Presupposition Triggers in British and Iraqi English Journals Scientific Texts (A Contrastive Study)

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Abstract:

People use language to express their ideologies and cultures in social interactions. Because listeners and readers add their viewpoints to language, words can have meanings beyond what speakers and writers intend. One of the tasks of authors must be to persuade their readers of the truth of their fundamental arguments. Presupposition is essential in distributing given and new information in conversations. Implicit meaning is derived from the sender's assumptions, the premises indicated in the speech, and the recipient's prior knowledge and experience in the world. As a result, the current study attempts to identify the key presupposition triggers employed in diverse scientific writings. It is hypothesized that English scientific texts contain numerous presupposition triggers. According to a methodology devised by the researcher and based on Yule 1996, the present study explores the presupposition triggers employed in scientific texts extracted from British and Iraqi English journal articles. This study aims to examine presupposition triggers of 12 randomly chosen English scientific texts. In order to demonstrate a comparison, these excerpts from two academic journals of linguistics represent a variety of cultural and regional distinctions among researchers. It reveals that the articles in the British journal acquired the most occurrences, 657 (51.89%), while the articles in the Iraqi journal receive 609 (48.10%). The findings also indicate that 'existential' and 'factive' presupposition triggers are employed most frequently, while 'lexical' and 'counterfactual' presupposition triggers are employed the least. When the two situations are compared, it is clear that, although there are differences, there are also numerous similarities. The few differences attributed to authors' attitudes towards certain information and linguistic constructions are insignificant.

Keywords: Pragmatics, Presupposition, Presupposition Triggers, Scientific Texts .

الافتراضات في بعض النصوص العلمية في المجلات الإنجليزية– البريطانية والعراقية

(دراسة مقارنة)

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ملخص البحث:

تستخدم اللغة للتعبير عن أيديولوجياتهم وثقافاتهم في التفاعلات الاجتماعية، ولأن المستمعين والقراء يضيفون وجهات نظرهم إلى اللغة، فإن الكلمات يمكن أن يكون لها معاني تتجاوز ما يقصده المتحدثون والكتاب، يجب أن تكون إحدى مهام المؤلفين هي إقناع قرائهم بحقيقة حججهم الأساسية، الافتراض ضروري في توزيع المعلومات المعطاة والجديدة في المحادثات، يشتق المعنى الضمني من افتراضات المرسل، والمقدمات المشار إليها في الخطاب، والمعرفة والخبرة السابقة للمتلقي في العالم، ونتيجة لذلك، تحاول الدراسة الحالية تحديد محفزات الافتراضات الرئيسية المستخدمة في الكتابات العلمية المتنوعة، من المفترض أن النصوص العلمية الإنجليزية تحتوي على العديد من محفزات الافتراضات، ووفقاً للمنهجية التي ابتكرها الباحث استناداً إلى Yule ١٩٩٦ ، تستكشف هذه الدراسة محفزات الافتراضات المستخدمة في النصوص العلمية المستخرجة من مقالات المجلات الإنجليزية البريطانية والعراقية، تهدف هذه الدراسة إلى فحص محفزات الافتراضات لـ ١٢ نصًا علميًا باللغة الإنجليزية تم اختيارها عشوائيًا من أجل إثبات المقارنة، تمثل هذه المقتطفات من مجلتين أكاديميتين في علم اللغة مجموعة متنوعة من الفروق الثقافية والإقليمية بين الباحثين، وتبين أن المقالات في المجلة البريطانية حصلت على أكبر عدد من مرات الظهور ٦٥٧ (٥١.٨٩%)، في حين حصلت المقالات في المجلة العراقية على ٦٠٩ (٤٨.١٠%)، تشير النتائج أيضًا إلى أن محفزات الافتراضات "الوجودية" و"الحقيقية" يتم استخدامها بشكل متكرر، في حين يتم استخدام محفزات الافتراضات المسبقة "المعجمية" و"الغير حقيقية" بشكل أقل، عند المقارنة بين الحالتين، فمن الواضح أنه على الرغم من وجود اختلافات، إلا أن هناك أيضًا العديد من أوجه التشابه. يستخدم الناس اللغة للتعبير عن أيديولوجياتهم وثقافاتهم في التفاعلات الاجتماعية. ولأن المستمعين والقراء يضيفون وجهات نظرهم إلى اللغة، فإن الكلمات يمكن أن يكون لها معاني تتجاوز ما يقصده المتحدثون والكتاب. يجب أن تكون إحدى مهام المؤلفين هي إقناع قرائهم بحقيقة حججهم الأساسية. الافتراض ضروري في توزيع المعلومات المعطاة والجديدة في المحادثات. يشتق المعنى الضمني من افتراضات المرسل، والمقدمات المشار إليها في الخطاب، والمعرفة والخبرة السابقة للمتلقي في العالم. ونتيجة لذلك، تحاول الدراسة الحالية تحديد محفزات الافتراضات الرئيسية المستخدمة في الكتابات العلمية المتنوعة. من المفترض أن النصوص العلمية الإنجليزية تحتوي على العديد من محفزات الافتراضات. ووفقاً للمنهجية التي ابتكرها الباحث استناداً إلى Yule 1996، تستكشف هذه الدراسة محفزات الافتراضات المستخدمة في النصوص العلمية المستخرجة من مقالات المجلات الإنجليزية البريطانية والعراقية. تهدف هذه الدراسة إلى فحص محفزات الافتراضات لـ ١٢ نصًا علميًا باللغة الإنجليزية تم اختيارها عشوائيًا. من أجل إثبات المقارنة، تمثل هذه المقتطفات من مجلتين أكاديميتين في علم اللغة مجموعة متنوعة من الفروق الثقافية والإقليمية بين الباحثين. وتبين أن المقالات في المجلة البريطانية حصلت على أكبر عدد من مرات الظهور، ٦٥٧ (٥١.٨٩%)، في حين حصلت المقالات في المجلة العراقية على ٦٠٩ (٤٨.١٠%). تشير النتائج أيضًا إلى أن محفزات الافتراضات "الوجودية" و"الحقيقية" يتم استخدامها بشكل متكرر، في حين يتم استخدام محفزات الافتراضات المسبقة "المعجمية" و"الغير حقيقية" على الأقل. عند المقارنة بين الحالتين، فمن الواضح أنه على الرغم من وجود اختلافات، إلا أن هناك أيضًا العديد من أوجه التشابه. إن الاختلافات القليلة التي تعزى إلى مواقف المؤلفين تجاه بعض المعلومات والتركيبات اللغوية غير ذات أهمية.

الكلمات المفتاحية: التداولية، الافتراضات، محفزات الافتراض، النصوص العلمية.

Presupposition Triggers in British and Iraqi English Journals Scientific Texts (A Contrastive Study)

1. Introduction

As a branch of linguistics, pragmatics is concerned with the transmission and reception of meaning by a speaker (writer) and a listener (reader). Speakers presume their audience already knows certain facts, i.e., this is part of what is implied but not stated. Thus, "Presupposition" refers to characteristics of what is communicated but not spoken (Yule, 1996, p. 3, 25). Moreover, presupposition, an integral part of all human communication, can lead the listener or reader to assume the existence of information that is not explicitly stated in the text but can be deduced from the text. They refer to the background assumptions contained in a statement or phrase. These assumptions are assumed to be correct regardless of whether the entire sentence is true.

Additionally, scientific writings are significant because they provide readers with information about a particular scientific topic. Readers can obtain the necessary information in this manner. Scientific texts are instructive texts because they provide information to their readers. The purpose of these texts is to discuss a scientific topic that is the focus of their research. As a result, for the reader to comprehend the essential idea of the study, the problem must be presented explicitly in scientific writing. The current study investigates presupposition triggers in scientific texts from British and Iraqi academic journals showing their similarities and differences. Presupposition triggers indicate background messages assumed by interlocutors and readers. From this point of view, the current study makes an addition by trying to figure out how presupposition cues are used in different genres and contexts.   It attempts to find the presupposition triggers used in scientific texts and show how researchers from different cultures use them when writing about certain scientific topics.

2.The Concept of Presupposition

Before being used to linguistics, Gottlob Frege's 1892 presupposition was investigated in language philosophy. As research into presuppositions advances, it has been shown that presuppositions are frequently established through lexical elements or language constructions (Levinson, 1983: p.9). Presupposition is "something the speaker assumes to be the case prior to making an utterance". Moreover, it is added that "Speakers usually design their linguistic messages on the basis of assumptions of what their hearers already know" (Yule, 1996, p. 23, 132). Presupposition is a term used to describe the implicit propositional information included inside a phrase or sentence. Scholars in philosophical and linguistic fields are particularly interested in presupposition because of its function in meaning production. Its study is significant in linguistics, semantics, and pragmatics. In the speech, the presupposition is a critical component in distributing new information and those mentioned previously. The addressee's suggested meaning or implicature is then derived utilising presupposed information, speech premises, and the addressee's

knowledge of the outside world (Kasher 1998, p.3 and Grundy 2000:119). They refer to inferences drawn from the usage of certain lexical or grammatical categories; they are not tied to them regularly, nor do these categories have any systematic relationship to one another(Cruse 1986: 278). In brief, presupposition is a feature of sentences that makes them suitable for use in certain circumstances but not in others (Sandt 1988: P.13)

3. Presupposition trigger

Presuppose is a verb implies to consider or assume anything beforehand. Linguistic, philosophical logic requires a prerequisite for a claim to be true or untrue. For instance, sentences like "Has John stopped beating his wife?" presuppose that "John has a wife and has been beating her". It requires the use of preceding facts or logic. Presupposition is a belief about a certain underlying understanding connected to an assertion whose veracity is assumed or hypothesized in the conversation (Al-Zubeiry, 2020, p.734). The term "trigger", on the other hand, refers to the lexical items or linguistic structures that generate the presupposition (Levinson, 1983; .9). In linguistics, expressions like these are identified as presupposition sources and are given the name "presupposition triggers." Thus, a 'presupposition trigger' shows a hypothesized proposition. Several studies have linked the assumption to words, structures, and phrases. Presupposition has long been employed as a linguistic element to influence the beliefs of an audience (Liang and Liu, 2016, p.68). As a result, a presupposition trigger is an item or building in charge of notifying the existence of a presupposition.

Presuppositions can be expressed by a variety of words, phrases, and language constructs. These language structures are markers of future presupposition, which can only be realised when speakers are present in settings (Yule: 1996:27). The presuppositional theory of linguistic facts and objects is interrelated. It is true that the relationships between linguistic elements or between a verbal expression and a proposition make up the majority of the linguistic facts that a theory of presupposition must account for (Stalnaker, 1974, p. 200). Presupposition trigger collection and analysis is a significant focus of many linguists. Karttunen (1971) previously identified thirty-one categories of presupposition triggers. Levinson (1983) identified thirteen categories of presupposition triggers based on Karthunen's study, including: "definite description, factive verbs, imperative verbs, change of state verbs, iterative, verbs of judging, temporal clauses, cleft sentences, implicit clefts with stressed constituents, comparisons and contrasts, non-restrictive relative clauses, counterfactual conditionals, questions." In addition, Ziran (2003) classified Levinson's thirteen presupposition triggers into three main categories. They consist of verbs like implicative verbs, factive verbs, change-of-state verbs, and judgment verbs, as well as phrases and clauses like temporal clauses, comparisons and contrasts, non-restrictive relative clauses, fractured sentences, and inquiries (as cited in Liang & Liu, 2016: p.69). A set of fourteen types of presupposition-generating

linguistic items are proposed by Hickey et. al. (Hickey et al, 1993: p. 82). Yule (1996), on the other hand, classified them into six unique categories of language constructs, constituting the primary phenomena related to presupposition triggers to date and on which the current analysis is based. The following table summarises them: (Yule: 1996:27-30)

Table (1) Presupposition Triggers Types According to Yule (1996)

Types	Clarification	Instances	Presuppisitons
1.Existential	Entities mentioned by the speaker and considered to exist (Noun phrases, possessive 's)	"The exam has ended." "Ali's book is lost."	>>There is an exam. >>Ali exists, and >>He has abook.
2. Factive	It is a supposition about something true. It is recognized by the occurrence of some verbs like "know", "realize", "be glad", "be sorry", etc.	"She didn't realize he was ill." "It isn't odd that he left early."	>> He was ill. >> He left early.
3.Non-factive	It is a supposition about something that is not true. It is identified by some verbs like "dream" , "imagine" and "pretend".	"I dreamed that I was rich." "We imagined that we were in London."	>>I was not rich. >>We were not in London.
4.Lexical	The speaker can convey a different meaning by utilizing a single word such as "stop", "again" and "still".	"You are late again." "Are you still such a bad driver?"	>>You were before. >>You were a bad driver.
5.Structural	The listener believes that the presented information is necessarily true or that the speaker intends it to be true. It is shown by employing certain structures, including "wh-question."	"When did she travel to the USA?" "Where did you buy the book?"	>> she traveled. >>You bought the book.
6.Counterfactual	It is an assumption that what is assumed is false and the polar opposite of what is true. It may be demonstrated using conditional structures.	"If you were my daughter, I would not allow you to do this." "If I were rich I would buy a Ferrari."	>> you are not my daughter. >> I'm not rich

According to Keenan (1971), a speech or a sentence assumes a suitable context based on the message communicated. Consequently, there is always a connection between a writer's/speaker's supposition and the reader's/listener's likely interpretation. If it is assumed that such a relationship is effective, then the listener's/reader's interpretation of the sentence structure is clear (Al-Zubeiry, 2020, p.736).

4-Scientific Texts

According to Şenöz-Ayata (2005; as cited in Yıldız, p.257), scientific texts are included in informative texts since they supply readers with information. The purpose of such writings is to describe a scientific subject that is at the heart of the research; hence, in scientific papers, the problem must be communicated effectively in order for the reader to grasp the fundamental notion of the study. Scientific texts contain metalanguage, and readers must possess prior knowledge to comprehend them. Coming across technical terminology in a scientific paper that only target readers would understand is possible. In addition to these characteristics, the target readers must be able to comprehend what they are reading in order to reach a conclusion. As a result, scientific texts, unlike other types of literature such as novels, poetry, feature a standard message for their readers. When it comes to scientific writing, one of the most important aspects to consider is situating it on a scientific basis.

Furthermore, Şenöz-Ayata (2004: 43) proposed that a scientific writing, like any other document, should include an introduction, development, and conclusion sections. The problem and purpose of the study are presented in the introductory section. This section acts as a guide for the reader as they prepare for the rest of the work. In the development section, the author presents the gathered samples to persuade the audience of his or her position. This section contains relevant examples and applications to the topic of the text. The conclusion relates primarily to the introduction and body of the text. The study is briefly summarised and evaluated in this section, with the introduction and development sections receiving the most of attention. In this sense, Şenöz-Ayata arranges the material of the introduction and conclusion as follows:

- The following are the contents of the introductory section:

- Providing information regarding the field of study.
- The study's contribution to the scientific discipline.
- The study's aims and methodology.
- Providing details on the Investigation's components.

- The following are the contents of the concluding section:

- A brief account of the investigation
- A brief account of the findings detected
- Evaluation of the investigation

As a result, if the author intends to fulfill his or her goal of having the reader accept the book as a single scientific effort, the theoretical framework of the text, research technique, findings, and conclusions must all be specified.

Stalnaker (1974; pp.200-209) posits that presuppositions may emerge from diverse sources within the realm of scientific inquiry. For instance, scholars may possess implicit presumptions or perspectives regarding the phenomena under investigation or the analytical approaches they employ. These assumptions influence the researchers' approach to study design, data analysis, and dissemination of findings. Researchers must possess an awareness of their own biases and strive for objectivity in order to mitigate the impact of preconceived notions on scientific inquiry. This may need careful data collection and analysis, openness to alternative interpretations of their findings, and clarity about their assumptions and constraints. The presupposition is crucial in language and communication studies. Linguists have long recognized that presuppositions play an important role in how we grasp and interpret language, and recent cognitive psychology research has shown that our ability to construct presuppositions is intricately tied to our total cognitive and linguistic abilities.

5. Methodology

This study aimed to determine the types of presupposition triggers in articles from two different journals. It is concerned with published papers that are accessible on the internet. Given these factors, the current study is based on a qualitative method that employs descriptive data analysis measures. The data for this study were drawn from a sample of 12 scientific texts (e.i., 6 articles each), which are almost equal in length, taken from scientific articles published between 2021 and 2022 in a British journal (British Journal of Linguistucs)[1] and an Iraqi journal (Journal of the Collage of Languages)[2]. The materials chosen for this study contain data from presupposition trigger sentences, clauses, and phrases. The samples from the two publications (British and Iraqi) were chosen to include researchers from various ideological and cultural backgrounds. The major goal of this study was to collect the necessary data, hence purposeful sampling was used. The collected data was then submitted to discourse analysis in terms of the presupposition categories used. Based on Yule's (1996) classification, presupposition trigger frequency and percentage were counted. The researcher counted and tallied presupposition triggers in both groups of articles. Following that, the number of presupposition triggers discovered in each group was compared. Finally, the most and least often utilised presupposition triggers in the two discourses were extended based on Yule's (1996) function and characteristics.

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[1] https://www.eajournals.org/journals/british-journal-of-english-linguistics-bjel/vol11-issue-1-2023/
[2] https://www.iasj.net/iasj/issue/2735

6. Results and Discussion

As the study explores presupposition triggers in scientific texts from British and Iraqi publications, each text of the selected articles was submitted to presupposition trigger analysis. The percentages and frequency of occurrences were calculated, and the results were normalized. Following data validation and preliminary results, it was revealed that the articles utilised a number of presupposition triggers. The analysis is summarised in two tables: one for presupposition triggers in scientific writings from the British English Journal and another for the identical instance in the Iraqi journal. The analysis yielded the following results:

Table 2: The Occurrences of Presupposition Triggers in the British English Journal's Scientific Texts (2021-2022)

No.	Existential	Factive	Non-factive	Lexical	Structural	Counterfactual	Total	Per %
Article 1	58	31	17	9	6	7	128	19.48%
Article 2	61	47	32	3	1	5	149	22.67%
Article 3	51	25	13	4	5	11	109	16.59%
Article 4	47	24	11	1	1	0	84	12.78%
Article 5	50	29	8	0	2	2	91	13.85%
Article 6	46	27	13	1	8	1	96	14.61%
Total	313	183	94	18	23	26	657	100%
Per %	47.64%	27.85%	14.30%	2.73%	3.50%	3.95%		

According to Table (2), 'existential' is the most prevalent presupposition trigger in all articles, accounting for 313 (47.64%) of the total occurrences (657). It is closely followed by 'facative,' which occurs in 183 (27.85%). The lowest frequency presupposition trigger is 'lexical' and 'structural,' which occur 18 times (2.73%) and 23 times (3.50%), respectively. Regarding articles, article 2 has the most presupposition triggers, with 149 (22.67%) of the total occurrences. It is followed by article 1, which appears 128 times (19.48%). Article 4 has the fewest presupposition trigger instances, at 84 (12.78%).

Table 3:The Occurences of Presupposition Triggers in the Iraqi English Journal's Scientific Texts(2021-2022)

No.	Existential	Factive	Non-factive	Lexical	Structural	Counterfactual	Total	Per %
Article 1	69	27	15	7	4	0	122	20.03%
Article 2	57	12	14	4	3	3	93	15.27%
Article 3	57	23	6	5	2	2	95	15.59%
Article 4	71	22	7	4	8	5	117	19.21%
Article 5	55	12	6	4	5	5	87	14.28%
Article 6	53	26	7	5	2	2	95	15.59%
Total	362	122	55	29	24	17	609	100%
Per %	59.44%	20.03%	9.03%	4.74%	3.94%	2.79%		

Table (3) shows that 'existential' is the most commonly used type of presupposition trigger in all articles, accounting for 362 (59.44%) of the total number (609). Next, the 'facative' presupposition triggers occur, representing 122 (20.03%). The lowest frequency presupposition triggers are 'counterfactual' and 'structural', with 17 (2.79%) and 24 (3.94%), respectively. Regarding the occurrences of presupposition triggers in the articles, number 1 occurs the most, with a total of 122 (20.03%). Article 4 follows with 117 occurrences (19.21%). The articles with the fewest occurrences of presupposition triggers are 5 and 2, with 87 (14.28%) and 93 (15.27%), respectively.

Table 4: The Occurrences of Presupposition Triggers in Both the British English and the Iraqi Journals' Scientific Texts (2021-2022)

	Existential	Factive	Non-factive	Lexical	Structural	Counterfactual	Total
British Journal's Texts	313	183	94	18	23	26	657
Per %	48.64%	27.85%	14.30%	2.73%	3.50%	3.95%	51.89%
Iraqi Journal's Texts	362	122	55	29	24	17	609
Per %	59.44%	20.03%	9.03%	4.74%	3.94%	2.79%	48.10%

The overall number of occurrences and percentages of presupposition triggers in the British and Iraqi Journal articles are summarised in Table (4). It reveals that the British journal articles obtain the maximum frequency, 657 (51.89%), while the Iraqi journal articles receive 609 (48.10%). This indicates that the use of presupposition triggers by authors from different countries varies considerably. This distinction is predicated on the high frequency of 'existential' presupposition triggers in British journal papers published by diverse researchers, which varies by article length and topic. In other words, some articles with specific topics or those that are lengthy require the authors to supply more information and refer to the existence of the entities. As a result of utilizing existential assumption, the speaker and hearer are convinced that entities exist. The existential presupposition is the easiest to attribute since it uses possessive constructions or definite noun phrases.

The findings also show that 'existential' and 'factive' presupposition triggers are the most commonly employed. This is because scientific texts explain and reveal genuine knowledge that requires further explanation by presenting truth in presuppositions. Furthermore, factive presupposition indicates that the writers assume the truth of their complement clauses. Factive presupposition triggers are associated with the existence of certain verbs that suggest something is true, such as "explain", "realise", "reveal", "note", and so on. On the other hand, 'lexical' and 'counterfactual' presupposition triggers are the least common. The lexical presupposition concerns unstated conceptions or implicit assertions that do not function in scientific publications where utterances and concepts should be plain and evident to readers.

Furthermore, the occurrence of an if-cleft signifies the existence of a counterfactual presupposition trigger. Counterfactual constructs assume that the statement conveyed in the complement phrase is false. This shows that what is assumed is the inverse of what is true, indicating that such a category is inappropriate for scientific texts.

Comparing the two cases reveals that though there are differences, there are many similarities. The few differences attributed to authors' attitudes towards certain information and linguistic constructions are insignificant. Both native and non-native English speakers employed presupposition triggers in their writing. After examining two examples of presuppositions, it is clear that all types of presupposition triggers are utilised in all articles; however, the frequency differs between them.Presupposition triggers' primary purpose of transmitting implicit information has been accomplished in various methods. Presupposition assists the readers in understanding the author's intended meaning and better communicating the facts of the scientific texts and other authors, especially those who intend to search in the same domain. In the following, each form of presupposition trigger is defined and demonstrated with two samples accounting for how presuppositions are activated in the British and the Iraqi English journals' scientific texts for the sake of presentation and space restriction.

1. Existential

As Yule (1996, p.27) maintains, existential presupposition is the assumption that the entities mentioned by the speaker exist. Moreover, it is assumed in possessive forms and every definite noun phrase. By using any of these terms, the writer or speaker assumes that the specified entities exist. The following are excerpts from British and Iraqi journals for illustrative purposes. The extracts below serve as examples from the British and the Iraqi journals' articles:

The British journal's extract: *"The paper relied on Austin's (1962) Speech Act Theory and the Five Categories of Speech Acts identified by Searle (2005), which include directives, expressives, commissives, declaratives, and assertives"*(See App.A; Art.3, P.31)

Due to the existential trigger of presupposition, the author wishes to explain a lot about speech act theory to readers. The proposed information can be as such: " *Austin's (1962) Speech Act Theory exists in this paper", 'Austin's Speech Act Theory exists in 1962', ' Five categories esist in Speech Act Theory*, *the categories such as directives, expressives, commissives, declaratives, and assertives* of Searle exist in the paper', *'Austin's Speech Act Theory exists in 1962'*

The Iraqi journal's extract: *"The survey was given to a sample of 200 participants."* (See App. B; Art.2, P.164)

Similarly, the authors use the existential assumption trigger to transmit much information to the audience. Thus, in the example above, they convey that *" there are 200 participants".*

2.Factive

According to Yule (1996, p.27), a factive presupposition is an assumption that something is true, and it can be activated by certain verbs such as 'know,''realize,' and 'discover,' as well as phrases involving 'be' with 'aware,' 'odd,' and 'glad. The following excerpts show how the authors use factive triggers in their articles to transfer scientific information.

The British journal's extract*: "Brooke (2014) pointed out that the foreign language problem was as much a problem of pedagogy as it was a learning difficulty."* (See App. A; Art.6. P.23)

The factive assumption in the above extract is conveyed employimg the factive verb 'point out'. The information after the word 'pointed out' demonstrates the presumption that something is true, i.e., "*the foreign language problem was a problem of pedagogy as well as learning difficulty."*

The Iraqi journal's extract: *" Despite the similarity between the two languages in the taboo of death, this result indicates that the students are unaware of the expressions used in concealing its force in English."* (See App. B; Art.6, P.141)

Thus, in the mentioned instance, in the utterance *"the students are unaware"*, the author inserted his presupposed fact, that can be refered to as *"there are varioius expressions used in concealing its force in English".*

3.Non-factive

Non-factive presuppositions are untrue assumptions, according to Yule (1996, p.28). Truth-condition semantics and speaker/writer-generated verbs restore a nonfactive presupposition. Using non-factive verbs such as "dream," "imagine," and "pretend" implies that the mentioned assertions are "untrue." Consider the following examples from the study's data:

The British journal's extract: *"Another student suggested that the library should be divided into a silent section and a section where talking is allowed."* (See App. B; Art.1, P.19)

The author indicates the presupposed non-factual detail using the non-factive verb 'suggests'. The author conveys that "*the library should be divided into a silent section and a section where talking is allowed*" is inaccurate and only a suggestion.

The Iraqi journal's extract: "*Barthes argues that in photography at least, the difference between connotation and denotation is clear.*" (See App. B; Art.1, P.122)

Likewise, by using the non-factive verb 'argue' in the mentioned example brings out the idea that *" in* photography at least, the difference between connotation and denotation is clear *"* is not true.

4.Lexical

Using one form with its declared meaning is generally interpreted assuming that another (non-asserted) meaning is understood in lexical presupposition. The words like "manage,"stop,"start," and "again" are instances of lexical presuppositions (Yule, 1996, p.29). This indicates that the authors frequently prefer using lexical elements to guide their readers to their implicit meanings. The following are two examples of how British and Iraqi researchers employ lexical terms to attain their goals.

The British journal's extract: "*Thus, the need to study how speakers of Arabic deal with these linguistic varieties is still vital to explore from a sociolinguistic perspective…*" (See App. A; Art.2, P.38)

The statement above uses "still" to express an implied concept which can be inferred as" *"they need to study how speakers of Arabic deal with the linguistic varieties…"*

The Iraqi journal's extract: *"The company again uses the adjective "perfect" to make those who are interested in hair care products aware about the validity of this product."* (See App. B; Art.4, P.111)

As the excerpt above demonstrates, using the lexical item 'again' induces the sentence's assumption. It points out the fact that such an activity has already occurred previously, that is, "*The company previously used the adjective "perfect" to make those who are interested in hair care products aware about the validity of this product."*

5.Structural:

Structural presupposition evaluates sentence forms as consistently presuming the structure's presumed truth. English's "WH-Question structure" traditionally presume the information after the "wh-form" is known. The listener believes the information is factual, not only the questioner's premise (Yule, 1996, p.29). The following examples clarify this trigger:

The British journal's extract: *"What are the likely problems that these pose to Ekpari learners of the English language?"* (See App. A; Art.4, P.27)

In the example above, the author presupposed that "the Ekpari learners of the English language face various problems". The author employed this structure to provide context for his primary arguments.

The Iraqi journal's extract:*" Which group commits more failures in interacting with each other NSs or NNSs and why?"*(See App. B; Art.5, P.11)

Due to the wh-structure employed in the extract above, the author presupposes that *'one of the groups commits more failures than the others and absolutely there is a reason behind such failure'*. It asserts that the author employed this structure to provide context for conveying his primary arguments.

6. Counterfactual

According to Yule (1996, p.30), a counterfactual presupposition is one in which what is presupposed is false and the inverse of what is true or contradictory to facts. Counterfactual conditionals assume the information in the If-clause is false.

The British journal's extract: *"If learning material on Igbo language are available in the social media, students will be willing to access them to improve on their Igbo language proficiency."* (See App.A; Art.5, P.26)

In the mentioned extract, the author utilizes 'if- clause' trigger presupposes to indicate that what is supposed is not only untrue but also opposite to reality. It is inferred that "*learning material on Igbo language are not available in the social media* ".

The Iraqi journal's extract: *"If it aboundsin familial communication, it is more dangerous due to its harmful effects on individuals and societies."* (See App.A; Art.3, P.126)

The 'if-clause' trigger in the preceding example assumes that the information is untrue. It presupposes that the phenomenon of *"aggression is not abounded in familia communication,"* so its danger is less.

7.Conclusion

According to the analysis of scientific texts from British and Iraqi journals and identifying the presupposition triggers, authors employed all categories of presupposition triggers with varying frequency. The results revealed that the British journal's articles record the greatest number of occurrences, namely 657 (51.89%). In contrast, the Iraqi journal's articles received 609 (48.10%) occurrences, which varied according to the topics of the articles and the authors' attitudes toward particular linguistic constructions. Accordingly, 'existential' and 'factive' presupposition triggers are utilized the most, whereas 'lexical' and 'counterfactual' presupposition triggers are utilized the least. Comparing the two cases reveals that though there are differences, there are many similarities. The few differences attributed to authors' attitudes towards certain information and linguistic constructions are insignificant. Therefore, it is acceptable to conclude that the researchers from different regions and cultures used presupposition triggers similarly. The following conclusions may be derived from the results of this study:

1. For a statement to make any sense, several assumptions must be made.
2. The information or ideas an author intends to communicate to the readers are ascertained using presuppositions.
3. The realization of presupposition in a specific environment is the responsibility of presupposition triggers.
4. The context in which an utterance occurs is crucial for understanding the meaning of presuppositions and identifying their types.

In light of the current investigation, it is suggested that an analysis of presupposition triggers in Arabic scientific texts should be carried out for a further study to show various lexical triggers in the native language. Furthermore, another suggestion is that further contrastive study should be done to study the presupposition triggers in literary texts such as short stories and novels of different   authors.

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Appendixes

Appendix A. Articles o *"British Journal of English Linguistics"* **(2021-2022)**

Article No.	The Link of the Article
Article 1	https://oda.oslomet.no/oda-xmlui/bitstream/handle/11250/2780610/Technology-students%25E2%2580%2599-perceptions-of-learning-in-higher-education.pdf?sequence=2&isAllowed=y
Article 2	https://www.eajournals.org/wp-content/uploads/Diglossic-Code-Switching-between-Standard-Arabic-and-Najdi-Dialect.pdf
Article 3	https://www.eajournals.org/wp-content/uploads/Pragmatic-Forces-of-Speech-Acts-Used-By-Members-of-County-Assembly-during-Debates-In-Bomet-County-Kenya.pdf
Article 4	https://eajournals.org/bjel/wp-content/uploads/sites/29/2023/05/A-Contrastive-Investigation.pdf
Article 5	https://www.eajournals.org/wp-content/uploads/Impact-of-Social-Media-Technology-in-The-Development-of-Igbo-Langauge-Among-University-Students.pdf
Article 6	https://www.eajournals.org/wp-content/uploads/Teachers-Reflections-on-Critical-Incidents-in-EFL-Classroom.pdf

Appendix B. Articles of *"Journal of the College of Languages"* **(2021-2022)**

Article No.	The Link of the Article
Article 1	https://www.iasj.net/iasj/download/92511a811e9f3e7d
Article 2	https://www.iasj.net/iasj/download/339e0a33b60dc756
Article 3	https://www.iasj.net/iasj/download/ef0fbf15a91145d3
Article 4	https://www.iasj.net/iasj/download/71b266880219c0bd
Article 5	https://www.iasj.net/iasj/download/7d837c42b5a390fa
Article 6	https://www.iasj.net/iasj/download/13737382088102a0