to generate the presupposition that the research student has written an outstanding thesis. The supervisor's purpose is to support the research student by increasing his self-confidence.

d. Verbs of judging

٢٨. طريقة كتابتك للسمنار واسلوب عرضك للموضوع ممتازة. >> كتب الطالب سيمنار

جيد واستعرضه بإتقان.

Trnsl. *The way of writing the seminar and the manner you presented the topic is excellent. >> The research student has written a good seminar and reviewed it perfectly.*

In (28), the *supportive* facilitative mode of interaction is performed by using a *verb of judging* trigger *'praise'* that is expressed in the supervisor's speech *'The way of writing the seminar and the manner you presented the topic is excellent'*. This presupposes that the research student has written an excellent seminar and reviewed it perfectly. The supervisor's objective is to establish confidence and demonstrate the research student's value.

e. Non-factive verbs

٢٩. أتصورالمشكلة بالتحليل صغيرة ويمكن حلها ان شاء الله. >> لاتوجد مشكلة كبيرة

بالتحليل.

Trnsl. *I imagine the problem in analysis is trivial and can be easily solved hopefully. >> There is no significant issue with the analysis.*

In (29), the *non-factive trigger* أتصور (imagine) initiates the *cathartic* facilitative mode of interaction. The supervisor assumes there is no significant issue with the analysis. Thus, he uses this trigger to reinforce the research student's merit and value by declaring that the analysis has no considerable mistakes.

f. Iteratives

٣٠. امر جدا طبيعي ان الطالب يخطئ في بداية الكتابة لكن ممكن يعيد الكتابة ويتجاوز

الأخطاء. >> الطالب أرتكب اخطاء في المراحل الأولى من كتابة الرسالة.

Trnsl. *It is normal that a research student makes mistakes at the beginning stage, but he can correct them by repeating his writing. >> The research student has made some mistakes during the initial stages of writing the thesis.*

In (30), the *cathartic* facilitative mode of interaction is achieved using the *iterative* trigger يعيد (repeat) to generate the presupposition that the research student commits some mistakes during the initial stages of writing the thesis. However, the supervisor utterance aims to help the research student release stressful feelings triggered by his earlier mistakes.

C.   **Structural Presupposition Triggers**

The data analysis proves that supervisors employ three types of structural presupposition triggers within the facilitative mode in ASs. The *comparisons and contrasts* are repeated 14 times, *temporal clauses* 9 times, *counterfactual conditionals* 6 times (See Table 4.20). Consider the following examples:

a. Comparisons and contrasts

٣١. بهذه الطريقة انت افضل من هاليدي لأنك اكثر شموليه انت جمعت الكل وراح تتوفق

وتكمل الصورة هذا شغلك الذي يتحدث عن الموضوع بشكل كامل. >> هاليدي لغوي شامل.

Trnsl. *In this way, you are better than Halliday in that you have gathered all the relevant data and will succeed in completing the image. This is your work that tackles the topic thoroughly. >> Halliday is a comprehensive linguist.*

The interactional mode in (31) falls under the *supportive* subcategory of Heron's model within the facilitative mode of interaction. A *comparison* trigger is used to initiate the facilitative mode of interaction. The supervisor's objective in comparing the

research student with Halliday is to instil confidence in the research student and aid him in thinking properly and productively.

b. Temporal clauses

٣٢. بعد ان نكمل الخطة وندخل السمنار ستدركين ان السمنار سيقوي موضوعك يعني اكيد احد الاعضاء الحاضرين سوف يكون مناقش لك عن القسم. << خطة البحث لم تكتمل بعد.

Trnsl. *After completing the plan and presenting the seminar, you will realise that the seminar will strengthen your topic. I mean, sure, one of the attending members will be an examiner throughout the viva. >> The research plan is not complete yet.*

In (32), the *supportive* facilitative mode of interaction is employed by using the *temporal* trigger بعد (after). The supervisor's objective in employing a temporal trigger is to boost the research student's self-confidence. After the plan is completed and the research student presents the seminar, the supervisor says that the research student will realise that the seminar will help strengthen his topic.

c. Counterfactual conditionals

٣٣. اذا ربطت بعملك نظريتين متناقضتين فعملك سيكون جدا رائع. >< الطالب لم يربط بعمله بين نظريتين متناقضتين.

Trnsl. *It would be better if you connect two contradictory theories in your work. >> The research student made no connection between two contradicting theories in the research.*

In (33), the *if-clause* trigger initiates the *catalytic* facilitative mode of interaction. The supervisor uses this trigger to reinforce the research student's confidence by declaring that the work will be remarkable if he connects two contradictory theories.

12. Conclusions

The study comes up with the following conclusions:

1.   Supervisors deploy three categories of presupposition triggers, i.e., existential, lexical and structural, wherein the existential presupposition triggers are the most frequently realised category.

2.   The presupposition triggers are good tools for identifying the supervisory mode of interaction since the investigated triggers show the dominance of the authoritative mode in the supervisory process.

3.   The eclectically developed model has been found to be adequately workable for identifying the supervisory mode of interaction based on the investigated presupposition triggers.

4.   The stage is an important factor in deciding the mode of interaction since the authoritative mode occupies almost the highest level at the middle stage and least in the final stage.

References

❖ Heron, J. (1976). A six-category intervention analysis. *British Journal of Guidance & Counselling, 4*(2), 143-155. doi:10.1080/03069887608256308

❖ Huang, Y. (2007). *Pragmatics*. Oxford:Oxford University Press.

❖ Karttunen, L. (1971). Implicative verbs. *Language, 47*(2), 340-358.

❖ Levinson, S. C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.

❖ Mayring, P. (2000). Qualitative Content Analysis. *Forum: Qualitative Social Research,* 1(2), 1-10.

❖ Oualif, M. (2017). Presupposition: A semantic or pragmatic phenomenon? *Arab World English Journal, 8*(3), 46-59. doi:10.24093/awej/vol8no3.4

❖ Searle, J. R. (1979). *Expression and Meaning: Studies in the Theory of Speech Acts*. UK: Cambridge University Press.

❖ Valeika, L., & Verikaitė, D. (2010). *An introductory course in linguistic pragmatics*. Lithuania: Vilnius Pedagogical University Publishing House.

❖ Yaghchi, M. A., Ghafoori, N., & Nabifar, N. (2016). The Effects of Authoritative vs. Facilitative Interventions on EFL Learners' Willingness to Communicate. *Journal of Instruction and Evaluation,* 9(35), 177-194.

❖ Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.