



PRESUPPOSITIONS IN ENGLISH TEXTBOOKS FOR SECONDARY SCHOOLS IN PUNJAB PAKISTAN: A CORPUS-DRIVEN ANALYSIS

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ABSTRACT

This study aims to explore the role of presupposition in English Language Teaching (ELT) material to determine its utilization for developing the students' comprehension of concepts and foster their engagement with the text. The researcher has demonstrated how accurate presupposition can be beneficial for learning and how a wrong one can cause incomprehension. The findings of this study are insightful for textbook developers, teachers, and students because it has been emphasized how presuppositions shape an effective pedagogical content which is understandable and relevant to the learner's background. The research was carried out on MAXQDA software to study a corpus of 9th and 10th grade English textbooks of Punjab, Pakistan (PTB). Data was analyzed using Yule's (2006) and Levinson's presupposition frameworks, and a mixed-method research approach was applied. The results have revealed that existential presupposition was prevalent with the frequency of 2898, and 2549 in the 9th and 10th grade textbooks respectively, whereas factive presupposition was the least frequent type with 29 occurrences in 9th-grade and 34 in 10th-grade textbooks. Such frequent use of existential presupposition highlights the fact that they may be more resonant to the context in terms of culture than the factive presuppositions which shows a gap in pedagogy. In addition, the research emphasized requirement of a more balanced and inclusive content related to language exposure, ensuring relevancy with student's cultural, religious, social, and cognitive backgrounds. The ELT material which is more socially, contextually and culturally oriented always improves understanding and intercultural competency among learners.

INTRODUCTION

Language is a fundamental mean to convey message in both oral and written ways. Thus, written language is usually comprised of books, newspapers, advertisements, literary works, and magazines, while spoken language includes conversations, lectures, films, and speeches. It is noticed that context and background knowledge are always crucial for the participants to make correct interpretation and avoid incomprehension. Yule (1998) has emphasized the importance of mutual understanding in verbal and written conversations by explaining pragmatics that is connected with how meaning is delivered and interpreted.

Contrasting context and wrong prior knowledge about subjects are the main cause of misunderstanding which ultimately signifies its vital role for effective comprehension while



communicating. This research has focused on presupposition in academic writing to demonstrate the function of background information in ELT, particularly the study has analyzed English textbooks of secondary schools Punjab, Pakistan. In order to make ELT classroom effective, it is important for learners, syllabus designers, and teachers to comprehend the role of presupposed knowledge because interpretation of meaning is highly dependent on presupposition which cannot be correctly made by the readers unless they also possess the same knowledge which the writer has assumed. If the author takes some information for granted without sharing a common background knowledge that the readers do not possess, then the text would be ambiguous which would lead to a lack in learning potential among them, therefore, this research has demonstrated the importance of presupposed information about ELT materials. In this study, the researcher has highlighted occurrences in the English textbooks where the provided information is not sufficient and can hinder the student's comprehension which may lead to minimize the language learning. To avoid the issues related to the text, all the gaps should be filled by providing complete information which is crucial for effective communication and understanding.

For learning a language through textbooks it is crucial to understand presupposition because, if the text provides no background knowledge, then it can cause misunderstanding. According to Song (2020), context gives message to avoid vagueness, provide guidelines regarding referents, and available information also, it introduces new information because all these aspects are critical in communication. Presupposition is largely defined by cultural, religious and social factors; thus, these aspects shape shared knowledge between participants. The current study aimed at interpreting and adapting presuppositions in the English textbooks of Punjab, Pakistan to deal with several views related to diverse pre-existing knowledge that students might have in the class for improving pedagogical methodologies.

It is essential for teachers and students to be fully aware of different types of presupposition which are generally employed in ELT. Presupposition helps students learn more beyond the stated text or language as it improves their understanding of the provided information. Thus, textbooks should be developed considering the students' cultural, religious, linguistic, academic, and social background, so that students and authors could be able to get correct understanding of the context in order to promote effective language learning.

Research Questions

R.Q 1: Which types of presuppositions are most commonly used in English Secondary School Textbooks in Punjab Pakistan?

R.Q 2: What is the role of presupposition in ELT textbooks?

LITERATURE REVIEW

Azhari (2021) pointed out that a well-devised textbook helps instructors and learners by offering them diverse activities. Textbooks typically include three cultural types: Culture of the source (learner's culture), foreign culture, and hybrid one. Cultural content plays an important role in communication to avoid ambiguity (Chlopek, 2008), and cultural competence stimulates language learning (Baker, 2012; Byram, 1997). Therefore, in this research importance of presupposed knowledge related to culture and religion has been emphasized in the ELT material.



BI Pertiwi et al. (2021) examined presuppositions used by characters in the movie 'Harriet' with portrayal of slavery. The researcher concluded that just four types were used in the film which related to slavery. Like other studies worked on movies like Frozen, Luca, Harriet etc., Ambalegin and Melly (2022) worked on Camp Rock Movie utilizing qualitative descriptive method to analyze what kind of presuppositions were represented in the movie. It was revealed that for interpreting and conveying the indirect/implied information lexical presupposition is necessary and important trigger. In the movie "Camp Rock", within characters dialogues lexical presuppositions were more prevalently utilized.

Solehah et al. (2022) focused on the role of presupposition triggers, and getting meanings from the "Frozen" movie. The research work is entitled as "An Analysis of Presupposition on the main characters of Frozen movie script". The researcher at the end of study revealed that utilization of presupposition highly dependent on contextual situations, even their meaning interpretation depends on the context. According to Yingfang (2007), presupposition entails shared or contextual background information, while Levinson (1983) and Stalnaker (1974) also argued that presuppositions involve shared knowledge and the common beliefs.

G. J. R. (2023) conducted research on literary texts and he used 3 frameworks of a theory introduced by Traugott (1989) as, formalist approach, semantic change, and functionalist perspective. He was focused on studying literature for better shared knowledge between readers and writers considering the textual form. He demonstrated role of literature in developing the society and how literature helps to address social issue.

Luciyana (2020) did research on a movie analyzing the confusions created in the speech due to several factors. He analyzed the movie called "The Fault in Our Stars" through pragmatic approach. The study uncovered total eighteen types of presupposition in the dialogues of characters from the movie, out of which thirteen were counterfactual triggers, only one lexical trigger two times factive verbs and existential presuppositions. It was demonstrated that presupposition utterances were used based on depending with the context. Furthermore, it was highlighted that presuppositions portrayed setting, end, and characters to influence the dialogues in the movie. Said and Jasim (2020) did a linguistic examination of the play "You Can't Take It with You" by using presupposition framework of Levinson (1983: 181-184), Van Der Sandt (1988), and Yule (1996). It was concluded that the most commonly used type is structural presupposition (mainly yes-no questions) and the less used presupposition is counterfactual presupposition. They emphasized on the role of presupposition that how they help to get the implicit meanings of the language.

In their qualitative content analysis of the selected seventh-grade EFL textbooks, Parihatiningsih et al. (2021) concluded that the materials promote home culture while offering a limited view of target culture and English as a Lingua Franca. McKay (2003) stated that culture influence the language use and integral to English Language Teaching. Utilizing the model of Ramirez and Hall (1990), they argued that images and language help to portray cultural content. Conversely, ELT materials reflect predominant chunks related to foreign culture while the representation of local culture is low (Aldera, 2017). Textbook developers portray cultural content purposefully that eventually influence the learner perceptions (Chapelle, 2009; Rashidi et al., 2016).



Presuppositions in Masoud Barzani's speech on Kurdish independence were examined by Sdiq et al. (2021), employing frameworks of Levinson (1983) & Yule (1996). In conclusion, they provided five presupposition types and demonstrated that factive presupposition was the most common, while no structural one was presented.

The current study is unique in a sense that it has focused on presuppositional aspects of textbooks content which had not been investigated before. Presupposition is important in spoken and written language because it involves necessary assumptions for efficient communication.

Theoretical Framework

Karttunen (1971) listed thirty-one kinds of presupposition triggers, but Keenan (1971) brought these into nine logical triggers. Karttunen (1983) later categorized presupposition triggers into three main types: existential, lexical (including those with the triggers of implicative verbs, change-of-state, iterative verbs, judging, conventional verbs, counterfactuals and factive verbs), and structural (including constructions, question words, adverbials, non-restrictive relative clauses, counterfactual conditionals and comparatives and syntactic features). Yule (2006) outlined six key presupposition types: existential, factive, lexical, structural, non-factive, and counterfactual sources of knowledge. A brief description of these types has been systematically given in the following table.

Table 1

Yule's (2006) Types of Presuppositions

Types	Description	>>
Existential Presupposition	It shows the existence of some person, place or thing through definite descriptions, proper nouns and possessives. e.g; <u>Peter's</u> bicycle is new.	>> Peter exists. >> Peter has a new bicycle.
Structural Presupposition	It includes presupposition linked with certain linguistic structures such as, Wh-questions, relative clauses and temporal clauses. e.g; <u>When</u> did John arrived in London?	>> John is in London.
Factive Presupposition	It presupposes truth or fact based conditions and events through factive verbs. e.g; I <u>realized</u> that Sam was sick.	>> Sam was sick.
Non-Factive Presupposition	It just supposes any condition which is not true in reality through non factive verbs. e.g; Marry <u>dreamed</u> that she was rich.	>> Marry is not actually rich.
Counterfactual Presupposition	This type presupposes something which is opposite of what is true through counterfactual conditionals. e.g; <u>If</u> I were you, I would not have played this game.	>> I didn't play the game.
Lexical Presupposition	In this presupposition one word/lexical item presupposes some meaning. e.g; Jack in late <u>again</u> .	>> Jack was late before.

Note: >> is the symbol of presupposition.

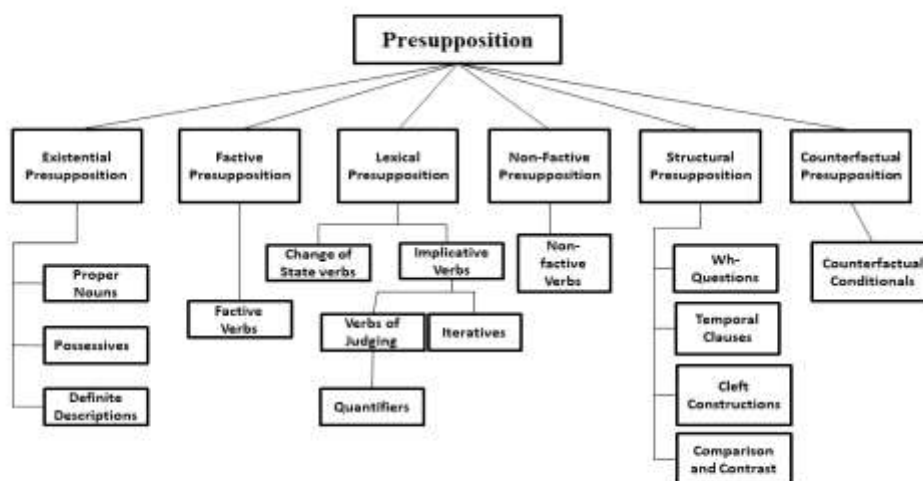


Levinson inspired by Karttunen (1971), provided a list of thirteen triggers including definite descriptions, factive verbs, imperative verbs, change of state verbs, iterative verbs, judgmental verbs, temporal clause, clefts, clefts with implicit and resumed elements, comparisons, non-restrictive relative clauses, counterfactual conditionals and questions. In this research work, the framework of Yule (2006) and Levinson (1983) has been adopted because it covers the whole concept of presupposition. The framework which is used in the present research is mentioned in the figure below.

Figure 1

Framework of Presupposition (Yule, 1996; Levinson, 1983)

Liang and Liu (2016) suggested presupposition triggers as essential in identifying linguistic forms of presuppositions, uncovering implicit presupposed knowledge. Both types of the trigger link to



some specific lexical items which is shown in Table 3 below, grouped according to presupposition types.



Table 2
Presupposition triggers references



	Proper Nouns	As per the relevant Corpus	9 th and 10 th Grade PTB
Existential Presupposition	Definite Descriptions	The	Biber et. al (1999) Longman Grammar of Spoken and Written English
	Possessives	's, our, their, mine, my, yours, your, his, her, its	Biber et. al (1999) Longman Grammar of Spoken and Written English
Factive Presupposition	Factive Verbs	Accept, establish, note, reveal, acknowledge, explain, observe, confirm, know, prove, show, demonstrate, learn, recognize, understand	K McLachlan (2016/17)
		Regret, aware, realize, glad that, be sorry that, be indifferent that, be sad that.	Levinson (1983)
		Aware, be proud that	Cui (2008)
		Forget, resent, make clear, find out, discover, notice, see, bothers, matters, make sense	Karttunen, L. (1971)
		Remember, expected, admit, felt, be certain, surprised, disappointed, convinced, amused, shocked, afraid, be upset	Through different websites
Non-Factive Presupposition	Non-Factive Verbs	Argue, doubt, hypothesis, recommend, assume, estimate, imply, suggest, believe, expect, predict, suspect, claim, foresee, presume, think	K McLachlan (2016/17)
		Hope, imagine, suppose, anticipate, alleged, rumored, dream, reportedly, apparently, assume, seem, might be, may be, could, in my opinion	Through websites
	Change of State Verbs	Begin, continue, became, finally	Through websites
		Stop, had been, continue, start, finish, carry on, cease, take, enter, leave, come, go, arrive	Levinson (1983)
	Implicative Verbs	Managed, forgot, ought to, usually did, intend to	Levinson (1983)
		Support, complain, judge, promote, deduce, speculate, evaluate, declare, assess, conclude, recommend, questioned, argued, agree	Through Websites



Lexical Presupposition	Verbs of Judging	Accuse, criticize,	Levinson (1983)
	Quantifiers	All, few, some, more, most, every, many, several	Biber et. al (1999) Longman Grammar of Spoken and Written English
		Plenty of, couple of, enough, each, any, both, neither or either	Through different websites and books
	Iteratives	Re-, either, neither, too	Through different websites
		Anymore, again, returned, another time, to come back, restore, repeat, for the nth time	Levinson (1983)
Structural Presupposition	Wh- Questions	What, where, why who, whom, when, which, whose	Levinson (1983) Biber et. al (1999) Longman Grammar of Spoken and Written English
	Temporal Clauses	Afterward, not until, in the meantime, by (by the time, by now, by then), throughout, meanwhile, in the past, at the same time, at present, eventually, now, next, finally, previously, subsequently, concurrently, on, upon, in the meantime, in due time, in the future, in the long run, from, from the moment, from now on, the moment, among, within, between, beforehand, consequently, at the moment, since, henceforth, instantly, thereafter, till, once, directly, immediately, until, everytime, since, hardly, following, prior to	Through Different websites
		Before, after, while, when, during, whenever	Levinson (1983)
	Cleft Constructions	It was	Levinson (1983)
	Comparison and Contrast	than, in return, too, back, or	Levinson (1983)
Counterfactual	Counterfactual Conditionals	If	Levinson (1983)



Presuppositions			
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METHODOLOGY

This study has utilized a mixed-method approach of research to analyze the English textbooks for secondary school learners; combining qualitative and quantitative approaches. Considering the context, qualitative analysis was done by employing coding framework of triggers to tag utterances related to presupposition on MAXQDA software. The work was followed by statistical analysis of frequency distribution which has provided an idea about prevalent types of presupposition also it highlights the areas of concern for improvement. Data sample for the research was mainly comprised of 9th and 10th grade English textbooks of Punjab Textbook Board, Pakistan. The driven information from the quantitative analysis was used to make recommendations and suggestions for improvement in the textbook materials which should be relevant to the student's cultural, religious and cognitive backgrounds. The mixed-method approach was utilized for an in-depth analysis of educational material.

DATA ANALYSIS AND INTERPRETATIONS

The English textbooks for grades 9 and 10 in Punjab, Pakistan, have been systematically examined through the presupposition framework of Yule (1996), and Levinson (1983), whereas the text has been tagged and analyzed by using the application of MAXQDA software. The analysis includes a critical coding system in which lexical items, phrases and structural features are categorized with a target of uncovering presuppositions within the text. The following table offers a classification of the various presupposition triggers which are found in both secondary-level textbooks, indicating pragmatic implications of the provided information in educational materials.

Table 3

Frequencies and Percentages of Presupposition Types

Presupposition Types	9 th		10 th	
	Frequency	Percentage	Frequency	Percentage
Existential Presupposition	2898	80%	2549	73.07%
Structural Presupposition	321	9%	492	14.1%
Lexical Presupposition	211	6%	273	7.83%
Factive Presupposition	29	1%	34	0.98%
Non-factive Presupposition	50	2%	74	2.12%



Counterfactual Presupposition	49	2%	66	1.9%
Total	3603	100%	3488	100%

The table 3 has showed the percentages of different presupposition types in the grade 9 and 10 English textbooks of Punjab, Pakistan with prevalence of existential presupposition (80% in grade 9 and 73.07% in grade 10). The reliance and concern on concrete, factual language suggested a curriculum that is fact based without encouraging interpretive or critical skills while learning passively. The rise of the structural presupposition from 9% in grade 9 to 14.1% in grade 10 has revealed an inadequate effort to enculturate complex syntax, but it is not enough to build inferential and analytical abilities. Concerning lexical presupposition, there was a slight increase from 6% to 7.83% which has implied minimal or no stress on lexical items, restricting exposure for students to nuanced vocabulary of a language that help to build advance comprehension. Factive, non-factive and counterfactual presuppositions were appeared quite rarely (< 2%), which means that the information was mostly portrayed in a way that does not encourage critical or hypothetical reasoning. The identification of a restricted set of presupposition types indicated a pedagogy that overlooked definite skills necessary for critical and pragmatic real-world interactions.

Table 4

Frequencies and Percentages of Presupposition Triggers in the English Secondary textbooks Punjab Pakistan

Presupposition Triggers	9 th		10 th	
	Frequency	Percentage	Frequency	Percentage
Cleft Constructions	0	0.00	0	0.0
Implicative Verbs	0	0.00	0	0.0
Verbs of judging	2	0.1	1	0.0
Iteratives	15	0.4	17	0.5
Comparison and Contrast	9	0.2	25	0.7
Change state of verbs	20	0.6	26	0.7
Factive Verbs	29	0.8	34	1.0
Counterfactual Conditionals	49	1.4	66	1.9
Non-Factive Verbs	50	1.4	74	2.1
Temporal Clauses	150	4.2	185	5.3
Quantifiers	174	4.8	229	6.6
Questions	207	5.7	282	8.1
Possessive forms	451	12.5	444	12.7
Proper Nouns	513	14.2	192	5.5



Definite Descriptions	1934	53.7	1913	54.8
TOTAL	3603	100.00	3488	100.00

The table 4 revealed that definite descriptions also remain high (53.7% in grade 9, 54.8% in grade 10) proving curriculum's tendency with an increase on concrete references. This overwhelming focus has reduced the opportunities for students to get familiar with diverse categories of presupposition triggers curtailing chances of practicing complex comprehension that requires critical thinking and interpretation. The following table showed that the percent of proper nouns writing has reduced from 14.2% in the grade 9 to 5.5% in the grade 10: This reduction actually limit various reinforcements essential for student's comprehension of a naive language. A relatively high proportion of possessive forms (12.5% in grade 9, 12.7% in grade 10) indicated a stagnant demonstration on relationships and ownership without any linguistic development. The rise in temporal clauses and quantifiers of only from 4.2% to 5.3% and from 4.8% to 6.6% highlighted a very small improvement in students' engagement with temporal and quantitative reasoning crucial for high level thinking. The increase from 5.7 % to 8.1 % for questions has showed an attempt to promote inquiry-based questions, yet in general too low occurrences to hinder students to engage in critical question-based learning. In addition, presupposition triggers such as factive verbs, non-factive verbs, counterfactuals and comparative elements were still below 2% suggesting little chance for the students to engage in hypothetical and evaluative reasoning. However, some types of triggers related to presupposition such as, cleft constructions and Implicative verbs showed significant gap which bound students getting exposed with structures that foster interpretive and reflective aspect of language.

INTERPRETATIONS

Existential Presupposition

In both the datasets, definite article "the" was used frequently; grade 9: 1,935; grade 10: 1,913. Additionally, possessives showed a varied frequency in both grades textbooks. The possessive form ("s") used thirty five times more in grade 9 textbook than grade 10, that means it was employed 68 times in grade 9 and 82 times in grade 10. Possessive pronouns include *her, his, its, yours, our, us, mine, my, and your* were presented in both corpora. In the grade 9 textbook, *her* appeared 61 times, *his* 72, *their* 57, *your* 74, *yours* was used only once, *us* 8 times, *our* 105, *my* 58, *its* 21, and *mine* only once. The same observation can be made in the grade 10: "her" was utilized only 13 times, "his" and "their" 75, "your" 69, "yours" was not found at all, "us" occurs only once, "our" 102, "my" 82, "its" 21, "mine" 4. Proper nouns which are part of existential presupposition also occurred and varied enormously in both the datasets. Proper nouns were used 514 times in grade 9 textbook and 192 times in grade 10 textbook. In order to compare and analyze the presuppositional gap, this distribution highlighted various presuppositional strategies at each grade level, which may indicate changes in the content as well as in the pedagogical approaches.

Proper Nouns

"During the past years of my high school career I participate and received awards in the following: **Quaid-e-Azam Badge in Scouting, winner of Who's who Quiz Programme** at district level, and **Academic Excellence Award** while participating in **Inter-District Declamation Contest** and



Essay Writing Competition for the year 2011.” >>Quaid-e-Azam Badge in Scouting, Winner of Who’s Who Quiz Programme, Academic Excellence Award, and Inter-District Declamation Contest do exist.(Chapter 7 10th: “Little by Little One Walks Far!”)

The author of the textbook does not offer enough details about the various programs, contests, and awards mentioned. Additional information could be incorporated to improve clarity to understand the context attached with awards, contests and programs or it can also be a job of teachers to provide more details to students.

“**W.H. Davies**’ favorite themes are nature and the hardships of the poor. >> There is a person name W.H. Davies.” (Chapter 5 10th: “The Rain”)

The detail about W.H. Davies is not provided in the text because it has been presupposed by the author that students already know, who is W.H. Davies, where he lives, is he alive or not, what’s his profession. It is not necessary that every student know him. So, educators and writers need to review all these issues by considering various factors related to learner’s cultural, social, academic, and religious backgrounds.

“Once **Hazrat Umar**, sitting in the Mosque of the Holy Prophet, was busy in the affairs of the state.”>> The existence of Hazrat Umar.

(Chapter 13 10th: “Faithfulness”)

In the above mentioned text enough information is not provided by the textbook designer about Hazrat Umar because it is presupposed that the reader already understands the context. Therefore, additional details are needed to improve comprehension of the students. Textbook designer could mention Hazrat Umar’s personality traits more elaborately or teachers may provide guidance to the students.

“Caliph: (addressing **HazratAbuzarGhaffari**) Do you agree to stand as surety? >> The existence of HazratAbuzarGhaffari.

“**HazratAbuzarGhaffari**: I do.” >> The existence of HazratAbuzarGhaffari.

(Chapter 13 10th: “Faithfulness”)

“HazratAbuzarGhaffari was a highly respected **Sahabi**.” >> Shows the existence.

“Hearing this, the **Sahaba** became more anxiouswere filled with tears.” (Chapter 13 10th: “Faithfulness”)

The contextual information with utterances in the textbook is inadequate regarding the historical information of some characters like *HazratAbuzrGhaffari*, *Sahaba*, *Sahabi*; the author expect that the readers possess common knowledge about these terms. However, it cannot be assumed that all the students have this background knowledge. To improve the understanding more contextual details should be provided considering students’ cultural, religious, and socially-constructed realities. Teachers are also required to provide additional information in order to assist comprehension. In another chapter, many proper nouns were cited such as,*Hazrat Muhammad (PBUH)*, *Madinah*, *Black Stone*, *Ka’ba*, *Makkah*, *Quraish*, *HazratUsamaBin Zaid*, *BaniIsrail*, *Ansari*, *BanuThal’ba*, *Hazrat Ali*, *HazratMuawiya*, and *Holy Prophet*. The text presumed familiarity of the students with these figures, tribes and places that have significance to Islamic history, and it may not be sufficient for students who may not have a broad prior knowledge about the text. Since these areas often remain uncovered in various learning establishments, teachers are



required to give the necessary background information as it is crucial for learners to grasp the core understanding and relevance of these terms for proper learning. The use of the appropriate presupposition can facilitate and enhance the understanding of content among students. Educators and textbook developers can improve learning among the students by carefully connecting the content with student's cultural, religious and social backgrounds.

The proper nouns such as, 'Hazrat Ayesha', 'Nabuwat', 'Hazrat Jibril', 'Hammad', 'Caliph Walid bin Yazid', and 'Ukaz'. All these names show the existence of something but still adequate information is not given in the text because it is presupposed by the authors that readers know all about these proper nouns. However, it might not be the case with every student because of the difference in their social, cultural, and religious backgrounds. Therefore, some additional information is requested here or teachers may guide the learners too considering their prior knowledge.

Definite Descriptions

"It was in this land that the Rasoolullah was born, in the city of Makkah Mukarramah, which is about fifty miles from **the Red Sea**." >> There is a sea called Red Sea. (Chapter 1 9th: "The Saviour of Mankind")

"In **the cave of Hira**, he used to retire with food and water and spend days and weeks in remembrance of Allah Almighty." >> There was a cave called Hira. (Chapter 1 9th: "The Saviour of Mankind")

"Every night, with the pack of food, she would quietly venture towards the rugged mountains in which lay **the cave of Thawr**." >> There was a cave named Thawr. (Chapter 4 9th: "Hazrat Asma")

"In **the wars** of 1965, and 1971 **the Kargil War**..." >> The wars happened. (Chapter 2 9th: "Patriotism")

"The Blue Masjid reflects the architectural style of both **the Ottoman masjid and Byzantine church Hagia Sophia**." >> There was a masjid called Ottoman Masjid.

>> There was church named byzantine church Hagia Sophia. (Chapter 7 9th: "Sultan Ahmad Masjid")

The given occurrences with definite articles such as *Red Sea*, *Kargil War*, *Ottoman Mosque*, *Byzantine Church Hagia Sophia*, the caves of *Hira* and *Thawr* are portrayed with insufficient background information, assuming prior knowledge of learners regarding these places and events. However, it is understood and obvious that not all readers are familiar with contextual knowledge of the content. In order to promote understanding of the references more information about each term should be provided to have better understanding of the material. A brief contextual background knowledge would allow students to engage more effectively with the language and understand overall meaning in each chapter.

"**The Caliph** looked at the young man and said, "You have heard the charge leveled against you." (Chapter 13 10th: "Faithfulness")

The details about the Caliph are not given by the writers of the textbook because it is presupposed that readers know to whom we call caliphs, and how many caliphs are there in Islam. But it is not necessary that every student in the class has the complete or minor prior knowledge of Islam, moreover in Punjab Pakistan there are communities other than Islam too. Therefore, more



details are needed here while considering student's cultural, social, and religious knowledge for better grasp the idea.

“**The Arabs** possessed a remarkable memory and were an eloquent people.”>> Existence of Arabs (Chapter 1 9th: “The Saviour of Mankind”)

“The Arabs” is a definite descriptive in the mentioned text. Here adequate information about Arabs is not provided because it was presupposed that learners already have prior knowledge about it.

“For instance, a survey by **the Punjab Environmental Protection Agency** claims that the level of noise in Lahore has reached decibels whereas a maximum of decibels is acceptable.” >> There is an agency in Pakistan called “the Punjab Environment Protection Agency”. (Chapter 11 9th: “Noise in the Environment”)

The text only described the existence of the “Punjab Environmental Protection Agency” but additional information is not given because it was presumed that students and the writer have common ground information. But all the readers might not know about the agency.

Teachers can explain any presupposed historical, religious or cultural contexts about the topic that students might not fully understand, ensuring a more comprehensive grasp of the material. Before each lecture learner's prior knowledge should be activated by asking different questions from them that what they know about Islamic history. Teachers can facilitate discussions that challenge students to think critically about the text's presuppositions and their own values.

Students can better understand new information by connecting it with what they already know about Islamic teachings and historical events. Now a question arises that why presupposition is important in ELT? If the learners have presupposed cultural and historical context then it would be helpful for them to engage more deeply with the material.

Possessive Forms

“Role of Print and electronic media in **our** life is very significant.”>>Print and Electronic Media plays a significant role.

(Chapter 6 10th: “Television vs. Newspaper”)

It is not the case in everybody's life that the print and electronic media plays an important role. Nowadays, social media has taken control of everything. Especially the young generation is more involved into the social media. So, it is necessary to design a syllabus which would be more oriented towards student's social and cultural background. No doubt, students should be well aware of the print and electronic media but the text will be more engaging if it triggers their prior knowledge.

“They complained to Hazrat Umar that the person had murdered **their** old father. They demanded justice by punishing the murderer for his crime.” >> The old father existed.

(Chapter 13 10th: “Faithfulness”)

In the text possessive form their shows the existence of some entity (old father), but enough information is not given to the readers because it is presupposed that they know the context before. The readers might not understand the whole narrative therefore, more details are necessary here. Whether textbook developers could give extra information or teacher may provide guidance.

“It was constructed between 1609 and 1616, during the rule **of Ahmad I.**” >>



(Chapter 7 9th: “Sultan Ahmad Masjid”)

It was instructed in the section designed for teachers to provide guidance to the students about Ahmad I, which is a very good step for the feasibility of students.

“It was completed in the reign of **his** successor Mustafa I.”>>

(Chapter 7 9th: “Sultan Ahmad Masjid”)

Here complete information is not provided to the students because it was presupposed that they have prior knowledge. However, it may not be the case with everybody. Therefore, some additional information is required here, or teacher may guide them too.

Structural Presuppositions

Questions

The study demonstrated the frequencies of different types of triggers related to structural presupposition which are commonly used to ask questions in the 9th grade English textbooks such as, ‘are’ occurred only once, ‘what’ for 93 times, ‘which’ 14, ‘who’ 13, ‘whom’ once, ‘whose’ 0, ‘where’ 9, ‘when’ 0, ‘why’ 30, ‘how’ 33, ‘can’ 3, ‘is’ once, ‘may’ once, ‘have’ 3, ‘do’ 3, and ‘does’ only once. Similarly, in 10th grade English textbooks these triggers were also presented such as; ‘are’ occurred 4 times, ‘what’ for 112 times, ‘which’ 33, ‘who’ 9, ‘whom’ 0, ‘whose’ 0, ‘where’ 9, ‘when’ 6, ‘why’ 51, ‘how’ 32, ‘can’ 2, ‘is’ 4, ‘may’ 0, ‘have’ 7, ‘do’ 8, and ‘does’ only once.

“Have you read the story “King Bruce and the spider”?” >> There is a story named “King Bruce and the spider. (Chapter 3 10th: “Try Again”)

The textbook developers presupposed that students know there is a poem named “King Bruce and the spider”.

“What lesson did the king learn from the spider?” >> The king learned a lesson from the spider. (Chapter 3 10th: “Try Again”)

It has been presupposed by the writers of the textbook readers know that the poem give some lesson through spider. However, it is not necessary for every student to have knowledge about the story, characters and the lesson. So, it’ll be the duty of the teacher to make them aware about the story’s characters and the lesson. If the teacher make the story more culturally and socially oriented it would be good for the students to better grasp the knowledge.

“What do you understand by the topic?” >>Someone understands the topic.

(Chapter 7 10th: “Little by Little One Walks Far!”)

This is a pre-reading question mentioned at the start of chapter and the writer has assumed students will understand something through the topic. The question is ensuring to trigger the background knowledge of students but it is responsibility of the teacher to give some information to the students by considering their level and cognitive ability.

“What is the importance of independent judiciary in a society?”

“Who is regarded as the true embodiment of justice? Why?”

(Chapter 1 10th: “Hazrat Muhammad an Embodiment of Justice”)

Understanding the text’s structure and presuppositions helps in teaching complex grammatical structures and syntax in context. The questions mentioned above are extracted from



pre-reading section of the chapter which is a great initiative of textbook developers. But it would be more suitable for the learners to better comprehend, presuppose, and answer culturally oriented questions.

Temporal clauses

“The last couple of years have been a long bumpy ride for me, as they have for every one of my age.” >> A specific timeframe of two years have been a long bumpy ride for someone.

(Chapter 7 10th: “Little by Little One Walks Far!”)

The writer is presupposing that students have the shared knowledge of those couple of years and the specific events occurred in that timeframe. The adequate information about the time and events is not given. So, it is the responsibility of the syllabus designers to provide enough information for better understanding.

“During the past years of my high school career I participate and received awards in the following: Quaid-e-Azam Badge in Scouting, winner of Who’s who Quiz Programme at district level.....>>In the past someone participated and received awards.

(Chapter 7 10th: “Little by Little One Walks Far!”)

The adequate information about the past time and the speaker is not given. It has been assumed that the readers already have information with shared background knowledge. So, the text could be modified by considering the knowledge of the readers or teachers may play the role of an aid.

Factive Presupposition

“I also know that by participating in sports, and after-school activities, I will become a well-rounded student.”>>A well-rounded student always participates in sports, and after-school activities.

(Chapter 7 10th: “Little by Little One Walks Far!”)

“It is well-known fact that when there were no television or computers, reading was a primary leisure activity.” >> Reading was a primary leisure activity in the past.

(Chapter 10 10th: “A World without Books”)

The factive verbs **‘know’** and **‘fact’** here emphasized the importance of co-curricular activities in a student’s life and reading during leisure time in the past. So, it can be inferred that factive verbs are used to emphasize any important information.

Lexical Presupposition

Quantifiers

“Sometimes we may have accidents and we may get hurt”>> Accidents are very usual.

“Any lay person can be trained to administer first aid.”>> Everyone can learn first aid. Skills of first aid are not hard to learn for any person.

“We all need help at times in our lives.” >> Everyone needs help at times.

Through these presuppositions the writer wants to engage and relate the learners more deeply with the text and the new information provided. Through all these shared knowledge the writer wants to highlight the role of first aid and make the students aware to take the content



thoughtfully. So it can be inferred that presupposition helps fabricating a common ground, emphasizing the importance of something, making the knowledge accessible and engaging.

“The alarming and incessant growth of population is causing serious economic problems in almost **all** continents.” >> All continents have serious economic problems.

(Chapter 12 10th: “Population Growth and World Food supplies”)

It is mentioned that “all continents” because it is assumed each of the student has common shared knowledge. But there is a possibility that most of the students might not know about continents. So, more information is required here for the better comprehension. Otherwise teacher may guide the students by providing them complete information.

Counterfactual Presupposition

The counterfactual presupposition have only one trigger which is counterfactual conditional ‘if’. In 9th class English textbook it occurred with the frequency and percentage of 49 (1.4%). It occurred for 66 times in 10th class English textbook with percentage of 1.9%.

Non-factive Presupposition

Non-Factive Verbs

The research has showed the frequency of non-factive verbs used in both the textbooks. As in 9th class English textbook the word ‘could’ occurred for 4 times, ‘may’ 38, ‘might’ 3, ‘seem’ 2, and ‘think’ with the frequency of 3. Similarly, in 10th grade textbook of English ‘appear’ occurred for once, ‘suppose’ 2, ‘suggest’ once, ‘seem’ 5, ‘might’ 3, ‘may’ 46, ‘hope’ 2, ‘expect’ 2, ‘could’ 11, ‘believe’ and ‘appear’ only one time present in the textbook.

DISCUSSION

The research was employed to demonstrate the significance of presuppositions in textbooks with reference to the context of ELT. Magnusson (2021) stated that textbook holds a central and vital role in academic setting because it is regarded as reliable material for educators to do lesson planning. The researcher’s aim is to demonstrate the role of textbooks, teachers and authors in student’s learning with relevance to presupposed knowledge. In research field, the analysis of presupposition within textbooks always lacked somewhere. It is important to analyze presupposition in textbooks as well to expand the research area like previous studies have examined presupposition only in speeches, magazines, advertisements, films, and novels. According to Matore et al. (2020) underlined that a standard ELT textbook entails relevant context and material to engage the learners. Nilsson (2016) also illustrated the importance of well-structured textbook, mentioning engaging content for the readers as a key aspect.

The present research has indicated that pertinent content and correct presupposition in the educational material is necessary for readers to comprehend the knowledge effectively. Conversely, insufficient, inaccurate or irrelevant presupposition can hinder learning, limiting understanding of the content. Davoudi (2005) described that background knowledge about something aid the receiver to comprehend basic information and forge a link between new and previous text. Nurdiana et al. (2020) stated that textbooks are compulsory to be analyzed when there is a need to discuss ways to enhance learning. This work would be helpful for the teachers, textbook developer and learners to understand the types and triggers presuppositions in teaching materials and the way to derive meanings through these triggers and types.



The goal of the study is to propose ways to improve the learning techniques by specifically focusing on English textbooks employed in secondary schools of Punjab, Pakistan. The implications suggested that the present study is useful for teachers, textbook writers, and students because it has explored and explained the kinds of presupposition and the context in which they are being represented within the material. A profound knowledge has been drafted about how to utilize these presuppositional triggers to enrich students' interpretative abilities and language learning. The tables related to frequencies and percentages in this study has provided insights on the most and least prevalent presupposition types and triggers, highlighting significant potential for modifying pedagogical approaches.

The researcher has collected the data of English textbooks from 9th and 10th grade Punjab, Pakistan. The data was divided into different sets according to the included chapters, exercises, and reviews. A presupposition framework introduced by Yule (2006) was utilized for the research. And the data was tagged and analyzed on MAXQDA software. Then, several occurrences has been recognized in both textbooks where the information was lacking. The derived examples also uncovered drawbacks in the text with the aspect of presuppositional types and triggers, demonstrating that textbook content should aligned with prior knowledge of the learners. Moreover, textbook designers are recommended to address the students' academic, religious, cultural, social, and cognitive contexts in order to assure more inclusive and relevant content. The value of teacher's role is noted by the researcher as mandatory to enable students to understand and engage them with the text. The book is referring to a large population so it is not compulsory that everyone has knowledge of all the personalities and places, it can't be presupposed that all the learners have knowledge of everything about Islam. There are minorities living in the state as well who certainly have no knowledge about Islam so it is the duty of teacher to make the learners aware of each and everything about the whole concept of the information provided.

There are limited researches on textbooks in context of presuppositions such as "Analysis of Presupposition Triggers in English Reading Textbooks: Learners' Familiarity" done by Gencturk (2018), and Pangestu S. D. (2022) analyzed "dialogues in Bahasa Inggris textbook for 12th grade students of senior high school" using presupposition framework (Yule 2006). According to Gebregeorgis(2017), it is important to note that apart from being a representation of language knowledge, textbooks also portrays belief system, norms, and values of society's culture. Therefore, it is necessary for learners, textbook authors, and educators to have shared knowledge regarding the content to fostering a mutual comprehension of the cultural and social context. Eventually, the results has demonstrated the value of presupposition in academics, illustrating how it enhances the learners' efficacy. Therefore, by introducing accurate and context based presupposition teachers and curriculum designers can create favorable conditions for students to boost the learning process.

Pedagogical Consequences

If there is a communication gap between the teacher and students then it can cause problems in learning the subject. The researcher emphasized that an ELT textbook and activities needs to be designed considering the student's level of academic, cognitive, cultural, religious, and social backgrounds because if the information in the text is related to student's prior knowledge it would



be feasible for them to grasp the whole concept. Otherwise, it would hinder their learning a subject and language. The results of the study are particularly oriented towards academic context and role of presuppositions in it. The fact has been highlighted here that correct presuppositions help the students learn effectively.

DELIMITATIONS

This study is delimited in terms of geographical scope, data sample, theoretical framework, and subject focus. Restricting the sample size, the analysis is confined to only two English textbooks for grade 9th and 10th. Geographically, the research is limited to Punjab, Pakistan, and only English textbooks are examined to provide insights within a specific teaching context. The theoretical framework is based on Yule's (2006) presupposition types and Levinson's (1983) presupposition triggers, which may represent a limited theoretical scope. Additionally, the study is restricted to a pragmatic approach, potentially limiting its findings to solely the domain of pragmatics.

SUGGESTIONS

The findings of this study can be considered informative for ELT (English Language Teaching) that specifically demonstrated the significance of presupposition in written texts. This paper offered practical and valuable insights for learners, tutors, and authors of textbooks to improve their performance in their respective fields. In particular, the researcher has provided various recommendations to teachers and material developers about how they can create textbooks and activities related to learning more student-centered and pertinent to the relevant context. The researcher also suggested the representation of both the target and the source culture in textbooks as an essential aspect of learning.

In addition, this research has contributed important implications to the field of ELT besides in the domain of linguistics. Its results and methodological ways may develop a base for future scholars, intending to research or analyze ELT with a pragmatic perspective which can be a way towards more culturally and linguistically rich educational materials.

CONCLUSION

The present research underscored the function of presupposition in textbooks for delivering explicit or implicit information which can hinder or facilitate socio-cultural and religious concepts. A dataset of grade 9th and 10th English Textbooks of PTB (Punjab Textbook Board) was employed in the study. Data analysis was executed on MAXQDA, using Yule's (2006) type of presuppositions and Levinson's (1983) framework of presupposition triggers for tagging and interpretations. Furthermore, the statistical results uncovered that in both the datasets most frequent type of presupposition was existential presupposition which represents the capacity to assume entities and ideologies based on mutual knowledge. The researcher has identified certain occurrences in the text where presupposition lacks considering student's background of social, cultural, cognitive, and religious. It has been further emphasized that educators and textbook developers should carefully design and craft the educational material to avoid the gaps by forging the content more engaging for learners. Also, the researcher has highlighted the importance of appropriate contextual background in an insightful and comprehensible way, equipping students to grasp the whole idea of the given content. The work has suggested a culturally and pragmatically



oriented approach to design and develop a text for students, allowing enhancement of cognitive relation and effective learning of English language in the classrooms.

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