

Maysan University
College of Education
Department of English



A Pragmatic Study of Presupposition Triggers in Kathryn Stockett's Novel 'The Help'

*A Thesis Submitted to the Council of the College of Education,
Maysan University in Partial Fulfilment of the Requirements for
the Degree of Master of Arts in English Language and
Linguistics*

By:

Narjis Audah Rashk

Supervised by:

Asst. Prof. Zaidoon ABdulrazaq Abboud (Ph.D)

Prof. Fatima Raheem Abdulhussein (Ph.D)

2021 A.D

1443 A.H

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿وَلَقَدْ آتَيْنَا دَاوُودَ وَسُلَيْمَانَ عِلْمًا وَقَالَا الْحَمْدُ لِلَّهِ الَّذِي فَضَّلَنَا عَلَى

كَثِيرٍ مِنْ عِبَادِهِ الْمُؤْمِنِينَ﴾ [النمل: 15]

In the name of Allah, Most Gracious, Most Merciful

(And we gave knowledge to David and Solomon, and they
said, ' All praise belongs to Allah, Who has exalted us
above many of his believing servants.')

(Ali, 2015: 437)

Supervisor's Report

We certify that this thesis entitled as “***A Pragmatic Study of Presupposition Triggers in Kathryn Stockett's Novel 'The Help'***” has been prepared and written under my supervision at *Maysan University, College of Education, Department of English* in partial fulfilment of the requirements for the degree of Master of Arts in English Language and Linguistics.

Signature:

Supervisor: Asst. Prof. Dr. Zaidoon ABdulrazaq Abboud

Signature:

Supervisor: Prof. Dr. Fatima Raheem Abdulhussein

Date:

In view of the available recommendation, I forward this thesis for debate by the Examining Committee.

Signature:

Name: Asst. Prof. Dr. Tahseen Ali Mhodar

Head of the Department of English,

College of Education,

Maysan University

Date:

Examining Committee's Report

We certify that we have read this thesis which is entitled as “***A Pragmatic Study of Presupposition Triggers in Kathryn Stockett's Novel 'The Help'***” as an *Examining Committee*, and examined the student in its contents, and that in our opinions, it is adequate as a thesis for the degree of *Master of Arts* in *English Language and Linguistics*.

Signature:

Name:

Date:

Chairman

Signature:

Name:

Date:

Member

Signature:

Name:

Date:

Member

Signature:

Name:

Date:

Member

Approved by the Council of the College of Education

Signature:

Name:

Dean of the College of Education, Maysan University

Date:

Dedication

This thesis is wholeheartedly dedicated to my beloved parents, who are my source of inspiration and who continually provide me with their moral, spiritual, emotional, and financial support.

To my friends, who shared me their words of advice and encouragement to finish this study and gave me strength whenever I thought of giving up.

Acknowledgment

I would like to express my high gratitude and thanks to the Almighty One, “Allah”, who showered me with His infinite blessings, showed me the right way, gave me power, and made all things easy for me.

I would like to express my special thanks of gratitude to my supervisors (**Asst. Prof. Dr. Zaidoon ABbdulrazaq Abboud**) and (**Dr. Fatima Raheem Abdulhussein**) who guided me through a journey of endless curiosity, questioning, and inquiry. I am extremely lucky to have supervisors who cared so much about my work, and who responded to my questions and queries so promptly.

I should also thank **Dr. Tahseen Ali Mhodar** (the Head of the Department of English, College of Education, University of Missan) for his kind care and great efforts.

This thesis was completed due to the intellectual, emotional and material support that I have received from my teachers, colleagues, friends and family who I would like to thank here. My gratitude also goes to those whose names I may forget to mention.

I am wholeheartedly grateful to my colleagues **Ohood Abdul Razzzq** and **Mafaz Hatim** for their tremendous, unflagging support and encouragement. Thank you for believing in me and giving me the confidence to start on and continue on this journey. Special thanks go to my role model **Maryam N'eem**, who I have been lucky enough to have her travelling this journey alongside me, and whose constant support, practical advice and optimism helped me to keep me going, and dragged me to the finish line. I am forever grateful for her generous academic and emotional support she showed me throughout my long journey.

Finally, to my caring father, who I cannot thank enough for the opportunities he gives me, the constant encouragement he provides me with and for always being there with me. I am so fortunate to have a champion like him, who is supportive and motivating in equal measures. Words cannot express how grateful I am to my mother for all of the sacrifices that she made on my behalf. Her prayer for me was what sustained me thus far.

Abstract

Presupposition and its triggers has been subject of interest to many linguists and scholars, but as far as the researcher's knowledge goes, studies that explore the presupposition triggers (PTs) as used by the characters in novels have not been conducted yet. The main objective of this study is to investigate types of presupposition triggers as used by the characters in Kathryn Stockett's novel "**The Help**". The study hypothesizes that the characters employed different types of presupposition triggers and for different purposes. That is to say, the study suggests that there are certain types of PTs used more frequently and occasionally than others. Three main characters of the novel have been chosen for their utterances to be analyzed based on the use of presupposition triggers types. Three main scenes involving each character were chosen to be analyzed in the light of the frequency and percentages of occurrences of each presupposition triggers type. The study adopts an eclectic model combining Yule's (1996) classification of presupposition triggers and Levinson's (1983) model. Both qualitative and quantitative analyses of the identified PTs are conducted in terms of frequency and percentages of occurrences of each type.

The study includes five chapters. Chapter one is entitled "Preliminaries", which contains an introduction, the problem, questions of the study, hypothesis, objectives, limits, procedures and significance of the study. Chapter two deals with the theoretical background of the main concepts, previous studies and clarification of the adopted model. The methodology of the study is introduced in Chapter three. Chapter four contains the data analysis. Finally, chapter five covers the conclusion of the study along with recommendations and suggestions for further studies.

The analysis of the data reveals that the most frequently and highly employed type of PTs by the three characters is the existential presupposition triggers with total frequency of occurrence (446) which constitutes (65.81%) of the total percentage of the used types of presupposition triggers. The results of the analysis also reveals that the least frequent occurring types of presupposition triggers are the non-factive presupposition triggers (NFPT) (29) (4.09%) and counterfactual presupposition triggers (CPT) (11) (1.55%). The analysis clearly reveals how presupposition triggers can be used by the speakers as a powerful linguistic tool to achieve various communicative goals. Interestingly, there have been noticeable variations in the frequency of occurrences of presupposition triggers in the utterances of the three characters. This variation is ascribed to the characters' divergent racial background, beliefs, status, as well as the context where the presupposition triggers are used.

Table of Contents

<i>Title</i>	<i>Page</i>
<i>Dedication</i>	<i>IV</i>
<i>Acknowledgements</i>	<i>V</i>
<i>Abstract</i>	<i>VII</i>
<i>List of Abbreviations</i>	<i>XVI</i>
<i>List of Figures</i>	<i>XVII</i>
<i>List of Tables</i>	<i>XVIII</i>
<i>Chapter One : Introduction</i>	
<i>1.1. Introduction</i>	<i>1</i>
<i>1.2. Statement of the Problem</i>	<i>2</i>
<i>1.3. Research Questions</i>	<i>3</i>
<i>1.4. Hypotheses</i>	<i>4</i>
<i>1.5. Objectives of the Study</i>	<i>4</i>
<i>1.6. Scope of the Study</i>	<i>5</i>
<i>1.7. Procedures</i>	<i>5</i>
<i>1.8. Significance of the Study</i>	<i>6</i>
<i>Chapter Two : Literature Review and Previous Studies</i>	

2.1. Introduction	7
2.2. Pragmatics: Definitions and History	7
2.3. Schools of Thought in Pragmatics	9
2.3.1 The Anglo-American Component View	10
2.3.2 The European Continental Perspective View	11
2.4 Presuppositions : Definitions	11
2.5 Theories of Presupposition	14
2.6 Presupposition vs. Entailment	16
2.7 Pragmatic Presupposition	18
2.7.1 Pragmatic Context	21
2.8 Properties of Presupposition	23
2.8.1 Constancy Under Negation	23
2.8.2 Defeasibility	24
2.8.3 The Projection Problem	26
2.9 Presupposition Triggers	29

2.10 Types of Presupposition Triggers	30
2.10.1 Yule's (1996) Classification of Presupposition Triggers	30
2.10.1.1 Existential Presupposition	30
2.10.1.2 Factive Presupposition	31
2.10.1.3 Lexical Presupposition	32
2.10.1.4 Structural Presupposition	33
2.10.1.5 Non- Factive Presupposition	34
2.10.1.6 Counterfactual Presupposition	35
2.10.2 Levinson's (1983) Classification of Presupposition Triggers	35
2.10.2.1 Definite Descriptions	36
2.10.2.2 Factive Verbs	36
2.10.2.3 Implicative Verbs	38
2.10.2.4 Change of State Verbs	39
2.10.2.5 Iteratives	40
2.10.2.6 Verbs of Judging	41

2.10.2.7 Temporal Clauses	41
2.10.2.8 Cleft Sentences	42
2.10.2.8.1 It -Clefts	42
2.10.2.8.2 Wh- Clefts	42
2.10.2.9 Implicit Clefts	43
2.10.2.10 Comparisons and Contrasts	44
2.10.2.11 Non-restrictive Relative Clauses	44
2.10.2.12 Counterfactual Conditionals	45
2.10.2.13 Questions	45
2.11 Previous Related Studies	46
Chapter Three :Research Methodology	
3.1 Data Selection	50
3.1.1 Aibileen Clark	50
3.1.2 Minny Jackson	51
3.1.3 Hilly Holbrook	52

3.2 Models of the Analysis	53
3.3 Procedures of Data Analysis	53
Chapter Four : Data Analysis and Discussion	
4.1 Introduction	55
4.2 Presupposition Triggers in Aibileen's Utterances	55
4.2.1 Existential Presupposition Triggers in Aibileen's Utterances	77
4.2.2 Lexical Presupposition Triggers in Aibileen's Utterances	78
4.2.3 Factive Presupposition Triggers in Aibileen's Utterances	80
4.2.4 Structural Presupposition Triggers in Aibileen's Utterances	80
4.2.5 Non-Factive Presupposition Triggers in Aibileen's Utterances	82
4.2.6 Counterfactual Presupposition Triggers in Aibileen's Utterances	82
4.3 Presupposition Triggers in Minny's Utterances	84
4.3.1 Existential Presupposition Triggers in Minny's Utterances	108
4.3.2 Lexical Presupposition Triggers in Minny's Utterances	109
4.3.3 Factive Presupposition Triggers in Minny's Utterances	110

<i>4.3.4 Structural Presupposition Triggers in Minny's Utterances</i>	111
<i>4.3.5 Non-Factive Presupposition Triggers in Minny's Utterances</i>	112
<i>4.3.6 Counterfactual Presupposition Triggers in Minny's Utterances</i>	113
<i>4.4 Presupposition Triggers in Hilly's Utterances</i>	114
<i>4.4.1 Existential Presupposition Triggers in Hilly's Utterances</i>	137
<i>4.4.2 Lexical Presupposition Triggers in Hilly's Utterances</i>	138
<i>4.4.3 Structural Presupposition Triggers in Hilly's Utterances</i>	139
<i>4.4.4 Non-Factive Presupposition Triggers in Hilly's Utterances</i>	141
<i>4.4.5 Counterfactual Presupposition Triggers in Hilly's Utterances</i>	141
<i>4.4.6 Factive Presupposition Triggers in Hilly's Utterances</i>	142
<i>4.5 Presupposition Triggers as Used by the Three Characters (Aibilieen, Minny, Hilly): Analysis and Interpretation</i>	144
Chapter Five : Conclusions, Recommendations and Suggestions for Further Studies	
<i>5.1 Conclusions</i>	153
<i>5.2 Recommendations</i>	156

<i>5.3 Suggestions</i>	156
<i>Bibliography</i>	157
<i>Appendices</i>	
<i>Appendix A: Aibileen</i>	162
<i>Appendix B: Minny</i>	167
<i>Appendix C: Hilly</i>	171
<i>Abstract in Arabic</i>	177

Lists of Abbreviations

No.	Abbreviated Form	Full Form
1	<i>PTs</i>	<i>Presupposition Triggers</i>
2	<i>PPT</i>	<i>Presupposition Triggers Types</i>
3	<i>EP</i>	<i>Existential Presupposition</i>
4	<i>LP</i>	<i>Lexical Presupposition</i>
5	<i>ST</i>	<i>Structural Presupposition</i>
6	<i>FP</i>	<i>Factive Presupposition</i>
7	<i>NFP</i>	<i>Non-Factive Presupposition Triggers</i>
8	<i>CP</i>	<i>Counterfactual Presupposition</i>
9	<i>EPT</i>	<i>Existential Presupposition Triggers</i>
10	<i>LPT</i>	<i>Lexical Presupposition Triggers</i>
11	<i>STP</i>	<i>Structural Presupposition Triggers</i>
12	<i>FPT</i>	<i>Factive Presupposition Triggers</i>
13	<i>NFPT</i>	<i>Non-Factive Presupposition Triggers</i>
14	<i>CPT</i>	<i>Counterfactual Presupposition Triggers</i>
15	<i>CSV</i>	<i>Change of state verbs</i>

Lists of Figures

Figure	Page
<i>Figure (1) The Pragmatic Presupposition Components</i>	21
<i>Figure (2) Yule's (1996) Classification of Presupposition Triggers</i>	35
<i>Figure (3) the Model of the Analysis of Presupposition Triggers</i>	53
<i>Figure (4) Lexical Presupposition Triggers in Aibileen's Utterances</i>	79
<i>Figure (5) Structural Presupposition Triggers in Aibileen's Utterances</i>	81
<i>Figure (6) Presupposition Triggers in Aibileen's Utterances</i>	83
<i>Figure (7) Lexical Presupposition Triggers in Minny's Utterances</i>	110
<i>Figure (8) Structural Presupposition Triggers in Minny's Utterances</i>	112
<i>Figure (9) Frequency and percentage of occurrences of presupposition triggers in Minny's Utterances</i>	114
<i>Figure (10) Lexical Presupposition Triggers in Hilly's Utterances</i>	139
<i>Figure (11) Structural Presupposition Triggers in Hilly's Utterances</i>	140
<i>Figure (12) Frequency and percentage of occurrences of presupposition triggers in Hilly's Utterances</i>	143

Lists of Tables

Table	Page
<i>Table (1) A composite Truth Table for Presupposition</i>	16
<i>Table (2) Presupposition Triggers in Aibileen's utterances (scene1-part 1)</i>	56
<i>Table (3) Presupposition Triggers in Aibileen's utterances (scene1-part 2)</i>	58
<i>Table (4) Presupposition Triggers in Aibileen's utterances (scene2- part 1)</i>	61
<i>Table (5) Presupposition Triggers in Aibileen's utterances (scene 2-part 2)</i>	63
<i>Table (6) Presupposition Triggers in Aibileen's utterances (scene 3- part 1)</i>	65
<i>Table (7) Presupposition Triggers in Aibileen's utterances (scene 3 – part 2)</i>	68
<i>Table (8) Presupposition Triggers in Aibileen's utterances (scene 3 – Part 3)</i>	74
<i>Table (9) Lexical Presupposition Triggers in Aibileen’s Utterances</i>	79
<i>Table (10) Structural Presupposition Triggers in Aibileen’s Utterances</i>	81
<i>Table (11) Frequency and Percentage of Occurrences of Presupposition Triggers in Aibileen’s Utterances</i>	83

<i>Table (12) Presupposition Triggers in Minny's Utterances (Scene 1- Part 1)</i>	84
<i>Table (13) Presupposition Triggers in Minny's Utterances (Scene 1- Part 2)</i>	87
<i>Table (14) Presupposition Triggers in Minny's Utterances (Scene 2- Part 1)</i>	88
<i>Table (15) Presupposition Triggers in Minny's Utterances (Scene 3- Part 1)</i>	92
<i>Table (16) Presupposition Triggers in Minny's Utterances (Scene 3 – Part 2)</i>	98
<i>Table (17) Lexical Presupposition Triggers in Minny's Utterances</i>	109
<i>Table (18) Structural Presupposition Triggers in Minny's Utterances</i>	111
<i>Table (19) Frequency and Percentage of Occurrences of Presupposition Triggers in Minny's Utterances</i>	113
<i>Table (20) Presupposition Triggers in Hilly's Utterances (Scene 1- Part 1)</i>	115
<i>Table (21) Presupposition Triggers in Hilly's utterances (Scene 1- Part 2)</i>	119
<i>Table (22) Presupposition Triggers in Hilly's Utterances (Scene 1- Part 3)</i>	122
<i>Table (23) Presupposition Triggers in Hilly's Utterances (Scene 2- Part 1)</i>	126
<i>Table (24) Presupposition Triggers in Hilly's Utterances (Scene 2- Part2)</i>	128

<i>Table (25) Presupposition Triggers in Hilly's Utterances (Scene 3- Part1)</i>	130
<i>Table (26) Presupposition Triggers in Hilly's Utterances (Scene 3- Part 2)</i>	133
<i>Table (27) Presupposition Triggers in Hilly's Utterances (Scene 3- Part 3)</i>	136
<i>Table (28) Lexical Presupposition Triggers in Hilly's Utterances</i>	138
<i>Table (29) Structural Presupposition Triggers in Hilly's Utterances</i>	140
<i>Table (30) Frequency and percentage of occurrences of presupposition triggers in Hilly's Utterances</i>	142
<i>Table (31) Presupposition Triggers as Used by the Three Characters</i>	144
<i>Table (32): Total frequencies and percentages of Lexical Presupposition Triggers in the three characters' utterances</i>	145
<i>Table (33): Total frequencies and percentages of structural Presupposition Triggers in the three characters' utterances</i>	145

CHAPTER ONE

INTROUDCTION

1.1 Introduction

People interact with each other socially using language as their primary tool to deliver a message that reflects a distinct cultural and ideological backgrounds. The employment of linguistic tools is regarded as one of the influential strategies for more efficient communication. As a pragmatic linguistic aspect, presupposition helps to reinforce communication by forming an environment that tend to be more interactive between speakers/writers and their audiences. Presupposition is considered a linguistics tool which the speaker or the writer uses to make his communication more effective and interactive. Presupposition provides people with an opportunity for not making everything totally explicit in our communication (Finch, 2000:165).

Yule (1996: 23) states “presupposition is something the speaker assumes to be the case prior to making an utterance”. The word ‘presuppose’ as a verb indicates supposing or assuming beforehand. Presupposition, was first introduced by Gottlob Frege in 1892; the term was primarily considered in the philosophy of language and later introduced to the field of linguistics. Consequently, studies of presupposition gradually evolved, new findings were revealed, and it has been discovered that the use of certain linguistics constructions or lexical items generate presuppositions. These linguistic constructions or lexical items are called presupposition triggers (Levinson, 1983:167). By using presupposition triggers, the speaker or the writer will have some kind of influence on the interpretation of the listener or the reader for the facts and events, building a favourable or unfavourable bias throughout the text (Zare, 2012).

According to Grundy (2000), presupposition can be identified by two ways. The first one is by using presupposition triggers (PT), while the other one is by considering PT as means of showing shared or non-controversial knowledge. In order to find a presupposition from an utterance or a sentence we can use the presupposition trigger as a clue. Accordingly, one can say that, presupposition is a linguistic philosophical logic of linguistics that demands a satisfied precondition for an offered utterance to be false or true. By way of illustration, the statement “Has John stopped beating his wife” gives rise to the presupposition that ‘John has a wife and has been beating her’. Thus, presupposition is an assumption that is related to specific background understanding of a given utterance. The truth of utterance is hypothesized to be taken for granted in the concerned discourse.

1.2. The Statement of the Problem

Presupposition as stated above is a language property that shapes the understanding of readers or listeners of facts and events by means of using linguistic devices and constructions. This language property deals with implicit meanings that the speaker conveys through the use of particular words. Thus, the concept of presupposition can be problematic in the sense that it is difficult for the audience or the listener to detect its existence in the speaker's utterances. This difficulty can be unveiled by certain words and constructions that trigger the existence of presupposition in a sentence or utterance; these words and constructions are called presupposition triggers.

Additionally, the speaker's understanding of how presupposition works is necessary to help him produce utterances that are comprehensible by listener. Speakers have to produce sentences that their presupposition is known by the listener in order to avoid misunderstanding between speaker and listener. In other words, the meaning of the speaker's utterance cannot be understood from only the sentence itself, so there must be a presupposition along with the

sentence and in the right context. The listener needs to have some kind of preknowledge and understanding of the presupposition in order to help him get the speaker's message accurately. The misunderstanding can take place when there are two people with an attempt to make a communicative interaction, and their presuppositions are not known to each other. This study aims at identifying presupposition triggers types that are used by the main characters in the novel, and which type is more frequently used. Some characters in the novel tend to be more dominant in the conversation than others, and tend to deliver their message strongly and accurately. Thus, the study tries to figure out how effective the use of presupposition triggers and what are the types of presupposition triggers these characters used the most to achieve their communicative goals.

1.3. Research Questions

The questions that the current study attempts to answer are as follow:

1. What are the types of presupposition triggers that are used by the main three characters?
2. Are existential and lexical presupposition triggers used more than other types in the speeches of the main three characters?
3. How the use of presupposition triggers is different from one character to another?
4. Does using the presupposition triggers enable the characters to achieve their communicative goals?
5. Do the characters use the presupposition triggers as a linguistic tool for manipulating the audience?

1.4. Hypothesis

The main hypotheses of the study are:

1. Presupposition triggers can be used as a powerful tool by the speaker. They can achieve their goals using various types of these tools.
2. The main three characters in the novel used different forms and types of presupposition triggers.
3. Existential and lexical presupposition triggers are used more than other types of presupposition triggers.
4. Presupposition triggers can be used as a manipulation tool to have influential effects on an individual or the society at large by manipulating the truth of what is taken for granted.

1.5. Objectives of the Study

The present study attempts to achieve the following objectives:

1. Examining the various types of presupposition triggers that are used by the main three characters in "The Help" novel
2. Revealing whether the lexical and existential presupposition triggers represent the most used types by the three characters or not
3. Explaining how the use of presupposition triggers is different from one character to another
4. Exploring the various goals that each character tries to achieve by using the presupposition triggers
5. Identifying which type of presupposition trigger is mostly used by the three characters

6. Investigating whether the characters used the presupposition triggers to convince and manipulate the audience by producing sentences containing false presuppositions that have not been previously accepted by the interlocutors.

1.6. Scope of the Study

The current study is confined to applying an eclectic model combining Yule's (1996) and Levinson's (1983) classification of presupposition triggers to the utterances of characters in "The Help" novel which is written by the American novelist Kathryn Stockett. The number of characters chose is three, namely Aibileen Clark, Minny Jackson, and Hilly Holbrook. For each one of these characters, three main scenes were selected to be analyzed.

1.7. Procedures

1. Shading lights on the theoretical aspects of presupposition and presupposition triggers and their related issues.

2. Selecting three main scenes for each one of the character to be analyzed based on the use of presupposition triggers types.

3. Adopting an eclectic model combining Yule's (1996) and Levinson's (1983) classification of presupposition triggers to analyze the selected scenes.

4. Enumerating and tabulating the percentage and frequency of occurrences of presupposition triggers in the utterances of each character.

5. Explaining the goals that each character wants to achieve using certain types of presupposition triggers and whether they have achieved them successively or not.

7. Comparing the number and frequency of presupposition triggers used by each character to each other to find out how the use of the presupposition triggers is different from one character to another

8. Identifying the most used type of presupposition triggers by each one of the characters and how it differs from the other characters
9. Drawing conclusions by relying on the analysis results, as well as providing a number of suggestions and recommendations for further studies

1.8. Significance of the Study

It is expected that the results of the study can be useful to the academic society. The study can also contribute to pragmatics, which discusses presupposition triggers in "The Help" novel. For other researchers, this study provides information about presupposition triggers. Furthermore, it is expected that the study will be very advantageous for readers, specifically linguistics students, who have the desire to learn more about presupposition and its triggers. This research can hopefully give some knowledge for the readers about presupposition as part of pragmatic study in linguistics fields. It is also expected that this study can be useful for the readers in that it helps them to gain a better understanding of what presupposition triggers are and how to use them in their daily conversation to achieve their communicative goals and make their utterances more comprehensive and vivid to be understood by the interlocutors.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.1 Introduction

This chapter presents the theoretical aspects of the study. It starts with shedding lights on presupposition and its related aspects. Then, the selected models for the analysis of presupposition triggers are introduced and defined. Finally, the chapter ends with a general review of the previous studies related to the topic of the study.

2.2 Pragmatics: Definitions and History

Prior to the introduction of presupposition and since it is a vital notion in pragmatics, it might be beneficial to briefly introduce pragmatics and some of its theoretical aspects. Pragmatics roots are originally related to early classical traditions of rhetoric and stylistics. On the other hand, modern pragmatics is relatively a new discipline. The first emergence of this discipline and start as part of semiotics and its independent fields happened in the early of 20th century by C. Morris, R. Carnap and ultimately C.S. Peirce. C. Morris takes the credit for the classic division between pragmatics, semantics and finally syntax, he introduced three independent “dimensions of semiosis” : The first dimension is the study of relations of those signs with each other, which is called syntax. The second dimension studies the relation between signs and objects, which is semantics. The last dimension studies the relation between signs and their interpreters, which is called pragmatics.

Linguists such as J.R. Searle, J.L. Austin, and H.P. Grice were interested in the meaning of the utterance itself instead of the meaning of the sentence or words. That is to say, their main focus was on the unprecedented historical

events made by real speakers to create linguistic acts in a real situations along with their proper contexts to achieve certain goals, most notably induced the initiation of pragmatics. Additionally, there were a number of scientific movements that helped to nourish pragmatics include anthropology, contextualism, and functionalism, ethno methodology and European sociology (Bublitz and Narrick, 2011:1).

In fact, the practitioners of pragmatics view the concept from discrete perspectives. Theories of pragmatic introduced different definitions. For example, some theories define it as the study of how language is generally used, while others define it as the study of communication. Additionally, some theories consider pragmatics as an approach devoted to study language and its commutative function. The questions about what a speaker means and the way people communicate represent the general agreement of what is at the centre of pragmatics. Deirdre Wilson's pragmatic theory suggests that there are three pragmatics approaches. The first approach indicates that pragmatics is viewed as a part of philosophy. In this light, pragmatic is seen as an attempt to answer certain questions concerning meaning, particularly the correlation between the sentence's meaning and speaker's meaning when they utter them. The second approach suggests that pragmatics is an extension of the study of grammar of the study of grammar that takes into consideration the interactions between sentence meaning and context. According to this approach, pragmatics is seen as part of linguistics. Lastly, the third approach of pragmatics portrays it as "an attempt at a psychologically realistic account of human communication; which would make pragmatics part of cognitive science" (Allott, 2010:1).

According to Huang (2017:1) pragmatics is "one of the most vibrant and rapidly growing fields in linguistics and the philosophy of language". It can be defined in a general way as the study of language use in context, but this kind of definitions might be too wide and too vague to be of much use Yule (1996:1)

states that “pragmatics is concerned with the study of meaning as communicated by a speaker or writer and interpreted by the listener”. Thus, rather than analysing what the words and phrases mean, pragmatics analyses what people mean by their utterance. Therefore, we can say that it is the study of the speaker meaning. Such kind of studies includes the analysis of people’ meaning in specific context and the way context can affect what is said. Another definition stated by Yule is that “pragmatics is the study of how more gets communicated than is said". By this way, listeners can make assumptions from what is said to get the right interpretation for the speakers' meaning. Consequently, a large amount of what is unsaid is understood as part of what is communicated.

Mey (1993:42) investigates the social aspects of language use and its relationship to pragmatics. He further argues that language is the main tool of communication, and the use of this tool is ruled by the states of the society where it used. These states govern the user's control and access over the means of communication. Therefore, Mey defines pragmatics as "the study of the conditions of human language uses as these are determined by the context of society". According to his view, linguistic behaviour is merely a kind of social behaviour, and he considers pragmatics as the study of linguistic aspects of social interaction (Mey, 1993:146). This perspective is well established in all language’s functional approaches, these approaches view language as system of communication that emerges as a part of larger system of human society (Leech, 1996: 48).

2.3 Schools of Thought in Pragmatics

Pragmatics has two main schools of thoughts: the Anglo-American and the European Continental traditions.

2.3.1 The Anglo-American Component View

Anglo-American conception of philosophy of language defines pragmatics as "the systematic study of meaning by virtue of, or dependent on, the use of language". The main topics that this view or school deals with are presupposition, context, speech acts, deixis, implicature, reference and the interaction of pragmatics and semantics. This view is called the component view of pragmatics. According to this conception, the main components of linguistics are phonetics, phonology, morphology, syntax, and semantics. Pragmatics, then, is merely another component put in the same contrast set within a linguistics theory. Standard conception of the human mind is reflected by this component view of pragmatics. There are three prominent competing theories in the Anglo-American component camp are the classical, the neo-Grecian pragmatic theory and relevance theory (Haung, 2017:2).

There are two main bases for the Anglo-American component view, the first one is the philosophical foundations of ordinary language philosophy and the second one is the interface with grammar, and it has continued to be close to the philosophical outlook on conversation. Its tradition focuses on the study of meaning arising from the use of language (Allan and Jaszczol, 2012:2). In such approaches, the analyst in order to formalise the rules and principles by which speakers mean things in ordinary discourse, he largely analyzes away from the details of conversation itself. To give an illustration, consider Searle's (1969) constitutive rules for different speech acts, and Grice (1989) conversational logic that focuses on the speaker intended meaning that bear some hidden meaning, both examples of formalised systems of abstract reasoning through which speaker meaning can be analysed (Allan &Jaszczol,2012:251).

2.3.2 The European Continental Perspective View

The European Continental conception of linguistics presents pragmatics as a functional perspective on all core components and ‘hyphenated’ areas of linguistics and beyond. This perspective view defines pragmatics as “a general functional (i.e. cognitive, social, and cultural) perspective on linguistic phenomena in relation to their usage in forms of behaviour” (Huang, 2017:3). According to this view, pragmatics is meant to represent a functional perspective on each linguistics behavioural aspect. Soviet and Eastern European tradition provide the same definition for pragmatics, where pragmatics is known as (pragmalinguistics) is considered to be linguistics communication theory. This theory for example contains topics such as how to influence people using verbal messages, i.e. political propaganda. As a result, the orbit of pragmatics has been considerably expanded within the wider continental tradition, including in addition to the head of linguistics non-core branches , like psycholinguistics, discourse analysis and sociolinguistic but also some areas that are part of the neighbouring social sciences (Huang, 2017:3). These domains collectively called macro pragmatics are more emphasised by European researchers, including notably the domain of sociopragmatics and topics such as cross-cultural and intercultural communication and ideology. It can be said that the continental European tradition is more sociolinguistically and culturally oriented to a general account of language in use (Allan and Jaszczolt, 2012:2).

2.4 Presupposition: Definitions

Pragmatics according to Yule (2006:3) is concerned with four main areas. The four areas are the speaker meaning, the contextual meaning, how the things that are communicated are more than what is said, and the last area is the expression of relative distance. Presupposition belongs to the third area, as it

focuses on the way listeners make conclusions and assumptions concerning what are said for achieving an interpretation that fits the meaning intended by the speaker. Furthermore, presupposition aims at examining the phenomena of how much of what is unsaid is still understood and received as part of the communication. To put it more simply, presupposition is seen as a mean of unveiling the hidden meaning.

Potts (2015:3) states that presuppositions is “the pieces of information that the speaker assumes in order for his/her utterance to be meaningful in the current context”. Another definition proposed by Karttunen (1973:169) who claimed that presupposition does not bring up new information, instead it compose of the interlocutors background information; this background information is taken for granted by interlocutors (Gençtürk, 2018:2).

Yule (2000:25) defines presupposition as “something the speaker assumes to be the case prior to making an utterance” speakers not sentences have presupposition. Presupposition is an important topic in pragmatics that originates within the tradition of philosophy of language, and can be defined as a piece of information or a proposition whose truth is taken for granted in the utterance of a sentence. Its main function is to act as a precondition of some sort for the appropriate use of that sentence.

Griffiths (2006: 83) defines presupposition as “shared beliefs that are taken for granted by the speaker or writer and are expected to be used for interpreting the message”. He further adds that presuppositions are not necessarily have to be true. He justifies his view by explaining that communication is something that depends on the shared awareness of pretences and on shared ideologies, prejudices and national stereotypes that are different from one individual to another. This is the reason why presuppositions are said to be shared between people communicating by means of language and share a

mutual beliefs, preconceptions and information, rather than knowledge since knowledge is considered a true belief.

Kroeger (2018: 40) asserts that presupposition is “information which is linguistically encoded as being part of the common ground at the time of utterance”. The notion of common ground denotes the knowledge and beliefs that both the speaker and hearer share. These shared knowledge and beliefs include facts about the world, knowledge that can be observed from the current speech situation, like the knowledge about the speaker’s clothes or about things that he carries at the time of interaction. Furthermore, the common ground also includes facts that the interlocutors mentioned earlier in that same conversation (or discourse).

Stalanker (1995:48) says that presupposition should be expressed in terms of situations in which the statement is made such as attitudes, intention of the speaker and even his audience not in terms of the contents of the proposition. In this sense, presupposition can be likened to the speaker’s propositions background beliefs. According to Allot (2010: 148) “presupposition is a technical term in philosophy of language and pragmatics for an extra level of meaning in addition to the proposition expressed by an utterance and its implicatures”. The term presupposition is mainly used to describe in detail the pretheoretical intuition that is taken for granted by particular sentences or utterances. These points can be illustrated by example (1);

(1) The king of France is bald.

In terms of presupposition, the example suggests that there is a presupposition, which indicates the existence of King of France. When we assume that the proposed presupposition is satisfied, then this asserts that he is generally bald. This presupposition is triggered by the definite description (here

‘the king of France’) these definite descriptions give rise to a presupposition to presuppose that the described person or entity indeed exists. Generally, the constructions or the linguistic items that give rise to presupposition are known as presupposition triggers.

Presupposition according to Crystal (1991: 267) is a particular type of logical relationship between statements; he further adds that the term presupposition is different from the notion of entailment. Levinson (1983:168) argues that presupposition is “any kind of background assumption against which an action, theory, expression or utterance makes sense or is rational” and it is one of the main topics in pragmatics. Furthermore, he explains that the way the presupposed information is interpreted depends on the context in which the utterance or interaction takes place.

2.4. Theories of Presupposition

Presupposition can be identified based on three different conceptions. British philosopher Peter Strawson (1950) who defines presupposition as the relationship between sentences or statements introduces the first conception; this is called semantic presupposition, also called conventional, sentence or statement presupposition. This conception is also attributed to Frege (1892) (Huang, 2007: 85). The satisfaction of semantic presupposition is a necessary condition for the truth-value of a sentence (Sbisá, 2002: 421). There are two features that characterize the semantic presupposition have been specified. The first characteristic is that semantic presupposition is identified based on the logical form of the sentence. The second one is the fact that the concept of semantics deals with systematic relations between linguistic units (words and sentences). With this in mind, it can be said that these two characteristics indicate the stability of presupposition. However, this is not completely true. The reason behind that is that presupposition behaviour is marked by variability.

In fact, there is no adequate definition that can capture presupposition in all the sentences of a natural language.

The second conception is introduced by the American Philosopher Robert Stalnaker who defines presupposition as the beliefs that are taken for granted by the speaker while making an assertion. According to this view, it is the speaker not the sentence that carries the presupposition. Thus, this theory indicates that presupposition represents, in one sense or another, given information. Furthermore, it is also considered part of context or the common ground shared by the interlocutors. Consequently, this is called pragmatics presupposition, also known as conversational, speaker or utterance presupposition (Huang, 2007:86). The pragmatic presupposition satisfaction is considered to be necessary for a speech act to be appropriate in context (Bublitz and Norrick, 2011: 32). In “Pragmatics” Stalnaker (1972: 387) wrote:

“To presuppose a proposition in the pragmatic sense is to take its truth for granted, and to presume that others involved in the context do the same. This does not imply that the person need have any particular mental attitude toward the proposition, or that he needs assume anything about the mental attitudes of others in the context. Presuppositions are probably best viewed as complex dispositions that are manifested in linguistic behaviour. One has presuppositions in virtue of the statements he makes, the questions he asks, the commands he issues. Presuppositions are propositions implicitly supposed before the relevant linguistic business is transacted”.

In addition, there is also a third, in between, conception of presupposition, which involves both linguistic forms (sentences) and language users (speakers). This semantico-Pragmatic concept of presupposition also called ‘utterance presupposition (Huang, 2007: 85-86).

2.6 Presupposition vs. Entailment

The notion of entailment is originally derived from formal logic. Modern linguistics considers entailment as part of semantics. Crystal (1985:109) defines entailment as “a relation between a pair of sentences such that the truth of the second sentence necessarily follows from the truth of the other”. Akmajian et al. (2010:231) and Saeed (2003: 98) agree with this definition and add that the falsity of the second sentence follows from the falsity of the first one. For example:

(2) A: The earth goes round the sun.

Entails

B: The earth moves.

According to Finch, (2000:163) entailment is “a logical relationship between two sentences such that the truth of the second sentence necessarily follows from the truth of the first”, in the above mentioned example sentence A entails sentence B.

Similarly, presupposition is also a truth relation. According to Sa'eed (1997:64), the following table represents the truth relations of presupposition:

Table (1): A Composite Truth Table for Presupposition

P		Q
T	→	T
F	→	T
T or F	→	T

This table can be read as follows ‘when P (the presupposing sentence) is true Q (the presupposed sentence) is true. The second item also can be read in

the table as 'when P is false, Q is still true'; the third is to be read 'when q is true, p is either true or false'.

The main differences between entailment and presupposition can be captured by treating presupposition as a truth relation. Notable, when the entailing sentence is negated, the result would be the failure of this entailment. On the contrary, if the presupposing sentence is negated, the presupposition still survives. To give a further illustration, consider the below example:

(3) a. I met my teacher yesterday

b. I met someone yesterday.

In this example, sentence (3a) entails (3b), but if we negated (3a) then it will no longer entails (3b).

On contrast, with the presupposition, the case is different. Consider the following example:

(4) a. The mayor of Liverpool is in town.

b. There is a mayor of Liverpool.

Here, if (4a) is negated, the presupposition remains untouched as explained in:

a. The mayor of Liverpool is not in town.

b. There is a mayor of Liverpool.

Therefore, the negation of the presupposing sentence does not have an impact on the presupposition while the negation of the entailing sentence results in entailment failure (Sa'eed,1997:95). In fact, the relation of entailment is considered to be a monotonic, which means that it's a stable relation: if p semantically presupposes q then p always presupposes q. On contrast, presupposition is seen as non-monotonic, that is to say it is a flexible and can be affected by the contextual and linguistic factors such as assumptions and beliefs about the world and the other speakers (Verschueren & Östman, 2009: 198).

To summarize, presupposition is something taken for granted by the speaker when he/she utters a sentence, that is to say the speakers not sentences have presupposition. On the other hand, in entailment is the relation between sentences. Thus, sentences not speakers have entailment (Hickey, 2015:16)

2.7. Pragmatic Presuppositions

Pragmatic theory of presupposition is originally put forward by Stalnaker (1970, 1973, and 1974). The notion of pragmatic presupposition involves the shared background and knowledge that each of interlocutors have before starting the interaction such as the standard of dialogue's turn-taking, and all the previous shared knowledge about the aims and goals of the conversation. The pragmatic presupposition cannot be detected from words and sentences constructions; instead, it is detected from the general contexts properties and the expectations that are put forward by the participants in the discourse (Potts, 2015:3). Pragmatically, presuppositions are “something like the background beliefs of the speaker propositions whose truth are taken for granted, or seem to be taken for granted in making his statement”. Basically, we can say that the pragmatic notion of presupposition is something related to the speakers rather than sentence and words constructions (Stalnaker, 1974: 472).

As Stalnaker (1975: 473) states that almost all the conversations cannot take place unless there are certain shared beliefs and shared backgrounds of knowledge between the interlocutors. Ultimately, communication is only possible and effective because of these background assumptions and common ground. The assertions the speaker makes during the conversation can influence the common ground. The assertions that are considered to be part of the common ground are not asserted by speakers because asserting them could cause non-informative statements and redundant. At the same time, speakers will also try to avoid asserting the propositions that are not related to the

common ground, because this will also cause self-defeating statements. Additionally, when a proposition is put forward and receive the audience acceptance then it will become part of the common ground. According to Stalnaker, the communicative dimension where the aim is to exchange information can be considered as an ideal if the presupposition made by the speakers are compatible with beliefs belonging to the common ground.

Accordingly, a proposition P is presupposed by the speaker "in a given context just in case the speaker assumes or believes that P, assumes or believes that his addressee assumes or believes that P, and assumes or believes that his addressee recognizes that he is making these assumptions, or has these beliefs" (Stalnaker, 1974: 473). That is to say, presupposition based on this definition has nothing to do with linguistic form. To put it in another way, presupposition depends on what speakers presuppose in the common ground. In view of Stalnaker definition of presupposition, it can be said that the base of pragmatic presupposition is the speaker (Verschueren & Östman, 2009: 199).

Moreover, other pragmatic approaches such as Karttunen (1974) are less essential. In these approaches, the linguistics form still part of the pragmatic presupposition. What is meant by presuppositions of sentences are those that must be connected with the context in order to make the utterance suitable to that context and understandable. However, context is defined in terms of speaker's assumptions: it is a set of propositions "that describe the set of background assumptions., that is, whatever the speaker chooses to regard as being shared by him and his intended audience" (Karttunen, 1974: 406). Overall, it seems reasonable to say that pragmatic presuppositions are related to various types of knowledge of the world that are assumed to pre-exist when an utterance is made. They are determined by the total context in which the utterance is made (Adisutrisno, 2008:78).

According to Glucksberg and Danks (1975: 115) the knowledge about the world is necessary for the interlocutors so that they can interpret and understand what they hear. Correspondingly, Brown and Yule (1983: 233) argue that the way interlocutors interpret the discourse and every aspect of their experience is determined by this general knowledge. This knowledge is made of different factors including linguistic knowledge, sociocultural, age, sex, value judgments, political, religious beliefs, etc. It shows the accumulated experience of every individual, which determines the way he/she comprehends things, classifies the object in the world, forms associations, and uses a language. Therefore, what interlocutors consider as an appropriate utterance shows their knowledge about the world. Thus, a sentence is seen as meaningful only when there is consistency in the presupposed knowledge of the world held by the interlocutors (Tyler, 1978: 33).

Furthermore, Caffi (1993, cited in Mey, 1993: 203) discuss that “pragmatic presuppositions not only concern knowledge, whether true or false; they concern expectations, desires, interests, claims, attitudes towards the world, fears, etc.” all of which addresser and addressee supposed to be sharing. The success of any form of communication requires this type of shared knowledge to be existed. Consequently, the presupposition success relies on the assumptions of the addressor, the interlocutors shared knowledge and their knowledge of the world as illustrated in figure (1):

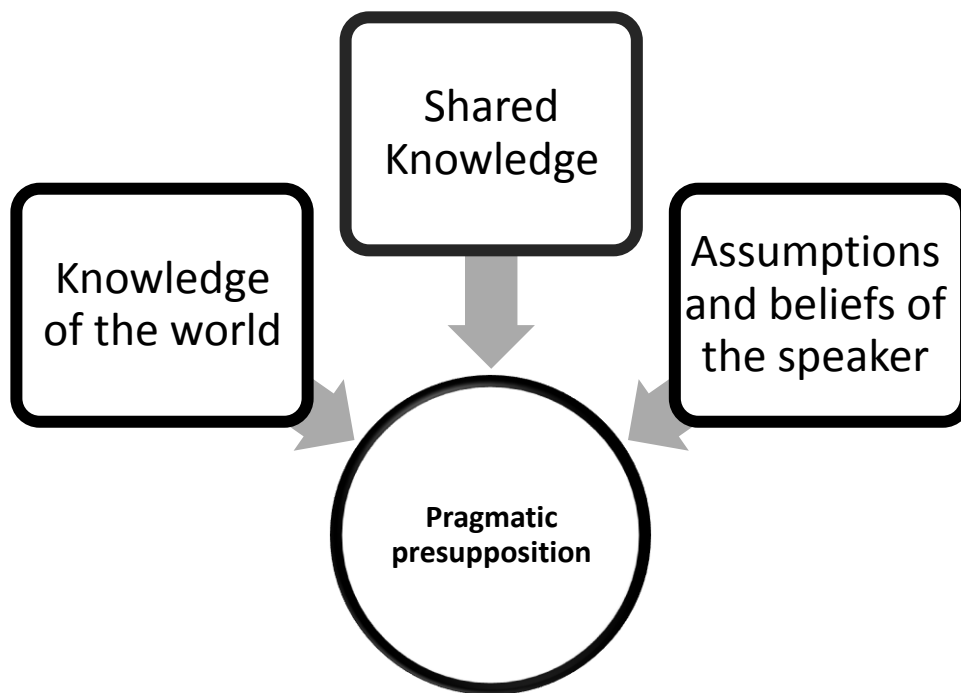


Figure (1): The Pragmatic Presupposition Components

2.7. Pragmatics Context

Cummings (2009:19) says that context is considered fundamental notion in the study of pragmatics. The reason behind this can be clearly seen in the definition of pragmatics itself, as the study of language in relation to the context in which the utterance takes place. Therefore, it becomes clear that the notion of context must be taken into consideration while dealing with any aspect of pragmatics' studies. As for the subject of this study, which is the presupposition, the context of the utterance plays a vital role in understanding the intended meaning for each utterance. Mey (1993:10) defines context as “the quintessential pragmatic concept; it is by definition proactive, just as people are”. He further argues that context is dynamic, in other words, it is a changeable environment that is affected by the way people interact with each other.

According to Schiffrin (1994:365) the information that is conveyed by an utterance cannot be understood by the reader or the listener unless it was within a clear and known context. That is to say, the context function is to decrease the amount of ambiguity of meaning in an utterance, this due to the fact that the meaning of an utterance will change if the context changed.

Nunan (1993:7) sees context as a situation that gives rise to the discourse. He further explains that there are two different types of context. The first type is the linguistic context, which is “the language that surrounds or accompanies the piece of discourse under analysis”. Since our speech is composed by using words, these words meaning cannot be understood in isolation, but rather in order to understand the utterance we need first to know the surrounding context that is the preceding and the following words. The following example will give a further explanation:

(5)The student was clever.

Based on the linguistic context, one can infer that the student has already been mentioned before this time in the context (Lyons, 1981:167).

The second type of context is the non-linguistic or experiential context. Non-linguistic context consist of: the communicative event type (for example, story, joke, conversation, greeting, lecture); the goal of the event; the topic; the setting that is the place and time as well as physical aspects of the situation (for example, size of room, arrangement of furniture). The non-linguistics context also includes participants kind of relationships between them shared background knowledge and assumptions underlying the communicative event (Nunan, 1993:8).

2.8 Properties of Presupposition

The concept of presupposition has a number of distinctive properties such as (i) constancy under negation and (ii) defeasibility or cancelability. In addition, what is called as projection problem that may rise as a result of particular case of defeasibility.

2.8.1. Constancy under Negation

The first presupposition property is constancy under negation, which indicates, "a presupposition generated by the use of a lexical item or a syntactic structure remains the same when the sentence containing that lexical item or syntactic structure is negated" (Huang, 2007:89). If we say that the sentence [a] contains the proposition p and the sentence [b] contains the proposition q, then, the symbol $\gg$ is used to mean presuppose, as following;

((8) a. John's car is luxurious. (=p)

b. John has a car. (=q)

c. $P \gg q$

Thus, the sentence opposite is produced in [8a] by negating it [= NOT p] as in :

(9) a. John's car is not luxurious (=not p)

b. John has a car. (=q)

c. $\text{NOT } p \gg q$

It can be noticed that even after the negation the relationship of proposition does not change. That is the same proposition q, repeated as in [b] continues to be presupposition. Basically, constancy under negation means that the presupposition of a statement still true when the statement is negated; in other words the presupposition will remain constant after negation (Yule, 2000:26). What is need to be mentioned here is that the same property has a problem at the very heart of it. Firstly, the necessity of constancy under is doubted. For instance, it is sometimes difficult and impossible to negate certain class of

sentences, but at the same time they still have presupposition as it can be observed in example (9) (Green,1996:26). Secondly, constancy under negation may not be adequate. This point can be noticed in examples (11) and (12). In spite of the fact that (11) and (12) both fulfil the constancy under negation condition, yet the first example (11) inference is analysed in standard way as felicity condition on the speech act of requesting, and (12) as conventional implicature (e.g., Levinson, 1983: 185).

(10) Long live the king of France!

>>There is a king of France

(11) Do/don't bring the digital camera here.

>>The digital camera is not here.

(12) John always be my teacher

>> The addressee is socially superior to or distant from the speaker (Huang, 2007:67).

Birner (2013: 155) adds that constancy under negation can be used as a test to identify whether there is a presupposition or not and to distinguish between presupposition and entailment.

2.8.2. Defeasibility

Defeasibility or cancellable is another feature of presupposition. It refers to the fact that presuppositions can be dropped out in particular situations, some of these situations give rise to the projection problem of presupposition, which will be discussed further later on. Defeasibility can be observed clearly in certain cases where presupposition tend to disappear due to its inconsistency with

background assumptions of real-world knowledge as the following examples show, the symbol $\sim$ is used to mean (not presuppose):

(13) Marry lived in California until she graduated from college.

>> Marry graduated from college.

(14) Marry died before she graduated from college.

$\sim$ >> Marry graduated from college.

The sentence in example (13) clearly presupposes that Marry has graduated from college. On the contrary, the sentence in (14) shows a presupposition defeasibility because presupposing that Marry has graduated from college would contrast with our real –world knowledge that after one dies, he/she cannot do anything (Huang, 2000:92). Levinson (1983: 187) explains the reason behind this defeasibility by saying that the statement in (14) shows that Marry’s death happened before the event of graduating from college and since we generally hold the real world knowledge that people cannot do things after their death; consequently, she could not have graduated from college. These deductions are the results of the sentence entailments along with background assumptions that are related to the facts about mortals, encounters with the presupposition in (14). Therefore, in this context, the presupposition is abandoned. Another slightly different type of discourse context can also result in presuppositions evaporation, this evaporation appears in context where the presupposition is inconsistent with the conversational implicatures as in example (15), the use of the symbol (+>) stand for conversational implicatures:

(15) If Dave is directing the new movie, the audience will be happy that he is doing so.

- a. +>Perhaps Dave is directing the new movie, perhaps he isn’t.
- b. $\sim$ >>Dave is directing the new movie.

The presupposition that Dave is directing the new movie should be generated by the use of the Factive predicate *happy*. However, this presupposition is cancelled because of its inconsistency with the conversational implicature in (15a). Moreover, presuppositions are contextually cancellable if they run contrary to what the immediate discourse context tells us; as in the following example;

(16) There is no Mayor of Kansas. Therefore, the Mayor of Kansas isn't blonde.

~ >> There is a Mayor of Kansas

Although the second sentence should presuppose the existence of the mayor of Kansas, yet it does not. The reason behind this is that such presupposition is not consistent with the previous proposition, which is already mentioned in the background of the immediate discourse, that is to say, 'there is no Mayor of Kansas'. Consequently, the unwanted presupposition fails to survive (Huang, 2000:92 -93).

2.8.3. The Projection Problem

Simple sentence presupposition is basically expected to remain true even when this simple sentence is a part of a sentence that is more complex. This expectation is considered to be part of the more general idea that the sentence meaning is built up from a combination of the meaning of its parts. Nevertheless, some of these 'parts' presuppositional meaning does not survive to be part of the complex sentence meaning as 'whole '. This presuppositional behaviour is called the projection problem. Consider in the following examples (Yule, 2000:30-31):

(17) a. No one knew that Jane was sick. (=p)

b. Jane was sick. (=q)

c. $p \gg q$

(Here, the speaker of the utterance in 'a' presupposes b')

d. I thought that Jane was sick. (=r)

e. Jane was not sick. (=NOT q)

f. $r \gg \text{NOT } q$

(At this point, the speaker of the utterance in 'd' presuppose the opposite of 'b')

g. I thought that Jane was sick and no one knew that she was sick. (=r & p)

h. $r \& p \gg \text{NOT } q$

(At this juncture, after gathering r & p, the presupposition q can no longer be assumed true)

This problem faces researchers who study presupposition, as it indicates the differences between cases where there is a presupposition generated by embedded expressions "percolates up" to the embedding expression and cases in which it does not. This can be explained by the following examples:

(18)

a. **John realizes he's the manager of the office.**

b. John realizes the Burberry emblem is attractive.

c. John thinks he is the manager of the office.

d. John thinks the Burberry emblem is attractive.

Cases (18a–b) involves the use of the factive verb *realize*, which indicates a complement. Consequently, the case (18a) presupposes he is the manager of the office . On the other hand, (18b) presupposes that the Burberry emblem is attractive. However, another third presupposition emerges here. That is to say, in each of the two embedded sentences, it can be noticed that there is

an existential presupposition. The case (18a), there is the existential presupposition, which is the existence of a manger for the office; while in (18b), the existential presupposition is that, (there is a Burberry emblem). Both of these presuppositions are still be presupposed by the sentences (18a) and (18b). For these cases, Karttunen (1973) has presented the term **holes**, which can be defined as “linguistic expressions and operators that allow the presuppositions of their component expressions to pass through to the larger expression”. Since we already dealt with presupposition property constancy under negation and based on Karttunen definition for the term holes, we can conclude that negation is also a hole. Having said that negated sentence sleeps the presuppositions of the positive variant, then it can be said that factive verbs are also holes, as it can be observed in (18a–b). By contrast, in sentence (18c) the presupposition that the ‘manger of the office’ does not exist. Whereas, the verb *think* is what is known as propositional-attitude verb. These types of verbs show the attitude of the subject toward some proposition (here, the proposition expressed in the embedded clause). In the context of such verbs, the presupposition of the embedded clause may vanish from the larger sentence (Birner, 2013:155).

van der Sandt (1989: 289) points out that projection problem is merely a presupposition behaviour that appears in compound sentences. As an illustration, the following examples are put forward by Karttunen (1973: 169):

(19) If George has Sons,, then all of George’ sons are tall.

(20) If height is hereditary, then all of George’ sons are tall.

The two sentences carry a presupposition triggered by the possessive expression ‘all of George’ sons ‘which indicates the presupposition that ‘George has sons’. Since the fact that “George has sons” is conditional and not real, then the presupposition is not inherited by the whole sentence. In example (19), the

presupposition is somehow blocked because it does not show for real whether 'George has sons' or not. By contrast, in example (20), the proposition is real and George does have sons because the proposition does project from the consequent of the conditional. In other words, (20) presupposes that George has sons. In nutshell, this is the projection problem of presupposition.

2.9 Presupposition Triggers (PTs)

Presupposition is associated with the use of certain words, structures, and phrases. Linguists isolated these linguistic constructions and considered them as the sources of presuppositions. These linguistic items and constructions are called triggers. That is to say, the term 'triggers' refers to those "presupposition-generating linguistic items". In other words, presupposition trigger (PT) signals the presupposition existence (Levinson, 1983: 179).

Yule (2000:27) argues that there are certain words, structured phrases related to the use of presupposition. Such linguistic items and forms are regarded to be clues of potential presupposition; this potential presupposition can only turn into a real presupposition when a speaker in context uses it. Thus, when the reader encounter a text, he/she will not merely read it but also comprehend the truth-value and the meaning of the context of the implied text and understand the unstated information that these triggers implied.

According to Levinson (1983: 217), presupposition generally is regarded as a "heterogeneous collection of quite distinct and different phenomena". He further adds that presupposition indicates those assumptions or inferences that are built into linguistic expressions. Based on this definition, presupposition tends to relate the linguistic structure with extra-linguistic context based on the inferences that can be made about this context from the linguistic structure itself (ibid: 168).

Geurts (1999: 17) states that presupposition triggers aim to at identifying the assumptions and shared beliefs that are taken for granted by speakers or writers. Therefore, he defines PTs as “the item that is expressed by some particular words or construction”. They are used to signal the existence of presupposed meaning in utterance or text. Zare (2012: 734) describes them as linguistic constructions, which are within reach of speakers, or writers, who can use these constructions to deliver intended information without even stating them.

2.10 Types of Presupposition Triggers

Based on Yule's (1996) model and Levinson's (1983) model, the types of triggers in the present study are classified into six major types: existential (definite descriptions); factive (factive verbs) lexical (implicative verbs, verbs of judging, change of state verbs, and iteratives); structural (comparative construction, Wh-questions, cleft constructions, and non-restrictive clauses) non-factive (Non-factive verbs) and counterfactual presupposition (Counterfactual conditionals).

2.10.1 Yule's (1996) Classification of Presupposition Triggers

Yule (1996:28) classifies presupposition triggers into six major types: existential, lexical, structural, factive, non-factive, and counterfactual presupposition triggers.

2.10.1.1 The Existential Presupposition (EP)

Yule (1996:27) states that existential presupposition is the assumption that is assumed to be committed to the existence of the entities names by the speaker and suggested to be present in the noun phrase. For example:

(21) **Jane's dress is beautiful.**

>>Jane exists.

>>Jane has a dress.

This type of presupposition does not exist only in possessive constructions, such as, 'your car' so 'you have a car', but more generally exists in any definite noun phrase. For instance, when the speaker uses any of the following expressions then it is presupposed that he commits himself to the existence of the entities named:

(22) The prince of England, the hat, the boy in the car, the Counting Crows.

The above-mentioned examples suggest that the speaker is committing himself to the existence of these entities that is “there is a prince in England, there is a hate, and there are a crows”.

2.10.1.2 Factive Presupposition (FP)

This type of presupposition is associated with the use of verbs that can be treated as a fact such as ‘Know, *realize*, *regret*, *be*, *aware*, *odd*, and *glad*’ these verbs are mostly used by the speakers to convince the listeners and the audience that the information of the utterance are true. This can be further illustrated by the following examples:

(23)I *regret* believing him.

>>I *believed* him.

Haung (2014:88) gives a further illustration by stating that the factive verbs are considered the indicators of FP. He classifies factive verbs into two subtypes :the first type are verbs that are represented by the use of epistemic or cognitive factives like the verb *know* (which concern knowledge of fact) and the second type are those verbs that are produced by emotional factives such as *regret* (which are concerned with emotional attitude towards fact). Occasionally,

factive presuppositions may arise from the use of factive NPs like the fact/knowledge, the realization, and the regret (Haung, 2014:88).

(24) **Everybody *knows* that John is a doctor.**

Yule (1996:27) explains that here we can call John as q and consider it as the presupposition 'Everybody knows that q'. With this in mind, then it can be said that the presupposed information that comes after a verb like '*know*' can be regarded as a fact. Consequently, the type of presupposition here is described as a factive presupposition. In light of this, other factive verbs such as *regret* in (a), *be* with *aware* in (b), '*odd*' in (c) and '*glad*' in (d) have factive presuppositions. .

(25) **They know about Jimmy's parent death.** (» Jimmy's parents died)

(26) **She wasn't *aware* that he was single.**(» He was single)

(27) **It is *odd* that she went to the hospital.**(» She went to the hospital)

(28) **He is *glad* that it is all settled.** (» It is all settled)

(29) **They didn't *realize* she was sick.**(» She was sick)

2.10.1.3 Lexical Presupposition (LP)

Yule (1996:28) states that lexical presupposition (LP) is the presupposition where the use of one word with its asserted meaning is congenitally interpreted with the presupposition that another (none asserted) meaning is understood. Lexical presupposition triggers include words such as; '*Stop, start, again* '. For example:

(30) **He called me *again*.**

>>He called me before.

To give an illustration, let's say that when we say that he/she '*managed*' to do certain thing, then we mean is that the person succeeded in some manner.

On the other hand, if we state that he/she 'didn't *manage*', then the asserted meaning is that he/she did not managed to do certain things. Nevertheless, there is a non-asserted presupposition in both cases that the person '*tried*' to do that something. Thus, the interpretation of the verb '*managed*' here is that it asserted the meaning of 'succeeded' and presupposing '*tried*'. Generally speaking, in lexical presupposition, when the speaker use a certain expression then it implies or presupposes another unsaid information, unlike the FP where the use of a particular expression indicates the truth of the stated information.

(31) **Emma *stopped/didn't stop* wearing oversized sweaters.**

>>Emma had been wearing oversized sweaters.

(32) **Emma *began/didn't begin* to wear oversized sweaters.**

>>Emma hadn't been wearing oversized sweaters.

2.10.1.4 Structural Presupposition (SP)

Structural presupposition (SP) is associated with the use of particular phrases and sentences. That is to say, there are particular sentence structure are analyzed as presupposing that part of the structure is already assumed to be true. The speakers employ these structures in order to make the presupposed information true and as a result the listener accepts this information as true. For instance, when the speaker uses the wh-question construction in a sentence , as it illustrated in[33a] and [33b] then it will be interpreted in a way suggests that the information comes after wh-form (i.e. '*When*' and '*Where*') is already known to be the case. To give further illustrations, consider the following examples:

(33) **a. *Where* is your car?**

>>You have a car.

b. *When* did he leave?

>> He left

The presupposed information in (33a) and (33b) cause the listeners to believe that the presented information that comes after the Wh-form is true. This point can be further explained by examples, let us assume that you were crossing the street one night and then you stopped at an intersection. You did not pay attention whether the traffic signal was red or not before a car went through the intersection. Then, this car gets into an accident. Since you witnessed the accident, then you are asked to answer the following question (Yule, 1996:29).

(34) ***How fast was the car going when it ran the red light?***

If you estimate the car's speed and answer the question, then it would look like you accept the truth of presupposition that (the car ran the red light). Such kinds of presuppositions that are based on the structure of the sentence represent subtle ways for the speaker to make information in a way that they appear to be what the listener should believe (ibid: 30).

2.11.1.5 Non-Factive Presupposition (NFP)

Yule (1996:29) defines the Non-Factive presupposition (NFP) as “the assumption that is assumed not to be true”. This type of presupposition is associated with the use of some verbs such as “*pretend, imagine, and dream*”. For example:

(35) ***She dreamt she was rich.***

>>She is not rich

(36) ***I imagined I was in Paris.***

>>I was not in Paris.

(37) ***She pretends to be mad.***

>>She is not mad

2.10.1.6 Counterfactual Presupposition (CP)

Counterfactual presupposition (CP) is the presupposition where the presupposed information is not true, and the contrary is true. For example, some conditional generally called counter-factual conditional presuppose that the information in if-clause is not at the time of utterances:

(38) ***If he had not been my friend, I would not have helped him.***

>>He is my friend.

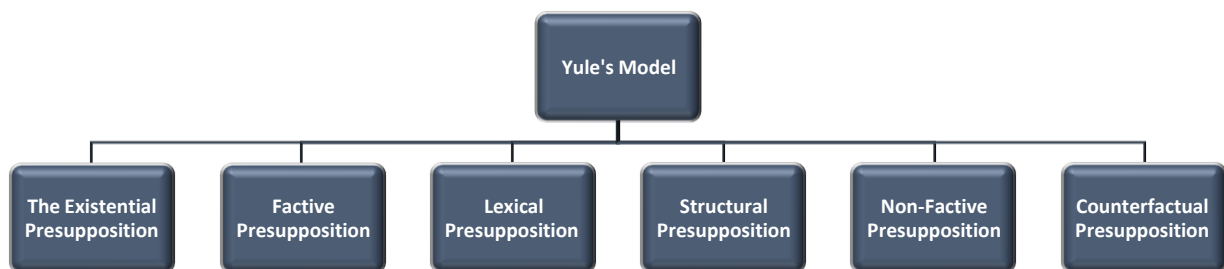


Figure (2): Yule's (1996) Classification of Presupposition Triggers

2.10.2 Levinson's (1983) Classification of Presupposition Triggers

Levinson (1983: 168) defines presupposition as "the inferences or assumptions that are built into linguistic expressions". As for the presupposition triggers (PTs), he proposed a list of thirteen types:

2.10.2.1 Definite Descriptions

Definite descriptions are on the top of Levinson's (1983:181) list of PT. He gave the following example:

(39) **John saw/didn't see *the man with two heads*.**

>>There exists a man with two heads.

In example (39), the use of NPs (*the man with two heads*) triggers the existence of a man with two heads. Notably, this type of NPs belongs to the class of definite description. According to Haug (2014:88) the definite description class may encompass proper names, possessives, and particular wh-phrases, which take us to possessive NPs and definite descriptions NPs. Regularly, these two categories are mixed together, but it is believed that they better be separate. In English, the class of definite descriptions starts with the determiner “*The*”. The possessive NP determiner on the other hand is considered a genitive, for instance, *my* in *my cousin* or *Smith's* in *Smith's car*. In these examples, the possessive NPs are often considered as definite descriptions. Frequently, these NPs can be paraphrased (e.g. the murderer of Smith). Nevertheless, Haspelmath (1999) has presented an argument to state that possessive NPs are different, this is in fact can be correct because some possessive NPs are definitely not ‘definite such as “*Some-body's* book”.

The concentration, here, will be on the used definite descriptions, which have probably engendered more philosophical and linguistic discussion than any other type of NP. A similar classification will be put for possessive NPs with definite determiners (proper names, possessive pronouns, or possessive definite descriptions). Russell (1905: 479) who considered definite descriptions as quantificational expressions, such as every hammock and no pieces, puts another different classification forward. Consider the following examples:

(40) a. ***The king of France* is bald.**

b. >>There is one and only one king of France, and he is bald.

This analysis as Russell claimed helped to resolve various arduous. Among these problems are problems of reference, as well as problems of non-existent entities. Additionally, problems related to the diversity in people's beliefs and desires, which still, till today, without any universally agreed-upon solutions. However, this analysis is hardly instinctive due to the fact that definite descriptions do not seem like quantificational NPs. On the contrary, Strawson (1950) responded against Russell's analysis and rejected the way he viewed reference. According to Strawson's view, sentence (40a) cannot be used as an assertion for sentence (40b). Instead, the speaker *presupposes the King of France's existence*. Furthermore, in order to point at a certain individual and make a prediction about their baldness, the speaker would employ the definite description '*the king of France*'. Based on Strawson's view, if the '*king of France*' does not exist, then the speaker cannot make a successful assertion. In other words, the speaker would not be able to make either a true or a false statement (Heine & Narrog, 2015:324).

2.10.2.2 Factive Verbs

Factive verbs are verbs that take a sentential complement and presuppose that complement. In view of this, the verb "*notice*" in (41), works as a trigger impaling that its sentential complement (that her father was sick) is presupposed. On the other hand, the verb "*recall*" in (42) functions as a trigger to show that its sentential complement (that the paramedic saved his life) is presupposed. In order to notice something, you need to make an assumption that it is true, in other words, you cannot notice something that is not the case; similarly, to recall something presupposes that it occurred (Birner, 2003:155). Consider the following examples (the factive verbs are italicized) :

(41) **Maria *noticed* that her father was sick.**

(42) **Smith *re calls* that paramedic saved his life.**

Similarly, the following examples by Levinson (1983) would give a further explanation:

(43) **William *regrets/doesn't regret* driving in Jack's car.**

>>William drove in Jack's car.

(44) **Emma *was/wasn't aware* that Jack was there.**

» Jack was there.

(45) **Dave *realized/did not realize* that the car was new.**

>>The car was new.

Other examples of factive verbs include verbs such as *be sorry that; be proud that; be glad that; know, be sad that, be indifferent that*.

2.10.2.3 Implicative Verbs

As previously mentioned, in some cases, the use of one word with its asserted meaning is congenitally interpreted with the presupposition that another (non; asserted) meaning is understood. This type of presupposition is called lexical presupposition (LP) and the type of verbs that triggers its existence are labeled as 'implicative verbs' by Levinson (1983:181), to give a further explanation consider the following examples (the implicative verbs are italicized):

(46) **Marry *managed* to solve the puzzle.**

>>Marry tried to solve the puzzle.

(47) **Liza *forgot* to turn off the lights.**

>>Liza ought to have turned off or intended to turn off the lights.

Further examples include the following lexical items: *avoided*', which gives rise to the presupposition 'was expected to or ought to' and '*happened to*' which gives rise to the presupposition 'did not plan or intend to', etc.

2.10.2.4 Change of State Verbs (CSV)

As the name suggests, change-of-state verb (CSV) means a shift from one state to another. It presupposes that the move from one state to another has held at some point in the past. Therefore, in (48) the verb "*stopped*," asserts the presupposition 'Sara used to date James in the past' (you can't stop dating someone unless you have at some point dating him/her). On the other hand, in (49), stating that the guard opened the car door presupposes that it was closed to begin with (Birner, 2003:155).

(48) Sara *stopped* dating James.

>>Sara used to date James.

(49)The guard *opened* the car door for the little girl.

According to Saeed (1997: 99), these verbs own a type of switch presupposition which leads to make only the new state is described and is presupposed not to have held prior to the change, as shown in the following examples:

(49) a. Lisa *started* sewing dresses.

b. >>Lisa used not to sew dresses.

(50) a. Mathew *stopped* seeing ghosts.

b. >> Mathew used to see ghosts.

Some further examples of CSV are: *again; begin; start; go; come; leave; take; enter; continue; stop; finish; again* etc.

(51) Kissinger *continued*/did not *continue* to rule the world

>> Kissinger had been ruling the world (Levinson, 1983:182).

2.10.2.5 Iteratives

Crystal (1997:206) defines iteratives as “a term used to refer to an event which takes place repeatedly”. According to Levinson (1983: 182) there are particular words that are correlated with iterative such as, *another* and *again*. The examples in (52) and (53) show the use of these iteratives (iterarives words are italicized):

(52) **John ate *another* piece of cake.**

>>John ate at least one before.

Likewise, words like *returned*; *anymore*; *restore*; *another time*; *to come back*, *repeal*, etc. are also considered to be iteratives. The appearance of these words in a sentence or utterance triggers the existence of LP. In other words, the addresser uses particular expressions to presuppose unstated information. Consider the following examples:

(53) **The tax collector *came/didn't come again*.**

>>The tax collector came before.

(54) **You cannot get promotion *anymore*.**

>>you once get a promotion.

(55) **Jimmy *returned/didn't return* to the gym.**

>>Jimmy came to the gym before.

2.10.2.6 Verbs of Judging

In contrast to the other types of presupposition triggers, this type of triggers carries an implication that is not ascribed to the speaker so much as to

the subject of the verb of judging (Levinson, 1983: 182). Consider the following examples:

(56) **Joana *accused/didn't accuse* Mary of stealing.**

>> (Joana thinks) stealing is bad.

(57) **John *criticized/did not criticize* Maria for leaving early.**

>> (John thinks) Maria left early.

2.10. 2.7 Temporal Clauses

According to Levinson (1983: 184), temporal clauses are considered to be part of structural constructions that trigger the existence of presupposition, as shown in the following examples:

(58) ***Before Strawson was even born*, Frege *noticed/didn't notice presuppositions*.**

>> Strawson was born

(59) ***While Chomsky was revolutionizing linguistics*, the rest of social science *was/wasn't asleep*.**

>> Chomsky was revolutionizing linguistics

(60) ***Since Churchill died*, we have lacked/we have not lacked a leader**

>> Churchill died

Some further examples of temporal clause construction are whenever; after; and during, as in example (61):

(61) ***As John was getting up*, he slipped.**

>> John was getting up (Levinson, 1983:183).

2.10.2.8 Cleft Sentences

The cleft sentences are classified into two main types:

2.10.2.8.1 It-Clefts

The basic elements of it-cleft construction are the pronoun 'it', one of the 'be' forms and “the specially focused element” which can be one of the following types: a noun phrase, a prepositional phrase, and an adverb phrase. In addition, the specially focused elements can also take the form of adverbial clause or a relative- such as clauses that are dependent and begin with who, which, that, or zero (Biber et al, 1999:959) as shown in example (62) :

(62) ***It was his voice that held me.***

Here, the sentence in example (62) shows the it-cleft construction. The specially focused element in this construction is the noun phrase 'his voice'. The occurrence of such constructions triggers a presupposition. Thus, example (62) presupposes the following:

>>Something held me.

2.10.2.8.2 Wh-Clefts

The wh-cleft construction is composed of wh-word (such as what, where) followed by a clause, as well as the especially focused element which can take the form of an infinitive clause, finite nominal clause , or noun phrase (Biber et al., 1999:959). For example:

(63)a. ***What I really need is another credit card.***

b. >> I need another credit card.

Notably, the sentence in (63a) contains a wh-cleft construction, and it presupposes (63b) . In example (64), the cleft construction here is called pseudo-cleft construction.

(64) ***What Maria bought/didn't buy was a new hat.***

>>Maria bought something.

The two types of cleft constructions seem to roughly have the same presuppositions (Levinson, 1983:182).

2.10.2.9 Implicit Clefts

Levinson (1983: 183) claims that the presuppositions that are made by the two cleft constructions appear to be triggered conventionally by heavy stress on a constituent. The below examples will give a further explanation, in these examples the upper-case characters show contrastive stress:

(65) **The car was/wasn't repaired by MIKE!**

>>Someone repaired the car.

Apparently, there is an implicit cleft in (65) which is '*it was/wasn't Mike who repaired the car*'. Consider another example:

(66) **James did/didn't participate in the BOOK CLUB!**

>>James did participate in something else. (cf. It was/wasn't in the book club where James participated)

2.10.2.10 Comparisons and Contrasts

Levinson (1983:183) argues that the use of comparisons and contrasts triggers presupposition. Thus, the comparative constructions (Adjective-er + than) and (As + adjective + as) signal the occurrence of a presupposition, as illustrated in the following examples:

Adjective-er + than...

(67) a. **Harry is /isn't a better teacher *than* Liam.**

b. >> Liam is a teacher.

As + adjective + as

(68) a. **Amelia is/isn't as quick-witted as Megan.**

b. >>Megan is a quick-witted.

Stress and other prosodic means can mark the comparisons and contrasts by means of particles like back, then, too, in return, or by comparative constructions:

(69) **William called Eva a bossy girl, and then SHE insulted HIM.**

>>For William to call Eva a bossy girl would be to insult her.

2.10.2.11 Non-restrictive Relative Clauses (NRRC)

Levinson (1983:183) argues that despite the fact that there are two main types of relative clauses; restrictive and non-restrictive clauses, however, in English only non-restrictive clauses trigger a presupposition. He proves his point by stating that in the case of non-restrictive clauses the additional parenthetical information "is not affected by the negation of the main verb outside the relative clause and thus gives rise to presupposition", NRRC survive under negation test as shown in the following examples:

(70) **My friend, who has been in car accident, is at the hospital.**

>>His friend has been in a car accident.

2.10.2.12 Counterfactual Conditionals

The conditional structure that is shown in the example below gives rise to the presupposition that the mentioned information in the if-clause is not true at the time of utterance (Yule, 1996: 29).

(71) **If I had a car, I would drive everywhere.**

>> I don't have a car.

Notably, such a type of structure creates a counterfactual presupposition (CP); indicating that the presupposed statement is not only not true, but is the opposite of what is true or 'contrary to facts'. Hence, this type of conditional structure, which is called a counterfactual conditional, presupposes that the information in the if-clause is not true at the time of utterance.

(72) ***If you were my friend, you would have helped me.***

>> You are not my friend.

(73) ***If Hannibal had only twelve more elephants, the Romance languages would not exist this day.***

>> Hannibal didn't have twelve more elephants. (Levinson, 1983:184)

2.10.2.13 Questions

Questions generally have the same presuppositions as their assertive counterparts. Nevertheless, the interrogative forms themselves introduce further presuppositions more than any other kind. It is important to differentiate between the different types of questions: yes/no, questions will generally have meaningless presuppositions, this due to the fact that they are not connected with their possible answers as in (74). Alternative questions, as in (75) presuppose their answers' disjunction, but in this case non-vacuously. The third type of questions which are WH-question are the type that introduces the presuppositions, such kind of presupposition can be obtained by replacing the WH-word by the suitable existentially quantified variable, such as who by someone, whereby somewhere, and how by somehow etc., as in (76). These presuppositions are not invariant to negation.

(74) ***Is there a professor of linguistics at MIT?***

>> Either there is a professor of linguistics at MIT or there is not.

(75) Is Newcastle in England or is it in Australia?

>> Newcastle is in England or Newcastle is in Australia.

(76) Who is the professor of linguistics at MIT?

>> Someone is the professor of linguistics at MIT.

2.11 Previous Related Studies

Some researchers have investigated the topic of presupposition triggers. One of the researchers is Khaleel (2010) who done a study about the use of PTs in English journal texts. The aim of the study was exploring the PTs as used by in the journalistic. The data comprised six English newspapers, from different regions. The newspapers were selected in a random way, as they were politically different from each other. The results of the study proved that the most used presupposition trigger in the English journalistic texts is ‘existential’ presupposition (EP), while ‘lexical’ presupposition triggers (EPT) are less frequently used with (19.7%) as per the selected samples.

Liang and Liu (2016) conduct another study about the presupposition triggers. The study is entitled “An Analysis of Presupposition Triggers in Hilary Clinton’s First Campaign Speech”. The main goal of the study is to analyse the PT appeared in the speech made by Hilary Clinton in her campaign. The researcher categorized the PT based on the ‘lexical ‘and ‘syntactic ‘levels. The results of the study show the important role of presupposition triggers in making language clear and more economical. Furthermore, the findings of the study prove that PT play significance role in creating information that is more powerful, motivate the audience to interact with the speaker, and finally provide the speaker with the ability to make a closer relationship with his audience.

Another researcher is Thoyyibah (2017) who conducts a comparative analysis between oral news and written online news based on the use of

presupposition triggers. The aim of the research is to identify the PTs that are used in two transcripts. The research is a descriptive qualitative study. The main objective of the study is to identify presupposition triggers as found in CNN written and oral news. The results of the study show that the most commonly used PTs in both transcripts is existential. It refers to the ability of existential presupposition (EP) in diverting attention to other parts of the sentence or utterance. The research findings prove that EP has the ability to bring the attention to certain parts of the sentence or utterance.

Further study concerning presupposition triggers is done by Hardiyanti et al. (2017). The conducted research is under the title “Presupposition Trigger in the Articles of Toastmasters Magazine”. The research aims at analysing presupposition triggers (PTs) as used by the authors of the articles and how the use of triggers implies that there are hidden or implicit meaning in phrases, clauses, and sentences. The data of the study comprise 18 articles from Toastmasters Magazine (2016). The researcher analyzes the articles in terms of PTs namely: definite description, factive verb, change of state verbs (CSV), implicative verb, verbs of judging, conventional item, iteratives item, cleft construction, counterfactual verbs questions, adverbial clause, comparative sentence, counterfactual conditional clause, and non-restrictive relative clause. The results of the study reveal that the most frequently used presupposition trigger is the factive verb while verb of judging is the least frequent one.

Gençtürk, (2018) is also one of the researchers who study the presupposition triggers. His study is under the title “Analysis of Presupposition Triggers in English Reading Textbooks: Learners’ Familiarity”. The study aims at investigating the use of PTs in English reading textbooks and students’ familiarity with them. The researcher adopts Yule’s framework concerning presupposition triggers. Based on the results of the study, it has been found that the presuppositions are not commonly used in the reading texts. The most

widely used triggers among all the triggers are Lexical and existential presupposition triggers. The findings also show the familiarity of students with the presupposition can improve their understanding of the content and make it much better.

Additionally, a study is done by Hasta and Marlina (2018). The main aim of their study was to explore the presupposition triggers that are employed in the Israeli-Palestinian in Al-Jazeera and Fox News. The study's data was gathered from the Israeli-Palestinian news in two online satellite channels, Al-Jazeera and Fox news. The findings of the study revealed that the frequent presupposition trigger in Al-Jazeera News is existential presupposition trigger (definite description). It was used 28 times (43%) in Al-Jazeera News, while in Fox News it occurred 20 times that is (40%). In addition to these findings, the results of the study show that the presupposition triggers "change of state verb in lexical" and 'adverbial clause in structural' are both used as dominant types in Al-Jazeera and Fox news. On the contrary, the study concludes that the difference between the two-satellite channels news is in the use of judging verb. Furthermore, it is found that in comparison to Al-Jazeera News, Fox News is seen as more ideological news.

Recently, Al-Zubeiry (2020) has investigated presupposition triggers in British and Saudi English Newspaper opinions. The researcher follows the classification of Yule (1996) for presupposition triggers types (PTT). According to the findings of the study, the PTs is highly used by the Saudi articles, that is 556 (56.60%) in comparison with the articles of UK articles in which the occurrence of the presupposition triggers is only 426 (43.40%). However, the results show in both cases that the highest presupposition triggers' occurrence is the 'existential' and 'lexical' presupposition triggers while 'non-factive' 'structural' presupposition triggers are the least. The findings of the research show that presupposition triggers can help speakers and writers to deliver a lot

of information to their audiences; also creates an interactive environment with effective communication.

Considering the previous reviewed studies, none of them studied presupposition triggers as employed by the characters in novels or attempts to carry out a comparison between these characters based on the use of the triggers types. Therefore, the contribution of this study lies in its endeavour to investigate the presupposition triggers types as used by three characters in a novel, which has never been conducted before.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter is intended to shed light on the methods and procedures that are used to conduct the study. That is to say, it is devoted to present the data, the model adopted, and the procedures followed in data analysis as well. Since the purpose of this study is to examine the use of presuppositions triggers and their types by certain characters, the mixed methodology is considered to be necessary because of the sufficient nature of the both the quantitative and qualitative approaches to address the research questions.

3.1. Data Selection

The data of the study is a novel by Kathryn Stockett entitled "*The Help*". Kathryn Stockett is a novelist who is born in Jackson, Mississippi. The selected novel is published in 2009 to become the best-selling novel at that year not only this but also after two years, the book turned into a successful movie. This study is particularly concerned with identifying the presupposition triggers used by the three main characters in the novel, namely, Aibileen, Minny, and Miss Hilly. Minny and Aibileen are two black maids, while Miss Hilly represents the white people and how they treat their employees. Although "The Help" is a work of fiction, still it is firmly linked to several and various political and social issues. The novel mainly devoted to deal with racism, and caste based discrimination. The current study is devoted to applying an eclectic model combining George Yule (1996) and Levinson's (1983) classification of presupposition triggers to investigate the types that are used by each one of the three main characters: Aibileen, Minny and Hilly.

3.1.1 Aibileen Clark

Aibileen is one of the novel's three narrators; she is described as a rational middle-aged black maid. Aibileen keeps bragging about the fact that she took care of seventeen white children. The most two precious people in Aibileen's life are her friend Minny Jackson and Mae Mobley, the white baby girl she takes care of. Throughout the novel, Aibileen appears as a warm woman with high sense of compassion, she responds to the unbearable racial hatred and offensive comments from the white people with a quiet resilience. She owns a remarkable ability that enables her to see the good even in the heart of the most malicious persons, unfortunately, this ability did not last for a long time. The unfortunate incident that led to the death of her only child "Treelore" had a great impact on Aibileen. She lost, along with her son, her ability to tolerate the racist white housewives such as her employer Miss Leefolt and Leefolt's friend Miss Hilly. She held a grudge against these racist women, this grudge made her collaborate with Miss Skeeter to reveal the truth about how these women treat their maids (Plaue,2015).

3.1.2 Minny Jackson

Minny Jackson is introduced in the novel as one of the narrators as well as one of protagonist; she is portrayed in the novel as a wisecracking mother who has five children. Minny is persistence, stubborn person who cannot keep silent in the prevocational situations despite the troubles that she may get into with her white employers. She has a short-tempered and blazed personality; one can tell that she always has a sort of intense word or joke ready to be released whenever necessary. Additionally, she frequently employs sarcasm as a technique to hide her vulnerable feelings. There is much going on in her life, she has an abusive husband that physically abuses her and Miss Hilly attempts to ruin her life throughout the spread of rumours that has a racial tendency. Granting all this, Minny still has a strong determination to create a decent life for her for children. As a person who has been treated racially and cruelly by

white people in her entire life, Minny develops a sense of suspicion toward Miss Celia, the white woman she works for, but later on, she becomes aware of Miss Celia's personality and how she is a compassionate person. By the end of the novel, Minny and Miss Celia get to be closer as their relationship turns from just employer and employee into a deep, loving friendship that get over the racial divide (ibid).

3.1.3 Hilly Holbrook

Miss Hilly represents the antagonist in the novel; from the first sight, Hilly seems to be the ideal of the Southern housewife. She is seen as a woman who has loyalty to her husband, her friends admire her, and she is an affectionate mother to her two children. However, underneath these ideal qualifications, there is a person with vicious and racist personality that does not hesitate to show hatred for colored people whenever there is a chance. Hilly puts the financial security of Minny on stick after spreading malicious rumours about her. Additionally, Miss Hilly's own maid gets a four year in prison sentence because Miss Hilly took advantage of her status in the white community and accused her of stealing a ring. Regardless of her heartless character, Miss Hilly is exceptionally convincing person, and she employs this ability to influence the other white women to accept her beliefs, making them accept and apply her bill that demands every house in Mississippi to build a separate bathroom for black domestic workers. By the end of the novel, Miss Hilly gets the karma of her vicious deeds when Minny takes revenge of her by mentioning in Skeeter's book the story about feeding her the "special ingredient" pie (Plaue,2015).

3.2 The Models of Analysis

Originally, Yule's (1996) classification of presupposition triggers has been selected for the data analysis. However, Yule's (1996) framework lacks labelling some presupposition triggers forms and subtypes in a detailed way. Thus, the model of analysis is extended to include Levinson's (1983) classification of presupposition triggers to make the model more comprehensive and appropriate for the presupposition triggers analysis. The following chart illustrates this model:

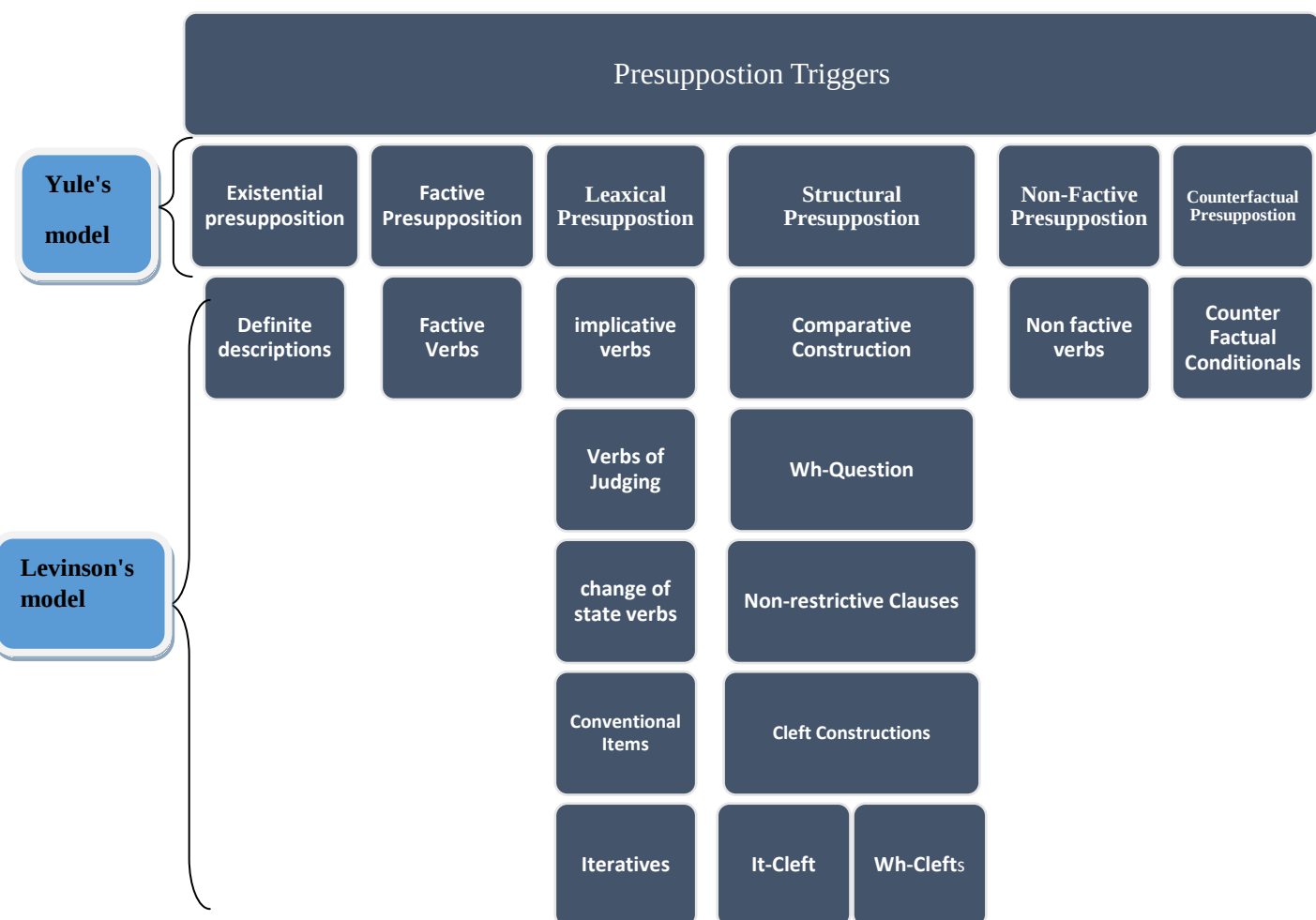


Figure (3): The Eclectic Model of the Analysis of Presupposition Triggers

3.3 Procedures of Data Analysis

Dey (1995:30) states that analysis is “the process of resolving data into its constituent component to reveal its characteristic elements and structure”. According to Kerlinger (1973:134), analysis is the process of categorizing, ordering, manipulating, and summarizing the data in order to get and serve to research question. Kasiram (2010:355) defines analysis as a systematic process that aims to search and arrange the data in order to understand them in way enables you to show to the others what you have discovered.

Based on the definitions mentioned above, it can be inferred that data analysis is a process used to show and analyse the constituents and elements of data to reach an understanding that can be shared with others. To meet the first objective, the following steps need to be done:

- a. Identifying the instances that contain presupposition triggers;
- b. Classifying these triggers as mentioned by their characters;
- c. Categorizing the triggers by type and form and characters
- d. Tabulating the frequency of the usages of the various types of triggers among these characters

To meet the second objective of the study, the following steps need to be done:

- a. Tabulating the functions of the presupposition triggers as used by these characters.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter covers the data analysis of the novel (The Help) which is analyzed using the eclectic linguistic model. The analysis is conducted using qualitative and quantitative methods. Originally, the novel is not divided into scenes but into chapters. However, depending on his reading of the novel, the researcher divides the utterances of the characters into scenes to ease the process of analysis. The selected scenes of the four characters' utterances are chosen to be analyzed in terms of their uses of presupposition triggers. The selected characters for the analysis differ from each other in terms of their race, age, social, economical, and educational background.

4.2 Presupposition Triggers in Aibileen's Utterances

Three main scenes involving Aibileen are chosen from the novel to be analyzed. The contexts in which these scenes took place are explained. Then, the utterances are represented and categorized in tables in terms of the type and form of the presuppositions trigger as well as the presupposed information that are employed in the utterances.

Scene 1

The selected utterances are taken from chapter one of the novel "The Help". This chapter is entitled Aibileen. In this scene, Aibileen is talking to Miss Skeeter about how the life of black maid looks like in Mississippi. She tells her about her job and how she takes care of Mae Mobley, the baby of the white people she works for. She also talks to her about the superficiality of white mothers in Mississippi. This part of the chapter is selected because the way Aibileen introduce herself creates assumptions that the readers should take

for granted until the end of the novel. Therefore, it is important to know what types of presupposition triggers she uses to create these assumptions. For the ease of reading and analyzing, the scene is divided into two parts.

Table (2): Presupposition Triggers in Aibileen's Utterances (Scene1-Part 1) / see appendix (A-1)

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
“ <u>MAE MOBLEY</u> was born on a early Sunday morning in August, 1”	MAE MOBLEY	Existential presupposition	Definite descriptions	There exists a girl named Mae Mobley.
“Taking care a white babies, <u>that’s what I do</u> , along with all the cooking and the cleaning”	that’s what I do	Structural presupposition	Non-restrictive Clauses	Aibileen's job is taking care of babies.
“Taking care a white babies, that’s what <u>I</u> do, along with all the cooking and the cleaning”	I	Existential presupposition	Definite description	The speaker (Aibileen) is referring to herself.
“ <u>What</u> am I doing wrong?”	What	Structural presupposition	Wh-questions	I am doing something wrong.
“ <u>Why</u> can’t I stop it?”	Why	Structural presupposition	Wh-questions	The baby keeps crying.
“Why can’t I stop <u>it</u> ?”	It	Existential presupposition	Definite description	The speaker refers to the baby. There is a baby.
“Why can’t I <u>stop</u> it?”	stop	Lexical presupposition	Implicative verb	She tried to stop the crying baby.
“ <u>It</u> ? That was my first hint”	It	Existential presupposition	Definite description	The speaker (Aibileen) refers to the baby.
“My first hint “	My hint	Existential presupposition	Definite description	There are more than one hint.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
“something is wrong with this situation”	This situation	Existential presupposition	Definite description	There is a situation.
“So <u>I</u> took that pink, screaming baby in my arms”	I	Existential presupposition	Definite description	Aibileen is referring to herself.
“So I <u>took</u> that pink, screaming baby in my arms”	Took	Lexical presupposition	Change of state verb	The baby was screaming on the floor before she take her into her arms.
“So I took <u>that pink</u> , screaming baby in my arms”	That pink	Existential presupposition	Definite description	A baby exists and the colour of his skin is pink.
“it didn’t take two minutes fore <u>Baby Girl</u> stopped her crying,”	Baby girl	Existential presupposition	Definite description	There is a baby girl.
“it didn’t take two minutes fore Baby Girl <u>stopped</u> her crying,”	Stopped	Lexical presupposition	Change of state verbs	The baby girl was crying.
“But <u>Miss Leefolt</u> , she don’t pick up her own baby for the rest a the day”	Miss Leefolt	Existential presupposition	Definite description	There is a woman and her name is Miss Leefolt .
“But Miss Leefolt, <u>she</u> don’t pick up her own baby for the rest a the day”	She	Existential presupposition	Definite description	Aibileen is referring to Miss Leefolt.
“But Miss Leefolt, she don’t pick up <u>her own baby</u> for the rest a the day”	Her own baby.	Existential presupposition	Definite description	Miss Leefolt's baby exists.
“I seen plenty a womens get the baby blues after they done birthing. “	I	Existential presupposition	Definite description	The speaker (Aibileen) is referring to herself.
“I seen plenty a womens get the baby blues after they done birthing. “	The baby blues	Existential presupposition	Definite description	There exists a baby blues.
“I seen plenty a womens get the baby blues after they done birthing. “	Seen	Factive presupposition	Factive verb	There are a plenty of women get the baby blues.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
blues after they done birthing.”				
“.. <u>she</u> don’t pick up her own baby..”	She	Existential presupposition	Definite description	Aibileen is referring to Miss Leefolt. Miss Leefolt exists.
“..she don’t pick up <u>her own baby</u> ..”	Her own baby	Existential presupposition	Definite description	Miss Leefolt has a baby. Miss Leefolt’s baby exists.
“I <u>reckon</u> I thought that’s what it was”.	reckon	Non-Factive presupposition	Non-Factive verb	It is not what it was
“Ireckon I <u>thought</u> that’s what it was”.	Thought	Non- Factive presupposition	Non-Factive verb	It is not what it was.

Table (3): Presupposition Triggers in Aibileen's Utterances (Scene1-Part 2) /

See appendix (A-2)

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
"Here’s something about <u>Miss Leefolt</u> "	Miss Leefolt	Existential presupposition	Definite description	There is a woman and her name is Miss Leefolt .
".. <u>she</u> not just frowning all the time.."	She	Existential presupposition	Definite descriptions	The speaker (Aibileen) is referring to Miss Leefolt.
"she look like she <u>donegrowedem</u> last week"	Done	Lexical presupposition	Change of state verbs	She was growing up and then she stopped.
" <u>she</u> look like she <u>donegrowedem</u> last week"	She	Existential presupposition	Definite descriptions	There is a woman and the speaker is referring to her (Leefolt).
"she look like <u>she</u> done growedem last week."	She	Existential presupposition	Definite descriptions	There is a woman and the speaker is referring to her (Leefolt).
"Twenty-three years old and <u>she</u> lanky as a fourteen-year-old boy."	She	Existential presupposition	Definite description	The speaker (Aibileen) is referring to Miss Leefolt . Miss Leefolt exists.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
"Lanky as a fourteen year old boy."	Lanky asfourteen year old boy	Structural presupposition	Comparative construction	Fourteen-year boys are lanky.
"She try to tease it up"	She	Existential presupposition	Definite description	The speaker (Aibileen) refers to miss Leefolt
"... <u>that red devil</u> on the redhot candy box"	That red devil	Existential presupposition	Definite description	There is a red devil on the red-hot candy box.
"...that red devil on the <u>redhot candy box.</u> "	The red hot candy box	Existential presupposition	Definite description	There is a red-hot candy box.
"..it's no wonder <u>she</u> can't soothe that baby"	She	Existential presupposition	Definite description	The speaker (Aibileen) is referring to Miss Leefolt . Miss Leefolt exists.
"..it's no wonder she can't <u>soothe</u> that baby"	soothe	Lexical presupposition	Implicative verb	Miss Leefolt tried to soothe the baby.
"..it's no wonder she can't soothe <u>that baby</u> ".	That baby	Existential presupposition	Definite description	There is a baby.
" <u>They</u> like big fat legs too"	They	Existential presupposition	Definite description	The speaker (Aibileen) refers to babies.
"They like big fat legs <u>too.</u> "	Too	Lexical presupposition	Iteratives	They like other things before this.
"By the time <u>she</u> a year old"	She	Existential presupposition	Definite description	A baby girl exists and the speaker here is referring to her.
" <u>Mae Mobley</u> following me around everywhere I go"	Mae Mobley	Existential presupposition	Definite descriptions	There is a baby girl and her name is Mae Mobley.
"Five o'clock would come round and <u>she</u> 'd be.."	She	Existential presupposition	Definite description	A baby girl exists and the speaker here is referring to her.
"...hanging on <u>my Dr. Scholl shoe....</u> "	My Dr. Scholl shoe	Existential presupposition	Definite description	Aibileen is wearing a Dr. Scholl shoe.
"..crying like I weren't never coming back".	Coming back	Lexical presupposition	Iteratives	The speaker (Aibileen) came before.
".. <u>Miss Leefolt</u> , she'd narrow up her eyes.."	Miss Leefolt.	Existential presupposition	Definite description	There is a woman and her name is Leefolt.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
“.. <u>She</u> 'd narrow up her eyes..”	She	Existential presupposition	Definite description	The speaker (Aibileen) is referring to Miss Leefolt.
“.. <u>She'dnarrow</u> up her eyes..”	Narrow	Lexical Presupposition	Change of state verb	Miss Leefolt's eyes were wide open.
“.. <u>that crying baby</u> off my foot”.	That crying baby	Existential presupposition	Definite description	There is a baby.
“I <u>reckon</u> that’s the risk you runletting somebody else raise you chilluns”	I reckon	Non-Factive presupposition	Non-Factive verb	It is not necessarily true that there is a risk in letting somebody else raise you chilluns.
“ <u>Mae Mobley</u> two years old now”.	Mae Mobley	Existential presupposition	Definite description	There is a baby girl and her name is Mae Mobley.
“ <u>She</u> got big brown eyes and honey-color curls”	She	Existential presupposition	Definite description	The speaker (Aibileen) is referring to the baby Mae Mobley. Mae Mobley exists.
“But <u>the bald spot</u> in the back of her hair...”	The bald spot	Existential presupposition	Definite description	There is a bald spot in the back of Mae Mobley's hair.
“ <u>She</u> get the same wrinkle”	She	Existential presupposition	Definite description	The speaker (Aibileen) is referring to the baby Mae Mobley. Mae Mobley exists.
“ <u>when</u> she worried..”	When	Structural presupposition	Wh-clefts	She (Mae Mobley) gets worried.
“...except <u>Mae Mobley</u> so fat”.	Mae Mobley	Existential presupposition	Definite description	There is a baby girl and her name is Mae Mobley
“..She ain’t gone be no <u>beauty queen</u> ..”	Beauty queen	Existential presupposition	Definite description	There is a beauty queen.
“ I <u>think</u> it bother Miss Leefolt”	Think	Non-Factive presupposition	Non-factive verb	It is not necessarily true that it bothers Miss Leefolt.
“I think it <u>bother</u> Miss Leefolt”.	Bother	Lexical presupposition	Implicative verbs	There is some conscious effort made by Miss Leefolt.
“I think it bother <u>Miss</u> ”	Miss Leefolt	Existential	Definite	There is a woman and her name is

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
<u>Leefolt</u> ”		presupposition	description	Leefolt.
“..but <u>Mae Mobley</u> my special baby..”	Mae Mobley	Existential presupposition	Definite description	There is a baby and her name is Mae Mobley

Scene 2

This scene takes place at Miss Leefolt's house where Aibileen works as a help. In this scene, Miss Hilly accuses Aibileen of stealing her silvers. Aibileen denies this accusation and declares that she does not know where the silvers are, but Miss Hilly keeps accusing her of stealing them. Miss Hilly asks Miss Leefolt to call the police. At that moment, Aibileen stands for herself and faces Miss Hilly to defend herself and end this unjustified accusation. The scene is quite long therefore, it is divided into three parts to be analyzed separately.

Table (4): Presupposition Triggers in Aibileen's Utterances (Scene 2- Part 1) / See appendix (A-3)

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
“Miss Hilly.”	Miss Hilly	Existential presupposition	Definite description	There is a woman and she is called Miss Hilly.
“I <u>know</u> something about you and don’t you forget that.”	Know	Factive presupposition	Factive verb	There is something Aibileen knows about Miss Hilly
“I know something about <u>you</u> and don’t you forget that.”	You	Existential presupposition	Definite description	The speaker (Aibileen) is addressing Miss Hilly.
“I know something about you and don’t you <u>forget</u> that.”	Forget	Lexical presupposition	Implicative verbs	Miss Hilly intends to forget about the fact that Aibileen knows something about her.
“And from <u>what I hear</u> , they’s a lot a time to write a	What I hear	Structural	Wh-clefts	Aibileen heard that there are a lot of time in jail to

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
lot a letters in jail.”		presupposition		write letters.
“And from what I hear, they’s a lot a time to write a lot a letters in <u>jail</u> .”	Jail	Existential presupposition	Definite description	There exists a jail.
“ <u>I</u> don’t know. I been told I’m a pretty good writer.”	I	Existential presupposition	Definite description	The speaker (Aibileen) is referring to herself.
“I don’t know. <u>I</u> been told I’m a pretty good writer.”	I	Existential presupposition	Definite description	The speaker is referring to herself.
“I don’t know. I been <u>told</u> I’m a pretty good writer.”	Told	Factive presupposition	Factive verbs	Aibileen is a good writer.
“God, <u>I</u> pray, tell me she didn’t repeat Miss Hilly’s lies.”	I	Existential presupposition	Definite description	The speaker (Aibileen) is referring to herself.
“God, I pray, tell me <u>she</u> didn’t repeat Miss Hilly’s lies.”	She	Existential presupposition	Definite description	The speaker (Aibileen) is referring to MAY Mobley.
“God, I pray, tell me she didn’t <u>repeat</u> Miss Hilly’s lies.”	Repeat	Lexical presupposition	Iterative	The lies have already been told at least once.
“God, I pray, tell me she didn’t repeat <u>Miss Hilly</u> ’s lies.”	Miss Hilly	Existential presupposition	Definite description	There exists a woman and she is called Hilly.
“God, I pray, tell me she didn’t repeat <u>Miss Hilly’s lies</u> .”	Miss Hilly's lies.	Existential presupposition	Definite description	There are lies that had been told by Miss Hilly.
“ <u>Baby</u> , you need to get back in the bed.”	Baby	Existential presupposition	Definite description	Aibileen is addressing MAY MOBLEY.
“Baby, <u>you</u> need to get back in the bed.”	You	Existential presupposition	Definite Description	The speaker (Aibileen) is referring to MAE Mobley.
“Baby, you need to <u>get back</u> in the bed.”	Get back	Lexical Presupposition	Iterative	Mae Mobley was in the bed before.
“Baby, you need to get back in <u>the bed</u> .”	The bed	Existential Presupposition	Definite description	There exists a bed.

Table (5): Presupposition Triggers in Aibileen's Utterances (Scene 2-Part 2) /

See appendix (A-4)

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
" <u>I</u> got to, baby. I am so sorry."	I	Existential Presupposition	Definite Description	The speaker is referring to herself.
"I got to, <u>baby</u> . I am so sorry."	Baby	Existential presupposition	Definite description	The speaker (Aibileen) is referring to Mae Mobley.
"I got to, baby. <u>I am</u> so sorry."	I am	Existential presupposition	Definite description	The speaker refers to herself.
"No, <u>baby</u> , that's not the reason. I don't want a leave you, but . . ."	Baby	Existential presupposition	Definite description	Aibileen is addressing Mae Mobley
"No, baby, that's not the reason. <u>I</u> don't want a leave you, but . . ."	I	Existential Presupposition	Definite description	Aibileen is referring to herself
"No, baby, that's not the reason. <u>I</u> don't want a <u>leave</u> you, but"	Leave	Lexical Presupposition	Change of state verb	Aibileen (the speaker) used to work in Mae Mobley's house.
"No, baby, that's not the reason. <u>I</u> don't want a leave <u>you</u> , but . . ."	You	Existential Presupposition	Definite description	The speaker is referring to herself.
"Baby Girl,"	Baby girl	Existential presupposition	Definite description	There exists a baby, she is a girl, and the speaker is referring to her.
" <u>I</u> need you to remember everything I told you. Do you remember what I told you?"	I	Existential presupposition	Definite description	The speaker is referring to herself.
"I need <u>you</u> to remember everything I told you. Do you remember what I told you?"	You	Existential presupposition	Definite description	The speaker (Aibileen) is referring to Mae Mobley. Mae Mobley exists.
"I need you to <u>remember</u> everything I told you. Do you remember what I told you?"	Remember	Factive presupposition	Factive verbs	Aibileen has told Mae Mobley some things.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
“I need you to remember everything I <u>told</u> you. Do you remember what I told you?”	I	Existential presupposition	Definite description	The speaker is referring to herself.
“I need you to remember everything I <u>told</u> you. Do you remember what I told you?”	Told	Factive presupposition	Factive verbs	The speaker (Aibileen) told Mae Mobley somethings.
“I need you to remember everything I told <u>you</u> . Do you remember what I told you?”	You	Existential presupposition	Definite description	Aibileen is referring to Mae Mobley. Mae Mobley exists.
“I need you to remember everything I told you. Do <u>you</u> remember what I told you?”	You	Existential presupposition	Definite description	Aibileen is addressing Mae Mobley. Mae Mobley exists.
“I need you to remember everything I told you. Do you <u>remember</u> what I told you?”	Remember	Factive presupposition	Factive verbs	Aibileen told Mae Mobley some things.
“I need you to remember everything I told you. Do you remember <u>what I told you?</u> ”	What I told you.	Structural presupposition	Wh-cleft	I told you something.
“I need you to remember everything I told you. Do you remember what I <u>told</u> you?”	I	Existential presupposition	Definite descriptions	Aibileen is referring to herself. Aibileen exists.
“I need you to remember everything I told you. Do you remember what I told <u>you?</u> ”	You	Existential presupposition	Definite description	Aibileen is addressing Mae Mobley. Mae Mobley exists.
“No, <u>baby</u> , the other. About what you are.”	Baby	Existential presupposition	Definite description	The speaker (Aibileen) is referring to Mae Mobley. Mae Mobley exists.
“No, baby, <u>the other</u> . About what you are.”	The other	Existential presupposition	Definite description	There is another thing that Aibileen wants Mae Mobley to remember.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
“No, baby, the other. About <u>what you are.</u> ”	What you are	Structural Presupposition	Wh-cleft	Aibileen told Mae Mobley about what she is.
“Thank <u>you</u> , Baby Girl.”	You	Existential presupposition	Definite description	The speaker (Aibileen) is referring to Mae Mobley. Mae Mobley exists.
“Thank you, <u>Baby Girl.</u> ”	Baby girl	Existential presupposition	Definite description	There exists a baby girl (Mae Mobley) and the speaker (Aibileen) is referring to her.

Scene 3

The third scene takes place at Aibileen's house where she and Miss Skeeter were talking about Constantine. Constantine is a black maid who used to work for Miss Skeeter's family. Aibileen tells Miss Skeeter that Constantine has a secret that she kept hidden all these years. Aibileen explains to Miss Skeeter how much suffered during her youth and how people treated her in a cruel way just because she gave birth to a child with a pale skin. The scene is divided into three parts.

Table (6): Presupposition Triggers in Aibileen's Utterances (Scene 3- Part 1) / See appendix (A-5)

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
“Fore I give this to you . . . I think I ought to tell you some things. So you can really understand.”	I	Existential presupposition	Definite description	Aibileen is referring to herself.
“Fore I give this to <u>you</u> . . . I think I ought to tell you some things. So you can really	You	Existential presupposition	Definite description	Aibileen is addressing Miss Skeeter. Miss

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
understand.”				Skeeter exists.
“Fore I give this to you . . . I think I ought to tell you some things. So you can really understand.”	I	Existential presupposition	Definite description	The speaker (Aibileen) is referring to herself.
“Fore I give this to you . . . I <u>think</u> I ought to tell you some things. So you can really understand.”	Think	Non-Factive presupposition	Non-Factive verb	Aibileen did not tell Skeeter something yet.
“Fore I give this to you . . . I think I ought to tell you some things. So you can really understand.”	I	Existential presupposition	Definite description	The speaker (Aibileen) is referring to herself.
“Fore I give this to you . . . I think I ought to <u>tell</u> you some things. So you can really understand.”	Tell	Factive verbs	Factive verbs	Aibileen will tell Skeeter about some things.
“Fore I give this to you . . . I think I ought to tell <u>you</u> some things. So you can really understand.”	You	Existential presupposition	Definite description	Aibileen is addressing Miss Skeeter. Miss Skeeter exists.
“Fore I give this to you . . . I think I ought to tell you some things. So <u>you</u> can really understand.”	You	Existential presupposition	Definite description	The speaker (Aibileen) is addressing Miss Skeeter. Miss Skeeter exists.
“Fore I give this to you . . . I think I ought to tell you some things. So you can really <u>understand</u> .”	Understand	Factive presupposition	Factive verbs	Miss Skeeter can understand what Aibileen has to say.
“ <u>Remember</u> , I told you Constantine had adaughter.”	Remember	Factive presupposition	Factive verbs	Constantine had a daughter.
“Remember, I <u>told</u> you Constantine had a daughter.”	I	Existential presupposition	Definite description	The speaker (Aibileen) is referring to herself. The speaker exists.
“Remember, I <u>told</u> you Constantine had adaughter.”	Told	Factive presupposition	Factive verbs	Constantine had a daughter.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
"Remember, I told <u>you</u> Constantine had a daughter."	You	Existential presupposition	Definite description	Aibileen is addressing Miss Skeeter . Miss Skeeter exists.
"Remember, I told you <u>Constantine</u> had a daughter."	Constantine	Existential presupposition	Definite description	There exists a woman and her name is Constantine.
"Well, <u>Lulabelle</u> was her name."	Lulabelle	Existential presupposition	Definite description	There is a girl and her name is Lulabelle.
"Law, <u>she</u> come out pale as snow. Grew hair the color a hay. Not curly like yours. Straight it was."	She	Existential presupposition	Definite description	There exists a girl (Lulabelle) and the speaker is referring to her.
"Law, she <u>come out</u> pale as snow. Grew hair the color a hay. Not curly like yours. Straight it was."	Come out	Lexical presupposition	Change of state verb	Constantine gave birth to Lulabelle and she was pale as snow.
"Law, she come out <u>pale as snow</u> . Grew hair the color a hay. Not curly like yours. Straight it was."	Pale as snow	Structural presupposition	Comparative constructions	Snow is pale.
Law, she come out pale as snow. <u>Grew</u> hair the color a hay. Not curly like yours. Straight it was."	Grew	Lexical presupposition	Change of state verb	Lulabelle's hair is growing.
Law, she come out pale as snow. Grew hair the color a hay. <u>Not curly like yours</u> . Straight it was."	Not curly like yours.	Structural presupposition	Comparative construction	Miss Skeeter's hair is curly.
" <u>When Lulabelle was four years old</u> , Constantine . . ."	When Lulabelle was four years old	Structural presupposition	Non-restrictive clause	Lulabelle was four years old when Constantine gave her away.
"When Lulabelle was four years old, <u>Constantine</u> . . ."	Constantine	Existential presupposition	Definite description	There exists a woman and her name is Constantine.
" <u>She</u> take her to a . . . orphanage. Up in Chicago."		Existential presupposition	Definite description	There exists a woman and Aibileen is referring to her.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
"She <u>take</u> her to a . . . orphanage. Up in Chicago."	Take	Lexical presupposition	Change of state verb	Lulabelle lived with Constantine and then she took her to orphanage.
"She take her to a . . . <u>orphanage</u> . Up in Chicago."	Orphanage	Existential presupposition	Definite description	There is an orphanage in Mississippi.
"She take her to a . . . orphanage. Up in <u>Chicago</u> ."	Chicago	Existential presupposition	Definite description	There exists a city called Chicago.

Table (7): Presupposition Triggers in Aibileen's Utterances (Scene 3 – Part 2)

/ See appendix (A-6)

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
"A lot a <u>colored womens</u> got to give they children up, Miss Skeeter."	Colored Women	Existential presupposition	Definite description	There are women and they are colored.
"A lot a colored womens <u>got</u> to give they children up, Miss Skeeter."	Got	Factive presupposition	Factive verb	The women gave their children up.
"A lot a colored womens got to <u>give</u> they children up, Miss Skeeter."	Give	Lexical presupposition	Change of state verb	The colored women used to have children but they give them up.
"A lot a colored womens got to give they <u>children</u> up, Miss Skeeter."	Children	Existential presupposition	Definite description	There are children.
"A lot a coloredwomens got to give they children up, <u>Miss Skeeter</u> ."	Miss Skeeter	Existential presupposition	Definite description	There exists a woman and her name is Miss Skeeter.
"Send they <u>kids</u> off cause they have to tend to a white family."	Kids	Existential presupposition	Definite description	The colored women have kids.
"Send they kids off cause <u>they</u>	They	Existential	Definite	The speaker (Aibileen) is referring to the colored

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
have to tend to a white family.”		presupposition	description	women. The colored women exist.
"Send they kids off cause they have to tend to a <u>white family</u> .”	White family	Existential presupposition	Definite description	The people are classified by their color. There are white people.
“ <u>Her sister</u> ...she just couldn’t handle it. Being Negro with white skin . . .”	Her sister	Existential presupposition	Definite description	Constantine has a sister. Constantine’s sister exists.
“Her sister... <u>she</u> just couldn’t handle it. Being Negro with white skin . . .”	She	Existential presupposition	Definite description	Aibileen is referring to Constantine’s sister. Constantine’ sister exists.
“Her sister...she just couldn’t <u>handle</u> it. Being Negro with white skin . . .”	Handle	Lexical presupposition	Implicative verbs	She tried to handle it.
“Her sister...she just couldn’t handle <u>it</u> . Being Negro with white skin . . .”	It	Existential presupposition	Definite description	The speaker (Aibileen) talks about taking care of Lulabelle.
“Her sister...she just couldn’t handle it. Being <u>Negro</u> with white skin . . .”	Negro	Existential presupposition	Definite description	There are black African people. Negro people exist.
“in <u>Mississippi</u> , it’s like you don’t belong to nobody.”	Mississippi	Existential presupposition	Definite description	There is a city in America named Mississippi.
“in Mississippi, it’s like <u>you</u> don’t belong to nobody.”	You	Existential presupposition	Definite description	The speaker refers to Miss Skeeter. Miss Skeeter exists.
“But <u>it wasn’t just hard</u> on the girl. It was hard on Constantine.”	it wasn’t just hard	Structural presupposition	It-cleft	Something was hard on the girl.
“But it wasn’t just hard on <u>the girl</u> . It was hard on Constantine.”	The girl	Existential presupposition	Definite description	There exists a girl
“But it wasn’t just hard on the girl. <u>It was hard</u> on Constantine.”	It was hard	Structural presupposition	It-cleft	Something was hard on Constantine.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
“But it wasn’t just hard on the girl. It was hard on <u>Constantine</u> .”	Constantine	Existential presupposition	Definite description	There exists a woman and her name is Constantine.
“ <u>She</u> . . . folks would look at her. White folks would stop her, ask her all suspicious what she doing toting round a white child”	She	Existential presupposition	Definite description	Aibileen is referring to Constantine. Constantine exists.
“ <u>She</u> . . . folks would look at her. <u>White folks</u> would stop her, ask her all suspicious what she doing toting round a white child”	White folks	Existential presupposition	Definite description	People in the town are divided into white and black folks. White folks exist.
“ <u>She</u> . . . folks would look at her. White folks would <u>stop</u> her, ask her all suspicious what she doing toting round a white child”	Stop	Lexical presupposition	Change of state verb	Constantine was walking before people stopped her.
“ <u>She</u> . . . folks would look at her. White folks would stop her, ask her all suspicious <u>what she doing toting round a white child</u> ”	What she doing toting round a white child?	Structural presupposition	Wh-questions	She is toting round a white child.
“ <u>She</u> . . . folks would look at her. White folks would stop her, ask her all suspicious what <u>she</u> doing toting round a white child”	She	Existential presupposition	Definite description	The speaker (Aibileen) is referring to Constantine. Constantine exists.
“ <u>She</u> . . . folks would look at her. White folks would stop her, ask her all suspicious what she doing toting round a <u>white child</u> ”	White child	Existential presupposition	Definite description	There exists a white child. The speaker here is referring to Lulabelle who is white.
“ <u>Policeman</u> used to stop her on State Street, told her she need to get her uniform on”	Policeman	Existential presupposition	Definite description	There is a policeman in Mississippi.
“Policeman <u>used</u> to stop her on State Street...”	Used	Lexical presupposition	Change of state verb	Policeman no longer stops Constantine on state

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
				street.
"Policeman used to <u>stop</u> her on State Street, told her she need to get her uniform on"	Stop	Lexical presupposition	Change of state verb	Constantine was walking before being stopped by the policeman.
"Policeman used to stop her on <u>State Street</u> , told her she need to get her uniform on"	State street	Existential presupposition	Definite description	There is a State street in Mississippi.
"Policeman used to stop her on State Street, <u>told</u> her she need to get her uniform on"	Told	Factive presupposition	Factive verbs	Constantine was told by the policeman that she needed to wear her uniform.
"Policeman used to stop her on State Street, told her <u>she</u> need to get her uniform on"	She	Existential presupposition	Definite description	The speaker (Aibileen) is referring to Constantine.
"Policeman used to stop her on State Street, told her she need to <u>get</u> her uniform <u>on</u> "	Get on	Lexical presupposition	Change of state verb	She was not wearing the uniform.
"Policeman used to stop her on State Street, told her she need to get <u>her uniform</u> on"	Her uniform	Existential presupposition	Definite description	There is a certain uniform that Constantine has to wear.
"Even <u>colored folks</u> . . . they treat her different, distrustful, like she done something wrong"	Colored folks	Existential presupposition	Definite description	There are colored people in Mississippi.
"Even colored folks . . . <u>they</u> treat her different, distrustful, like she done something wrong"	They	Existential presupposition	Definite description	Aibileen is referring to the colored folks. Colored folks exist.
"Even colored folks . . . they treat her different, distrustful, <u>like she done something wrong</u> "	Like she done something wrong	Structural presupposition	Comparative construction	For colored folks, raising a white child is something wrong.
"Even colored folks . . . they treat her different, distrustful, like <u>she</u> "	She	Existential presupposition	Definite description	The speaker refers to Constantine. Constantine exists.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
done something wrong”				
"It was <u>hard</u> for her to find somebody to watch Lulabelle while she at work.”	It was hard	Structural presupposition	It-cleft	Something was hard on Constantine.
" It was hard for her to <u>find</u> somebody to watch Lulabelle while she at work.”	Find	Lexical presupposition	Implicative verbs	She was looking for somebody to take care of her daughter.
" It was hardfor her to find somebody to watch <u>Lulabelle</u> while she at work.”	Lulabelle	Existential presupposition	Definite description	There exists a girl and her name is Lulabelle.
" It was hard for her to find somebody to watch Lulabelle <u>while she at work.</u> ”	While she at work	Structural presupposition	Wh-cleft	She (Constantine) is a working person.
" It was hard for her to find somebody to watch Lulabelle while <u>she</u> at work.”	She	Existential presupposition	Definite description	The speaker is referring to Constantine. Constantine exists.
“Constantine got to where she didn’t want to bring Lula . out much.”	Constantine	Existential presupposition	Definite description	There exists a woman and her name is Constantine.
“Constantine got to <u>where she didn’t want to bring Lula . . . out much.</u> ”	Where she didn’t want to bring Lula . . .out much.	Structural presupposition	Wh-cleft	Constantine did not want to bring Lula out much.
“Constantine got to where <u>she</u> didn’t want to bring Lula ... out much.”	She	Existential presupposition	Definite description	Aibileen is referring to Constantine.
“Constantine got to where she didn’t <u>want</u> to bring Lula . .out much.”	Want	Factive presupposition	Factive verb	She brings Lulabelle put sometimes.
“Constantine got to where she didn’t want to bring <u>Lula</u> . out much.”	Lula	Existential presupposition	Definite description	There exists a girl and her name is Lula.
“ <u>She</u> ’d been with your mama a few years. That’s where she met the father, Connor.”	She	Existential presupposition	Definite description	The speaker (Aibileen) is referring to Constantine.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
"She'd been with <u>your mama</u> a few years. That's where she met the father, Connor."	Your mama	Existential presupposition	Definite description	Aibileen is referring to Miss Skeeter's mother.
"She'd been with your mama a few years. That's <u>where she met the father, Connor.</u> "	Where she met the father, Connor.	Structural presupposition	Wh-cleft	She (Constantine) met the father Connor.
"She'd been with your mama a few years. That's where <u>she</u> met the father, Connor."	She	Existential presupposition	Definite description	The speaker (Aibileen) is referring to Constantine.
"She'd been with your mama a few years. That's where she met <u>the father, Connor.</u> "	The father	Existential presupposition	Definite description	There is a father. He is the father of Constantine's daughter.
"She'd been with your mama a few years. That's where she met the father, <u>Connor.</u> "	Connor	Existential presupposition	Definite description	There is a man and his name is Connor.
" <u>He</u> worked on your farm, lived back there in Hotstack."	He	Existential presupposition	Definite description	Aibileen is referring to Connor. Connor exists.
"He worked on <u>your farm</u> , lived back there in Hotstack."	Your farm.	Existential presupposition	Definite description	Miss Skeeter's family own a farm.
"He worked on your farm, lived back there in <u>Hotstack.</u> "	Hotstack	Existential presupposition	Definite description	There exists a town in Mississippi named Hotstack.
" <u>We</u> was all surprised Constantine would go and... get herself in the family way."	We	Existential presupposition	Definite description	Aibileen is referring to herself and the colored folks.
"We was all <u>surprised</u> Constantine would go and... get herself in the family way."	Surprised	Factive presupposition	Factive verb	Constantine got herself in the family way.
"We was all surprised <u>Constantine</u> would go and... get herself in the family way."	Constantine	Existential presupposition	Definite description	There exists a woman named Constantine and the speaker refers to her.
"Some folks at <u>church</u> wasn't so kind about it, especially when the baby come out white."	Church	Existential presupposition	Definite description	There is a church in Mississippi.
"Some folks at church wasn't so	It	Existential	Definite	They were not kind to the fact that Constantine has a

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
kind about <u>it</u> , especially when the baby come out white. “		presupposition	description	white child.
“Some folks at church wasn’t so kind about it, especially <u>when the baby come out white</u> . “	When the baby come out white.	Structural presupposition	Wh-cleft	The baby comes out white.
“Some folks at church wasn’t so kind about it, especially when <u>the baby</u> come out white. “	The baby	Existential presupposition	Definite description	There exists a baby.
“Some folks at church wasn’t so kind about it, especially when the baby <u>come out</u> white. “	Come out	Factive presupposition	Factive verb	The baby is white.
“Even though <u>the father</u> was black as me.”	The father	Existential presupposition	Definite description	Aibileen refers to Lulabelle’s father. Lulabelle’s father exists.
“Even though the father was <u>black as me</u> .”	Black as me	Structural presupposition	Comparative construction	Aibileen is black.

Table (8): Presupposition Triggers in Aibileen's Utterances (Scene 3 – Part 3)

/ See appendix (A-7)

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
“ <u>When Constantine went to the train station</u> with Lulabelle to take her up there”	When Constantine went to the train station	Structural presupposition	Wh-cleft	Constantine went to the train station.
“When <u>Constantine</u> went to the train station with Lulabelle to take her up there”	Constantine	Existential presupposition	Definite description	There exists a woman and her name is Constantine.
“When Constantine went to <u>the</u> train station with Lulabelle to take her up there”	The train station	Existential	Definite	There exists a train

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
<u>train station</u> with her”		presupposition	description	station in Mississippi.
“When Constantine went to the train station with <u>Lulabelle</u> to take her up there”	Lulabelle	Existential presupposition	Definite description	A baby girl exists and her name is Lulabelle.
“When Constantine went to the train station with Lulabelle to <u>take her up</u> there”	Take up	Lexical presupposition	Change of state verb	Lulabelle was not originally in the orphanage.
“I <u>heard</u> white folks was staring on the platform, wanting to know why a little white girl was going in the colored car”	Heard	Factive presupposition	Factive verbs	White folks were staring on the platform where Constantine was standing with Lulabelle.
“ <u>I</u> heard white folks was staring on the platform, wanting to know why a little white girl was going in the colored car”	I	Existential presupposition	Definite description	The speaker (Aibileen) is referring to herself.
“I heard <u>white folks</u> was staring on the platform, wanting to know why a little white girl was going in the colored car.”	White folks	Existential presupposition	Definite description	There are white folks in Mississippi.
“I heard white folks was <u>staring</u> on the platform, wanting to know why a little white girl was going in the colored car.”	Staring	Factive presupposition	Factive verbs	White folks stared at Constantine when she was standing on the platform.
“I heard white folks was staring on <u>the platform</u> , wanting to know why a little white girl was going in the colored car.”	The platform	Existential presupposition	Definite description	There exists a platform in Mississippi’s station.
“I heard white folks was staring on the platform, wanting to <u>know</u> why a little white girl was going in the colored car.”	Know	Factive presupposition	Factive verbs	Little white girl was going in the colored car.
“I heard white folks was staring on the platform, wanting to know <u>why a little white girl was going in the colored car</u> ”	Why a little white girl was going in the colored car	Structural presupposition	Wh-questions	Little white girl was going in the colored car.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
"I heard white folks was staring on the platform, wanting to know why a <u>little white girl</u> was going in the colored car"	Little white girl	Existential presupposition	Definite description	There is a little white girl
"I heard white folks was staring on the platform, wanting to know why a little white girl was going in the <u>colored car</u> "	Colored car	Existential presupposition	Definite description	There is a colored car in the train station.
"And <u>when Constantine left her</u> at the place up in Chicago . . "	When Constantine left her	Structural presupposition	Wh-cleft	Constantine left Lulabelle in Chicago.
"And when <u>Constantine</u> left her at the place up in Chicago . . . "	Constantine	Existential presupposition	Definite description	There exists a woman named Constantine.
"And when Constantine <u>left</u> her at the place up in Chicago . . "	Left	Lexical presupposition	Change of state verb	Constantine was with Lulabelle before she decided to leave her.
"And when Constantine left her at the place up in <u>Chicago</u> . . "	Chicago	Existential presupposition	Definite description	There exists a city called Chicago.
" <u>Lulabelle</u> was screaming. That's what Constantine told somebody at our church."	Lulabelle	Existential presupposition	Definite description	There exists a girl named Lulabelle.
"Lulabelle was screaming. That's <u>what Constantine told somebody at our church.</u> "	What Constantine told somebody at our church	Structural presupposition	Wh-cleft	Constantine told someone at the church about how Lulabelle was screaming.
"Lulabelle was screaming. That's what <u>Constantine</u> told somebody at our church."	Constantine	Existential presupposition	Definite description	There exists a woman named Constantine.
"Lulabelle was screaming. That's what Constantine told somebody at <u>our church.</u> "	Our church	Existential presupposition	Definite description	In Mississippi, black people have their own church.
" <u>Said</u> Lula was screaming and thrashing, trying to get her mama to come back to her."	Said	Non-Factive presupposition	Non-Factive verbs	It is not a fact that Lulabelle was screaming and thrashing.
"Said <u>Lula</u> was screaming and	Lula	Existential	Definite	There exists a girl

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
thrashing, trying to get her mama to come back to her.”		presupposition	description	whose name is Lulabelle.
“Said Lula was screaming and thrashing, <u>trying</u> to get her mama to come back to her.”	Trying	Non-factive presupposition	Non-Factive verb	Lulabelle did not get her mom back.
“Said Lula was screaming and thrashing, trying to get <u>her mama</u> to come back to her.”	Her mama	Existential presupposition	Definite description	The speaker refers to Lulabelle’s mother. Lulabelle’s mother exists.
“Said Lula was screaming and thrashing, trying to get her mama to <u>come back</u> to her.”	Come back	Lexical presupposition	Iteratives	Her mother was with her before.
“But <u>Constantine</u> , even with that sound in her ears . . . she left her there.”	Constantine	Existential presupposition	Definite description	There is a woman named Constantine.
“But Constantine, even with <u>that sound in her ears</u> . . . she left her there.”	That sound in her ears	Structural presupposition	Non-restrictive relative clause.	Constantine heard Lulabelle sound .
“. . . <u>she</u> left her there.”	She	Existential presupposition	Definite description	The speaker refers to Constantine.

4.2.1 Existential Presupposition Triggers (EPT) in Aibileen’s Utterances

The existential presupposition triggers that are found in Aibileen’s utterances are (154) with percentage of occurrence (68.14%) and it is the most dominant type among the other types of presupposition triggers (see table 11). Naturally, the use of EPT shows a sort of familiarity between the interlocutors who probably share the same background knowledge. Notably, the word (Mae Mobley) is frequently used by Aibileen, which indicates that the other interlocutors are familiar with Aibileen. Thus, she takes for granted the fact that

other interlocutors know who Mae Mobley is. Interestingly, definite descriptions such as 'black folks' and 'white folks' are also frequently used by her which triggers the existence of racism and discrimination based on skin color. Generally, the use of existential presupposition shows the speaker commitment to the existence of the named entities. Thus, her frequent use of words and expressions that carry racism implications in their meanings such as 'colored women', 'colored folks', 'colored car'..etc. indicates that she commits herself to the existence of racism in Mississippi and how everyone take that for granted as something acceptable. Furthermore, Aibileen keeps calling white women using the honorific title 'Miss' such as 'Miss Hilly', 'Miss Leefolt', 'Miss Skeeter' which shows that Aibileen commits herself to the existence of white people superiority over the black people in their society.

4.2.2 Lexical Presupposition Triggers (LPT) in Aibileen's Utterances

The analysis of presupposition triggers in Aibileen's utterances shows that the used lexical presupposition triggers are (27) with total percentage of (11.94%) (see table 11). The forms of lexical presupposition triggers that are used here are **change of state verbs (CSV)** (16) (59.29%), **implicative verbs** (6) (22.22%), and **iteratives** (5) (18.51%) as shown in table (9). The reiterated use of change of state verbs suggests the existence of change in the situations as mentioned by Aibileen. For instance, in the first scene, Aibileen attempted to portray the lifestyle of the white woman she works for and how she behaves as a mother. Generally, she believes that the white women lack the abilities to be good mothers. For example, she says ironically "it didn't take two minutes fore Baby Girl stopped hercrying", She employs the verb (stop) which presuppose a change in the state to say that Miss Leefolt failed to even make her own baby stops crying. While it takes from Aibileen only two minutes to make her stop crying. Therefore, it can be noticed that Aibileen managed to employ this form

of verbs to show how neglectful and careless Miss Leefolt was as a mother. Other lexical verbs are also employed by Aibileen such as Implicative and iteratives. In case of the implicative verbs, there are some kind of non-asserted meaning is presupposed. For example, in one of her utterances, Aibileen states “..It’s no wonder she can’t soothe that baby” which presupposes that “she tried to soothe the baby" but she couldn’t due to her lack of motherhood skills.

Table (9): Lexical Presupposition Triggers in Aibileen’s Utterances

No.	Lexical presupposition triggers	Frequency	Percentage
1.	Change of state verbs	16	59.29%
2.	Implicative verbs	6	22.22%
3.	Iteratives	5	18.51%
	Total	27	100%

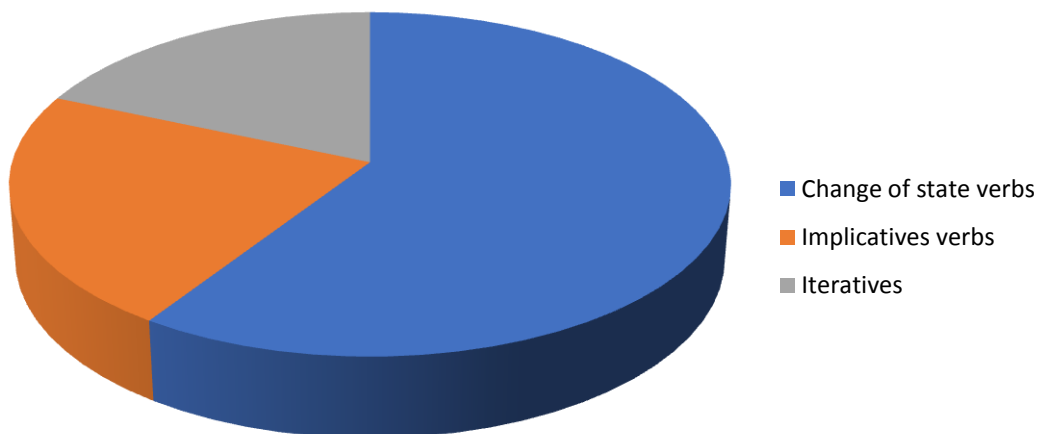


Figure (4): Lexical Presupposition Triggers in Aibileen’s Utterances

4.2.3 Factive Presupposition Triggers (FPT) in Aibileen's Utterances

The factive presuppositions triggers found in Aibileen's utterances are (18) with total percentage of (7.96%) (see table 11). Factive presupposition is generally used when the speaker wants to convince the listener by using verbs that triggers facts. Thus, Aibileen frequently uses this type to convince the listener that what she utters is a fact that cannot be discussed. Aibileen's frequent use of FPT makes her utterances even more convincing and reliable. For instance, Aibileen says to Miss Hilly "I know something about you and don't you forget that.", she uses the factive verb 'know' to presuppose that 'It's a fact that Aibileen knows something about Miss Hilly'. Therefore, Miss Hilly will accept this utterance as a fact. As a result, Aibileen successfully managed to threat Miss Hilly and stopped her from calling the police or doing anything that could harm Aibileen.

4.2.4 Structural Presupposition Triggers (SPT) in Aibileen's Utterances

There are (26) structural presupposition triggers in Aibileen's utterance with a percentage of (11.50%) (See table 11). The forms of structural presupposition triggers used are **wh-clefts** (11) (42.30%), **comparative constructions** (5) (19.23%), **wh-questions** (4) (15.38%), **non-restrictive clauses** (3) (11.53%) and **it-cleft** (3) (11.53%) (See table (10). Regularly, structural presupposition triggers are used to presuppose that a certain part of a sentence structure is assumed to be true. For instance, when Aibileen said "That's where she met the father, Connor.", she used the structure Wh-cleft to treat the information that comes after the structure which is "she met the father, Connor" as true and therefore will be accepted by the listeners as true. Additionally, Aibileen frequently use the comparative construction structures

that signal the occurrence of presupposition such as in “Lanky as a fourteen year old boy.”, here Aibileen was talking about Miss Leefolt calling her ‘Lanky’ comparing her to fourteen years old boy which presuppose that fourteen years boys are lanky’.

Table (10): Structural Presupposition Triggers in Aibileen’s Utterances

No.	Structural presupposition triggers	Frequency	Percentage
1.	Wh-clefts	11	42.30%
2.	Comparative construction	5	19.23%
3.	Wh-questions	4	15.38%
4.	Non-restrictive clauses	3	11.53%
5.	It-clefts	3	11.53%
	Total	26	100%

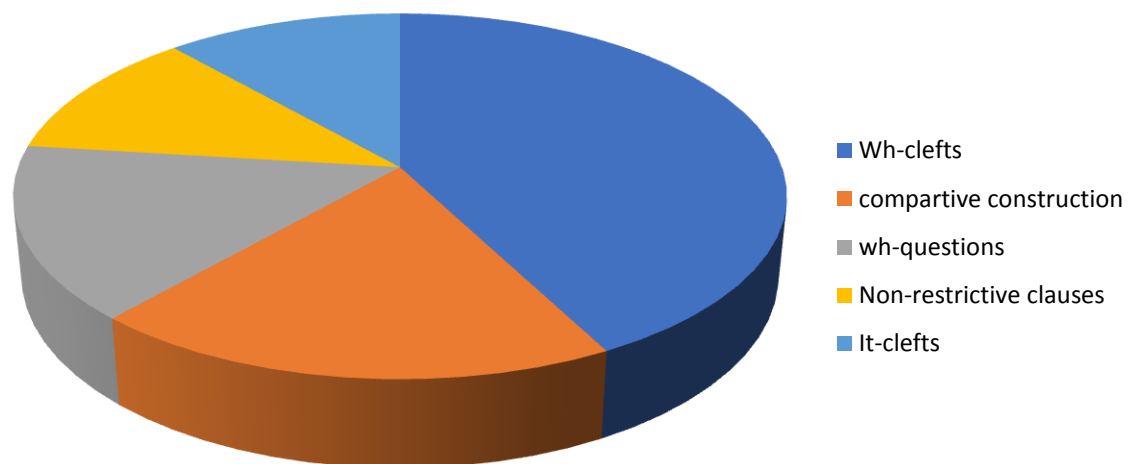


Figure (5): Structural Presupposition Triggers in Aibileen’s Utterances

4.2.5 Non-Factive Presupposition Triggers (NFPT) in Aibileen's Utterances

The non-factive presupposition triggers in Aibileen's utterances are only (7) with total percentage of (3.09%) (see table 11). The non-factive presupposition is mainly used when the speaker wants to show that the presupposed information is not necessarily true. In all of the scenes whether Aibileen was trying to convince or just tells the other party about certain events in her life to create assumptions that are based on facts and authentic proofs. Thus, she avoids the frequent use of non-factive verbs.

4.2.6 Counterfactual Presupposition Triggers (CPT) in Aibileen's Utterances

Counterfactual presupposition is the presupposition where the presupposed information is not true, and the contrary is true. Aibileen is realistic character who lives her life without any imaginative or dreamy thoughts therefore she did not use any CPT. In the three scenes, Aibileen was trying in somehow to show the injustice that she had to go through just because she is a black person especially by Miss Hilly and Miss Leefolt. Therefore, whether she was talking to Miss Skeeter or Miss Hilly in both cases she avoided the use of triggers that presuppose untrue information and that may do harm to her defenses as a victim of white people superiority.

Table (11): Frequency and percentage of occurrences of presupposition triggers in Aibileen's Utterances

No.	Type of Presupposition Triggers	Frequency	Percentage
1.	Existential presupposition	154	68.14%

2.	Lexical presupposition	27	11.94%
3.	Factive presupposition	18	7.96%
4.	Structural presupposition	26	11.50%
5.	Non-Factive presupposition	7	3.09%
6.	Counterfactual presupposition	0	0.0%
Total		226	100%

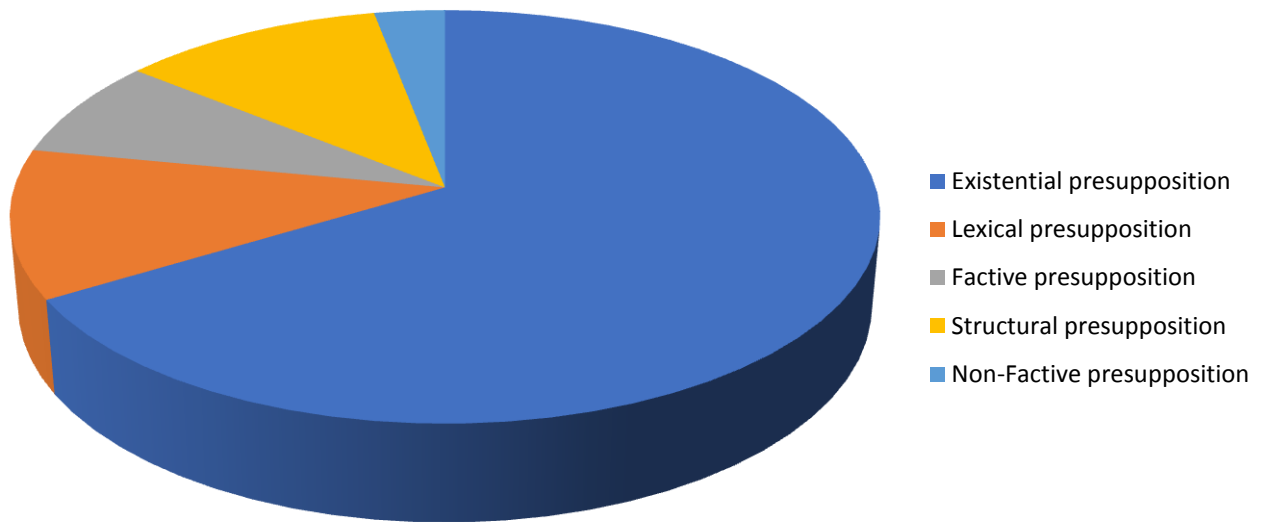


Figure (6): Presupposition Triggers in Aibileen's Utterances

4.3 Presupposition Triggers in Minny's Utterances

For the analysis of presupposition triggers in Minny's utterances, three scenes have been chosen. The contexts in which these scenes happened are illustrated. Then, the utterances are represented and categorized in tables in terms of the type and form of the presuppositions trigger as well as the presupposed information that are employed in the utterances.

Scene 1

The below utterances are taken from chapter twenty-six of the novel "The Help". This chapter is entitled "Minny". In this scene, Minny is talking to Celia. Celia is the woman Minny works for; she was upset and feeling down because of what happened in the party where she got insulted and humiliated by Miss Hilly. Miss Celia kept blaming herself for what happened thinking that she had done something wrong and that is why Miss Hilly treated her like that. She even thought about leaving her husband because of that. Therefore, Minny was talking to Celia to get her out of these negative thoughts. The scene is divided into two parts.

Table (12): Presupposition Triggers in Minny's Utterances (Scene 1- Part 1) / See appendix (B-1)

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
" <u>Mister Johnny</u> gone be home tonight and I told him I'd look after you."	Mister Johnny	Existential presupposition	Definite description	A man exists and his name is Johnny.
"Mister Johnny <u>gone</u> be home tonight and I told him I'd look after you."	Gone	Lexical presupposition	Change if state verb	Mister Johnny was in the home before.
"Mister Johnny gone be home tonight and <u>I</u> told him I'd look after you."	I	Existential presupposition	Definite description	Minny (the speaker) is referring to herself. Minny exists.
"Mister Johnny gone be home tonight and I <u>told</u> him I'd look after you."	Told	Non-Factive presupposition	Non-Factive verb	It not necessarily true that Minny will looks after Miss Celia.
"Mister Johnny gone be home tonight and I told him I'd look after <u>you</u> ."	You	Existential presupposition	Definite description	Minny is referring to Miss Celia.
" <u>What's he gone think</u> if he find you laid up in that old nasty night thing you got	What's he gone think	Structural presupposition	Wh-questions	Miss Celia is lying on the bed wearing nightclothes.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
on?"				
"What's <u>he</u> gone think if he find you laid up in that old nasty night thing you got on?"	He	Existential presupposition	Definite description	Minny (the speaker) is referring to Mister Johnny.
"What's he gone think <u>if</u> he find you laid up in that old nasty night thing you got on?"	If	Counterfactual presupposition	Conditional structure	He (Mister Johnny) did not find Miss Celia lying in the bed wearing her old nightclothes.
"What's he gone think if <u>he</u> find you laid up in that old nasty night thing you got on?"	He	Existential presupposition	Definite description	Minny is referring to Mister Johnny. Mister Johnny exists.
"What's he gone think if he <u>find</u> you laid up in that old nasty night thing you got on?"	Find	Factive presupposition	Factive verb	Miss Celia was laying up wearing old nasty night clothes.
"What's he gone think if he find <u>you</u> laid up in that old nasty night thing you got on?"	You	Existential presupposition	Definite description	The speaker (Minny) is referring to Miss Celia. Miss Celia exists.
"What's he gone think <u>if</u> he find you laid up in that <u>old nasty night thing</u> you got on?"	Old nasty night thing	Existential presupposition	Definite description	There is a night thing worn by Miss Celia.
"What's he gone think if he find you laid up in that old nasty night thing <u>you</u> got on?"	You	Existential presupposition	Definite description	Minny (the speaker) is referring to Miss Celia. Miss Celia exists.
"Come on, <u>Miss Celia</u> . It ain't—"	Miss Celia	Existential presupposition	Definite description	A woman exists and her name is Miss Celia.
"But <u>Miss Hilly</u> don't count. You can't judge yourself by the way that woman see you."	Miss Hilly	Existential presupposition	Definite description	There is a woman, her name is Miss Hilly and she is the woman who teased Miss Celia.
"But Miss Hilly don't count. <u>You</u> can't judge	You	Existential presupposition	Definite description	The speaker (Minny) is referring to Miss Celia. Miss

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
yourself by the way that woman see you.”				Celia exists.
“But Miss Hilly don’t count. You can’t <u>judge</u> yourself by the way that woman see you.”	Judge	Factive presupposition	Factive verbs	Miss Celia is affected by the way Miss Hilly sees her
“But Miss Hilly don’t count. You can’t judge yourself by the way <u>that woman</u> see you.”	That woman	Existential presupposition	Definite description	There exists a woman. Minny here refers to Miss Hilly.
“But Miss Hilly don’t count. You can’t judge yourself by the way that woman <u>see</u> you.”	See	Factive presupposition	Factive verbs	Miss Hilly saw Miss Celia.
“But Miss Hilly don’t count. You can’t judge yourself by the way that woman see <u>you</u> .”	You	Existential presupposition	Definite description	Minny is addressing Miss Celia. Miss Celia exists.

Table (13); Presupposition Triggers in Minny's Utterances (Scene 1- Part 2) / See appendix (B-2)

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
“ <u>What pie?</u> ”	What pie	Structural presupposition	Wh-questions	There is a pie.
“ <u>You</u> gone leave your husband just cause you throwed up at some party?”	You	Existential presupposition	Definite description	Minny is addressing Miss Celia. Miss Celia exists.
“You gone <u>leave</u> your husband just cause you throwed up at some party?”	Leave	Lexical presupposition	Change of state verb	Miss Celia is with Mister Johnny and she is willing to leave him.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
"You gone leave <u>your husband</u> just cause you threw up at some party?"	Your husband	Existential presupposition	Definite description	Minny is referring to Miss Celia's husband Mister Johnny. Mister Johnny exists.
"You gone leave your husband just cause <u>you</u> threw up at some party?"	You	Existential presupposition	Definite description	Minny is addressing Miss Celia. Miss Celia exists.
" <u>Miss Celia</u> ..."	Miss Celia	Existential presupposition	Definite description	A woman exists and her name is Celia, Minny addressing her.
" <u>I</u> know why Miss Hilly got so mad,"	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
"I <u>know</u> why Miss Hilly got so mad,"	Know	Factive presupposition	Factive verb	Miss Hilly was so mad
"I know <u>why</u> Miss Hilly got so mad,"	why Miss Hilly got so ma	Structural presupposition	Wh-cleft	Miss Hilly got so mad.
"I know why <u>Miss Hilly</u> got so mad,"	Miss Hilly	Existential presupposition	Definite description	A woman exists and her name is Miss Hilly.
"About <u>the pie</u> , I mean."	The pie	Existential presupposition	Definite description	There is a pie.
"About the pie, <u>I</u> mean."	I	Existential presupposition	Definite description	Minny (the speaker) is referring to herself.
" <u>I</u> did something to her. It was Terrible. Awful."	I	Existential presupposition	Definite description	Minny (the speaker) is referring to herself.

Scene 2

The second selected scene took place at Miss Celia's house where Minny works. In this scene, Minny recalls what happened when she was working at Miss Walters's house. She recalls what Miss Hilly did and how she spread rumors

about Minny among the town's families so that no one would ever hire her. Miss Hilly wanted from Minny to be her maid, but Minny kept turning her down and that lead Miss Hilly to hold a grouch against Minny. Therefore, Miss Hilly used vicious tricks to take her revenge from Minny. In the coming parts, Minny tells all the hardship that she went through due to Miss Hilly's actions. The scene is divided into two parts:

Table (14): Presupposition Triggers in Minny's Utterances (Scene 2- Part 1) / See appendix (B-3)

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
“ <u>Miss Hilly</u> , she call me up at home last year, when I’s still working for Miss Walters.”	Miss Hilly	Existential presupposition	Definite description	There is a woman called Miss Hilly
“Miss Hilly, <u>she</u> call me up at home last year, when I’s still working for Miss Walters.”	She	Existential presupposition	Definite description	The speaker (Minny) is referring to Miss Hilly. Miss Hilly exists.
“Miss Hilly, she call me up at home last year, <u>when</u> I’s still working for Miss Walters.	When	Structural presupposition	Wh-cleft	Minny used to work for Miss Walters.
“Miss Hilly, she call me up at home last year, when I’s still working for <u>MissWalters</u> .”	Miss Walters	Existential presupposition	Definite description	There is a woman named Miss Walters
“To <u>tell</u> me she sending Miss Walters to the old lady home.”	Tell	Factive presupposition	Factive verbs	She (Miss Hilly) sent Miss Walte4s to the old lady home.
“To tell me <u>she</u> sending Miss Walters to the old lady home.”	She	Existential presupposition	Definite description	Minny (the speaker) is referring to Miss Hilly. Miss Hilly exists.
“To tell me she <u>sending</u> Miss Walters to the old lady home.”	Sending	Lexical presupposition	Change of state verb	Miss Walters was originally living in Miss Hilly house before she sent her to the old lady home.
“To tell me she sending <u>Miss</u>	Miss Walters	Existential	Definite	There exists a woman called

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
<u>Walters</u> to the old lady home.”		presupposition	description	Miss Walters. She is Miss Hilly’s mother.
“To tell me she sending Miss Walters to <u>the old lady home</u> .”	The old lady home	Existential presupposition	Definite description	There is an old lady home in Mississippi.
“ <u>I</u> got scared, I got five kids to feed. Leroy was already working two shifts.”	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
“I got scared, <u>I</u> got five kids to feed. Leroy was already working two shifts.”	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
“I got scared, I got five kids to feed. <u>Leroy</u> was already working two shifts.”	Leroy	Existential presupposition	Definite description	There is a woman named Leroy. She is Minny’s daughter.
“Now <u>I</u> know what I did wasn’t Christian.”	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
“Now I <u>know</u> what I did wasn’t Christian.”	Know	Factive presupposition	Factive verb	Minny did something that is not allowed by Christianity.
“Now I know <u>what I did</u> wasn’t Christian.”	What	Structural presupposition	Wh-cleft	Minny did something that us not Christian.
“Now I know what <u>I</u> did wasn’t Christian.	I	Existential presupposition	Definite description	Minny is referring to herself.
“Now I know what I did wasn’t <u>Christian</u> .”	Christian	Existential presupposition	Definite description	There exists a religion called Christian.
“But <u>what</u> kind a person send her own mama to the home to take up with strangers?”	What	Structural presupposition	Wh-questions	Miss Hilly sent her mother to the old lady home.
“But what kind a person <u>send</u> her own mama to the home to take up with strangers?”	Send	Lexical presupposition	Change of state verb	Miss Hilly’s mother used to live with her before she was sent to the old lady home

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
“But what kind a person send <u>her own mama</u> to the home to take up with strangers?”	Her own mama	Existential presupposition	Definite description	Miss Hilly’s mother exists.
“They’s something bout doing wrong to <u>that woman</u> that make it just seem right.”	That woman	Existential presupposition	Definite description	There is a woman. Minny here refers to Miss Hilly.
“.. something bout doing wrong to that woman that make it just <u>seem</u> right.”	Seem	Non-Factive presupposition	Non-Factive verb	Doing something that to that woman is not necessarily right.
“For three weeks, <u>I</u> be looking for work.”	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
“Ever day after <u>I</u> get off from Miss Walters”	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
“Ever day after I <u>getoff</u> from Miss Walters”	Get off	Lexical presupposition	Change of state verb	Minny used to work for Miss Walters.
“Ever day after <u>I</u> get off from <u>Miss Walters</u> ”	Miss Walters	Existential presupposition	Definite description	A woman exists and her name is Miss Walters
“ <u>I</u> went looking. I go over to Miss Child’s house.”	I	Existential presupposition	Definite description	Minny is referring to herself.
“I went looking. <u>I</u> go over to Miss Child’s house.”	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
“I went looking. I go over to <u>Miss Child’s house</u> .”	Miss Child's house	Existential presupposition	Definite description	There is Miss child’s house in Mississippi.
“ <u>I</u> go on to the Rawleys’ place,they don’t want me neither.”	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
“I go on to <u>the Rawleys’ place</u> ,they don’t want me neither.”	The Rawleys' house	Existential presupposition	Definite description	There is a family in Mississippi called the Rawleys.
“I go on to the Rawleys’ place, <u>they</u> don’t want me neither.”	They	Existential presupposition	Definite description	Minny (the speaker) is referring The Rawleys family. Rawleys family exists.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
"I go on to the Rawleys' place, they don't want me <u>neither</u> ."	Neither	Lexical presupposition	Iterative	There are other family rejected her before.
" <u>The Riches</u> , the Patrick Smiths, the Walkers, not even those Catholic Thibodeaux with them seven kids"	The Riches	Existential presupposition	Definite description	There is a family in Mississippi called the Riches.
" <u>The Riches</u> , <u>the Patrick Smiths</u> , the Walkers, not even those Catholic Thibodeaux with them seven kids"	The Patrick Smiths	Existential presupposition	Definite description	There is a family in Mississippi called the Patrick Smiths
"The Riches, <u>the Patrick Smiths</u> , <u>the Walkers</u> , not even those Catholic Thibodeaux with them seven kids"	The Walkers	Existential presupposition	Definite description	There is a family in Mississippi known as the Walkers.
"The Riches, the Patrick Smiths, the Walkers, not even those <u>Catholic</u> Thibodeaux with them seven kids"	Catholic	Existential presupposition	Definite description	There exists a religion called Catholic.
"The Riches, the Patrick Smiths, the Walkers, not even those Catholic <u>Thibodeaux</u> with them seven kids"	Thibodeaux	Existential presupposition	Definite description	Thibodeaux people exist in Mississippi.

Table (15): Presupposition Triggers in Minny's Utterances (Scene 2- Part 2) /

See appendix (B-4)

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
"Ever since <u>I</u> was a li'l girl, my mama tell me not to go sass-mouthing."	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
"Ever since I was a li'l girl, <u>my mama</u> tell me not to go sass-mouthing."	My mama	Existential presupposition	Definite description	Minny' mother exists.
"Ever since I was a li'l girl, my mama <u>tell</u> me not to go	Tell	Factive	Factive verbs	Minny used to go sass

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
sass-mouthing.”		presupposition		mouthing.
“But <u>I</u> didn’t listen and I got knowed for my mouth round town”	I	Existential presupposition	Definite description	Minny is referring to herself.
“But I didn’t listen and <u>I</u> got knowed for my mouth round town”	I	Existential presupposition	Definite description	Minny (the speaker) is referring to herself.
“But I didn’t listen and I got <u>knowed</u> for my mouth round town”	Know	Factive presupposition	Factive verb	Minny is known in the town as a bad mouthing woman.
“And <u>I</u> figure that’s what it be, why nobody want to hire me.	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
“And I <u>figure</u> that’s what it be, why nobody want to hire me.”	Figure	Lexical presupposition	Implicative verb	Minny is trying to find out the reason that makes the families rejecting her.
“And I figure that’s what it be, <u>why</u> nobody want to hire me.”	Why	Structural presupposition	Wh-cleft	Nobody wants to hire Minny.
“And I figure that’s what it be, why nobody want to <u>hire</u> me.”	Hire	Lexical presupposition	Implicative verb	Minny is trying to get a job.
“ <u>When</u> they was two days left at Miss Walters’s and I still didn’t have no new job,”	When	Structural presupposition	Wh-cleft	There was two days left for Minny at Miss Walters’s house.
“When they was two days left at <u>Miss Walters’s</u> and I still didn’t have no new job,”	Miss Walters	Existential presupposition	Definite description	There exists a woman in Mississippi called Miss Walters.
“When they was two days left at Miss Walters’s and <u>I</u> still didn’t have no new job,”	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
“When they was two days left at Miss Walters’s and I still didn’t have no <u>new</u> job,”	New	Lexical presupposition	Iteratives	Minny used to have a job before.
<u>I</u> start getting real scared	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
"I <u>start</u> getting real scared"	Start	Lexical presupposition	Change of state verb	Minny was not scared before.
"With <u>Benny's</u> asthma and Sugar still in school and Kindra and . . . we was tight on money already."	Benny	Existential presupposition	Definite description	Minny's son is called Benny.
"With <u>Benny's asthma</u> and Sugar still in school and Kindra and . . . we was tight on money already."	Benny's asthma	Existential presupposition	Definite description	Minny's son Benny has an asthma.
"With Benny's asthma and Sugar still in school and <u>Kindra</u> and . . . we was tight on money already."	Kindra	Existential presupposition	Definite description	Minny has a daughter named Kindra.
"And that's <u>when</u> Miss Hilly, she come over to Miss Walters's to talk to me"	When	Structural presupposition	Wh-cleft	Miss Hilly come over to Miss Walters's house.
"And that's when <u>Miss Hilly</u> , she come over to Miss Walters's to talk to me"	Miss Hilly	Existential presupposition	Definite description	A woman exists and she is called Miss Hilly.
"And that's when Miss Hilly, <u>she</u> come over to Miss Walters's to talk to me"	She	Existential presupposition	Definite description	The speaker (Minny) is referring to Miss Hilly.
"And that's when Miss Hilly, she <u>come over</u> to Miss Walters's to talk to me"	Come over	Lexical presupposition	Change of state verb	Miss Hilly used to be in her house before she comes to Miss Walters's house.
"And that's when Miss Hilly, she come over to <u>Miss Walters's</u> to talk to me"	Miss Walters	Existential presupposition	Definite description	There is a woman and her name is Miss Walters.
" <u>She</u> say, 'Come work for me, Minny.'"	She	Existential presupposition	Definite description	Minny is referring to Miss Hilly.
"She say, ' <u>Come</u> work for me, Minny.'"	Come	Lexical presupposition	Change of state verb	Minny did not used to work for Miss Hilly.
"She say, 'Come work for me, <u>Minny</u> .'"	Minny	Existential presupposition	Definite description	There is a woman named Minny.
" <u>I</u> pay you twenty-five more	I	Existential	Definite	The speaker (Miss Hilly) is

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
cent a day than Mama did”		presupposition	description	referring to herself
“I pay <u>you</u> twenty-five more cent a day than Mama did”	You	Existential presupposition	Definite description	The speaker (Miss Hilly) is addressing Minny.
“I pay you twenty-five <u>more</u> cent a day than Mama did”	More	Structural presupposition	Comparative Construction	Miss Hilly’s mother pays money to Minny.
“I pay you twenty-five more cent a day <u>than</u> Mama did”	Than	Structural presupposition	Comparative Construction	Miss Hilly's mother pays money to Minny.
“I pay you twenty-five more cent a day than <u>Mama</u> did”	Mama	Existential presupposition	Definite description	Miss Hilly’s mother exists.
“A ‘dangling carrot’ <u>she</u> call it, like I was some kind a plow mule.” I feel my fists forming”	She	Existential presupposition	Definite description	Minny (the speaker) is referring to Miss Hilly.
“A ‘dangling carrot’ she call it, <u>like</u> I was some kind a plow mule. I feel my fists forming”	Like	Non-Factive presupposition	Non-Factive verb	Minny is not some kind of a plow mule.
“A ‘dangling carrot’ she call it, like <u>I</u> was some kind a plow mule. I feel my fists forming”	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
“A ‘dangling carrot’ she call it, like I was some kind a plow mule. <u>I</u> feel my fists forming”	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
“A ‘dangling carrot’ <u>she</u> call it, like I was some kind a plow mule. I <u>feel</u> my fists forming”	Feel	Factive presupposition	Factive verb	Minny’s fists were forming.
“A ‘dangling carrot’ she call it, like I was some kind a plow Mule. I feel my fists <u>forming</u> ”	Forming	Lexical presupposition	Change of state verb	Minny’s hands used to be in normal position before fists start forming.
“ <u>Like</u> I’d even consider beating my friend Yule May Crookle out a her job.”	Like	Non-Factive presupposition	Non-Factive verb	Minny does not consider beating her friend Yule May Crookle out of her job.
“Like <u>I</u> ’d even consider beating my friend Yule May Crookle out a her job.”	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
“Like I’d even <u>consider</u> beating my friend Yule May Crookle out a her job.”	Consider	Non-Factive presupposition	Non-Factive verb	Miss Hilly did not beat Minny’s friend Yule May Crookle out of her job.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
“Like I’d even consider beating my friend Yule May Crookle out a her job.”	My friend Yule May Crookle	Existential presupposition	Definite description	Minny has a friend named Yule May Crookle.
“ <u>Miss Hilly</u> think everybody just as two-faced as she is.”	Miss Hilly	Existential presupposition	Definite description	A woman exists and her name is Miss Hilly.
“Miss Hilly <u>think</u> everybody just as two-faced as she is.”	Think	Non-Factive presupposition	Non-Factive verb	It is not true that everybody is two-faced.
“Miss Hilly think everybody just <u>as two-faced as she is</u> .”	As two-faced as she is	Structural presupposition	Comparative Construction	Miss Hilly is two-faced woman.
“Miss Hilly think everybody just as two-faced as <u>she</u> is.”	She	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
“ <u>I</u> tell her ‘No thank you, Miss Hilly.’”	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
“I tell her ‘No thank you, <u>Miss Hilly</u> .’”	Miss Hilly	Existential presupposition	Definite description	There is a woman named Miss Hilly.
‘No <u>ma’am</u> . No thank you.’	Ma'am	Existential presupposition	Definite description	Minny (the speaker) is referring to Miss Hilly.
“Then she break my back, Miss Celia.”	She	Existential presupposition	Definite description	The speaker (Minny) is referring to Miss Hilly.
“Then she break my back, <u>Miss Celia</u> .”	Miss Celia	Existential presupposition	Definite description	There exists a woman and her name is Miss Celia.
“ <u>She</u> tell me she know bout the Childs and the Rawleys and all them others that turn me down”	She	Existential presupposition	Definite description	The speaker (Minny) is referring to Miss Hilly.
“She tell me <u>she</u> know bout the Childs and the Rawleys and all them others that turn me down”	She	Existential presupposition	Definite description	Minny (the speaker) is referring to Miss Hilly.
“She tell me she <u>know</u> bout the Childs and the Rawleys	Know	Factive	Factive verb	The Childs and the Rawleys

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
and all them others that turn me down”		presupposition		have turned Minny down.
“She tell me she know bout <u>the Childs</u> and the Rawleys and all them others that turn me down”	The Childs	Existential presupposition	Definite description	There is a family in Mississippi called the Childs
“She tell me she know bout the Childs and the Rawleys and all them others that turn me down”	The Rawleys	Existential presupposition	Definite description	There exists a family in Mississippi known as the Rawleys.
“She tell me she know bout the Childs and the Rawleys and all them others that <u>turn me down</u> ”	Turn down	Lexical presupposition	Turn down	Minny tried to get hired by those families but they all turned her down.
“ <u>Said</u> it was cause she’d made sure everybody knew I was a thief.”	Said	Non-Factive presupposition	Non-Factiveverb	Minny is not a thief.
“Said it was cause <u>she</u> ’d made sure everybody knew I was athief.”	She	Existential presupposition	Definite description	The speaker (Minny) is referring to Miss Hilly.
“Said it was cause she’d <u>made</u> sure everybody knew I was a thief.”	Made	Factive presupposition	Factive verb	Everybody knew that Minny was a thief.
“Said it was cause she’d made sure everybody knew <u>I</u> was a thief.”	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
“ <u>I</u> ’ve never stole a thing in my life.”	I	Existential presupposition	Definite description	Minny (the speaker) is referring to herself.
“ <u>she</u> told everybody I did and wasn’t nobody in town gone hire a sass-mouthing thieving Nigra for a maid”	She	Existential presupposition	Definite description	Minny is referring to Miss Hilly.
“she <u>told</u> everybody I did and wasn’t nobody in town gone hire a sass-mouthing thieving Nigra for a maid”	Told	Non-Factive presupposition	Non-Factive verb	Minny did not steal anything.
“she told everybody <u>I</u> did and wasn’t nobody in town gone hire a sass-mouthing thieving	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
Nigra for a maid”				
“she told everybody I did and wasn’t nobody in town gone <u>hire</u> a sass-mouthing thieving Nigra for a maid”	Hire	Lexical presupposition	Implicative verb	Minny was trying to get a job.
“she told everybody I did and wasn’t nobody in town gone hire a <u>sass-mouthing thieving Nigra</u> for a maid”	Sass-mouthing thieving Nigra	Existential presupposition	Definite description	There is black woman who is sass mouthing and a thief. Minny is referring to the way people see her.
"I might as well go head and work for her for free."	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
" I might as well <u>go head</u> and work for her for free."	Go ahead	Lexical presupposition	Change of state verb	Minny did not use to work for Miss Hilly.

Scene 3

The third scene takes place at Miss Celia's house where Minny was telling Miss Celia about the way she took her revenge from Miss Hilly after what she did to her. This scene is considered one of the main turning points in the novel. As a woman who has a remarkable name and status in the white people's society, Miss Hilly was terrified by the idea that someone might know about what Minny did to her. This event weakened her position and somehow limited her actions against Minny and the other black maids. The scene is divided into three parts.

Table (16): Presupposition Triggers in Minny's Utterances (Scene 3- Part 1) / See appendix (B-5)

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
“And that’s <u>how come I did it</u> .”	How come I did it	Structural presupposition	Wh-cleft	Minny did something.
“And that’s how come <u>I</u> did it.”	I	Existential presupposition	Definite description	Minny (the speaker) is referring to herself.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
"I tell her to eat my shit."	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
"Then I go home. I mix up that chocolate custard pie."	I	Existential presupposition	Definite description	Minny (the speaker) is referring to herself.
"Then I go home. I mix up that chocolate custard pie."	Go	Lexical presupposition	Change of state verb	Minny was in Miss Walters' home before she goes to her home.
"Then I go home. I mix up that chocolate custard pie."	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
"Then I go home. I mix up that chocolate custard pie."	Mix up	Lexical presupposition	Change of state verb	The pie was not mixed up before.
"Then I go home. I mix up that chocolate custard pie."	Chocolate custard pie	Existential presupposition	Definite description	There is a chocolate custard pie in Minny's house.
"I puts sugar in it and Baker's chocolate and the real vanilla my cousin bring me from Mexico."	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
"I puts sugar in it and Baker's chocolate and the real vanilla my cousin bring me from Mexico."	Put	Lexical presupposition	Change of state verb	There was no sugar in the pie before.
"I puts sugar in it and Baker's chocolate and the real vanilla my cousin bring me from Mexico."	It	Existential presupposition	Definite description	Minny (the speaker) is referring to the chocolate custard pie. The chocolate custard pie exists.
"I puts sugar in it and Baker's chocolate and the real vanilla my cousin bring me from Mexico."	Baker's chocolate	Existential presupposition	Definite description	There exists a brand of chocolate called the Baker.
"I puts sugar in it and Baker's chocolate and the real vanilla my cousin bring me from Mexico."	My cousin	Existential presupposition	Definite description	Minny's cousin exists.
"I puts sugar in it and Baker's chocolate and the real vanilla my cousin bring me from Mexico."	Bring	Lexical presupposition	Change of state verb	Minny did not use to have a real vanilla.
"I puts sugar in it and Baker's chocolate and the real vanilla my cousin bring me from Mexico."	Mexico	Existential	Definite	There exists a country in North America called

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
my cousin bring me from <u>Mexico</u> .”		presupposition	description	Mexico.
“I <u>tote</u> it over to Miss Walters’s house, where I know Miss Hilly be setting round”	Tote	Lexical presupposition	Change of state verb	The pie used to be Minny’s home before she takes it to Miss Walters’ home.
“I tote <u>it</u> over to Miss Walters’s house, where I know Miss Hilly be setting round”	It	Existential presupposition	Definite description	Minny (the speaker) is referring to the chocolate custard pie.
“I tote it over to <u>Miss Walters</u> ’s house, where I know Miss Hilly be setting round”	Miss Walters	Existential presupposition	Definite description	There is a woman called Miss Walters.
“I tote it over to <u>Miss Walters</u> ’s house, where I know Miss Hilly be setting round”	Miss Walters's house	Existential presupposition	Definite description	Miss Walter’s house exists.
“I tote it over to Miss Walters’s house, <u>where</u> I know Miss Hilly be setting round”	Where	Structural presupposition	Non restrictive clause	Miss Hilly is setting at Miss Walters’s (her mother) house.
“I tote it over to Miss Walters’s house, where <u>I</u> know Miss Hilly be setting round”	I	Existential presupposition	Definite description	Minny (the speaker) is referring to herself.
“I tote it over to Miss Walters’s house, where I <u>know</u> Miss Hilly be setting round”	Know	Factive presupposition	Factive verb	Miss Hilly is setting at her mother’s home.
“I tote it over to Miss Walters’s house, where I know <u>Miss Hilly</u> be setting round”	Miss Hilly	Existential presupposition	Definite description	There is woman named Miss Hilly. She is Miss Walters’s daughter.
“waiting for <u>the home</u> to come and get her mama, so she can sell that house. Go through her silver. Collect her due.”	The home	Existential presupposition	Definite description	There exists a home for the old people in Mississippi. Minny is referring the people who are coming from the home to take Miss Walters.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
“waiting for the home to <u>come</u> and get her mama, so she can sell that house. Go through her silver. Collect her due.”	Come	Lexical presupposition	Change of state verb	The people from the home were not at Miss Walters’ home before.
“waiting for the home to come and get <u>her mama</u> , so she can sell that house. Go through her silver. Collect her due.”	Her mama	Existential presupposition	Definite description	Miss Hilly’s mother exists.
“waiting for the home to come and get her mama, so <u>she</u> can sell that house. Go through her silver. Collect her due.”	She	Existential presupposition	Definite description	Minny (the speaker) is referring to Miss Hilly.
“waiting for the home to come and get her mama, so she can <u>sell</u> that house. Go through her silver.”	Sell	Lexical presupposition	Change of state verb	Miss Hilly owns Miss Walters’s and she attempts to sell it.
“waiting for the home to come and get her mama, so she can sell <u>that house</u> . Go through her silver.”	That house	Existential presupposition	Definite description	The speaker (Minny) is referring to Miss Hilly’s house. Miss Hilly’s house exists.
“waiting for the home to come and get her mama, so she can sell that house. Go through <u>her silver</u> .”	Her silver	Existential presupposition	Definite description	Miss Hilly has silver. Miss Hilly’s silver exists.
“Soon as <u>I</u> put that pie down on the countertop, Miss Hilly smiles, thinking it’s a peace offering”	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
“Soon as I <u>put</u> that pie down on the countertop, Miss Hilly smiles, thinking it’s a peace offering”	Put	Lexical presupposition	Change of state verb	Minny was holding the pie in her hand before she puts it down on the countertop.
“Soon as I put <u>that pie</u> down on the countertop, Miss Hilly smiles, thinking it’s a peace offering”	That pie	Existential presupposition	Definite description	Minny is referring to the chocolate custard pie. Thus, there is a Chocolate custard pie.
“Soon as I put that pie down on <u>the countertop</u> , Miss Hilly smiles, thinking it’s a peace offering”	The countertop	Existential presupposition	Definite description	There is a countertop in Miss Hilly’s home.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
“... <u>Miss Hilly</u> smiles, thinking it's a peace offering”	Miss Hilly	Existential presupposition	Definite description	There is woman named Miss Hilly
“Soon as I put that pie down on the countertop, Miss Hilly smiles, <u>thinking</u> it's a peace offering”	Thinking	Non-Factive presupposition	Non-Factive verb	It is not a peace offering.
“Soon as I put that pie down on the countertop, Miss Hilly smiles, thinking <u>it's</u> a peace offering”	It	Existential presupposition	Definite description	Minny (the speaker) is referring to the chocolate custard pie.
“ <u>like</u> that's my way a showing her I'm real sorry bout what I said.”	Like	Non-Factive presupposition	Non-Factive verb	That is not my way of showing her that I am real sorry about what I said.
“like that's my way a showing her <u>I'm</u> real sorry bout what I said.”	I'm	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
“like that's my way a showing her I'm real sorry bout <u>what I said.</u> ”	What I said	Structural presupposition	Wh-cleft	Minny said something.
“like that's my way a showing her I'm real sorry bout <u>I</u> said.”	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
“And then <u>I</u> watch her. I watch her eat it myself.”	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
“And then I <u>watch</u> her. I watch her eat it myself.”	Watch	Factive presupposition	Factive verb	Minny is watching Miss Hilly as she eats the pie.
“And then I watch her. <u>I</u> watch her eat it myself.”	I	Existential presupposition	Definite description	Minny (the speaker) is referring to herself
“And then I watch her. I <u>watch</u> her eat it myself.”	Watch	Factive presupposition	Factive verb	Minny was watching Miss Hilly eating the chocolate custard pie.
“And then I watch her. I watch her eat <u>it</u> myself.”	It	Existential presupposition	Definite description	The speaker (Minny) referring to the chocolate

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
				custard pie.
“Two big pieces. She stuff it in her mouth like she ain’t ever eaten nothing so good”	Two big pieces	Existential presupposition	Definite description	There are two big pieces of chocolate custard pie.
“Two big pieces. <u>She</u> stuff it in her mouth like she ain’t ever eaten nothing so good”	She	Existential presupposition	Definite description	The speaker (Minny) is referring to Miss Hilly.
“Two big pieces. She stuff <u>it</u> in her mouth like she ain’t ever eaten nothing so good”	It	Existential presupposition	Definite description	The speaker (Minny) is referring to the chocolate custard pie.
“Two big pieces. She stuff it in her mouth <u>like</u> she ain’t ever eaten nothing so good”	Like	Non-Factive presupposition	Non-Factive verb	Miss Hilly did eat something good before
“Two big pieces. She stuff it in her mouth like <u>she</u> ain’t ever eaten nothing so good”	She	Existential presupposition	Definite description	The speaker (Minny) is referring to Miss Hilly.
“That’s <u>when</u> Miss Walters, she say she getting a mite hungry too and ask for a piece a that pie”	When	Structural presupposition	Wh-cleft	Miss Walters says that she getting a mite hungry too and asks for a piece that pie.
“That’s <u>when</u> <u>Miss Walters</u> , she say she getting a mite hungry too and ask for a piece a that pie”	Miss Walters	Existential presupposition	Definite description	There exists a woman named Miss Walters. She is Miss Hilly’s mother.
“That’s <u>when</u> Miss Walters, <u>she</u> say she getting a mite hungry too and ask for a piece a that pie”	She	Existential presupposition	Definite description	The speaker (Minny) is referring to Miss Walters.
“That’s <u>when</u> Miss Walters, she <u>say</u> she getting a mite hungry too and ask for a piece a that pie”	Say	Factive presupposition	Factive verb	Miss Walters was hungry and wanted a piece of that pie.
“That’s <u>when</u> Miss Walters, she say <u>she</u> getting a mite hungry too and ask for a piece a that pie”	She	Existential presupposition	Definite description	The speaker (Minny) is referring to Miss Walters.
“That’s <u>when</u> Miss Walters, she say she <u>getting</u> a mite hungry too and ask for a piece	Getting	Lexical presupposition	Change of state verb	She was not hungry before.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
a that pie”				
“That’s when Miss Walters, she say she getting a mite hungry <u>too</u> and ask for a piece a that pie”	Too	Lexical presupposition	Iterative	Someone else was hungry before too.
“That’s when Miss Walters, she say she getting a mite hungry too and ask for a piece a <u>that pie</u> ”	That pie	Existential presupposition	Definite description	There is a pie.
“I tell her, ‘No ma’am. That one’s special for Miss Hilly.’”	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
“I tell her, ‘No <u>ma’am</u> . That one’s special for Miss Hilly.’”	Ma'am	Existential presupposition	Definite description	There exists a woman (Miss Hilly) and Minny called her ma'am because she works for her.
“I tell her, ‘No ma’am. <u>That one’s</u> special for Miss Hilly.’”	That one	Existential presupposition	Definite description	The speaker (Minny) is referring to the pie. The pie exists.
“I tell her, ‘No ma’am. That one’s special for <u>Miss Hilly</u> .’”	Miss Hilly	Existential presupposition	Definite description	There is a woman named Miss Hilly. She is Miss Walters’s daughter and the woman that Minny used to work for.

Table (17): Presupposition Triggers in Minny's Utterances (Scene3 – Part 2) /

See appendix (B-6)

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
“ <u>Miss Hilly</u> say, ‘Mama can have some if she wants’”	Miss Hilly	Existential presupposition	Definite description	A woman exists and her name is Miss Hilly.
“Miss Hilly say, ‘ <u>Mama</u> can have some if she wants’”	Mama	Existential presupposition	Definite description	Miss Hilly is referring to her mother Miss Walters. Miss

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
				Walters exists.
"Miss Hilly say, 'Mama can have some if <u>she</u> wants'"	She	Existential presupposition	Definite description	Miss Hilly is referring to her mother.
"I say 'That good vanilla from Mexico' and then I go head. I tell her what else I put in that pie for her."	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
"I say ' <u>That good vanilla</u> from Mexico' and then I go head. I tell her what else I put in that pie for her."	That good vanilla	Existential presupposition	Definite description	There exists a good vanilla that Minny uses for making pies.
"I say 'That good vanilla from <u>Mexico</u> ' and then I go head. I tell her what else I put in that pie for her."	Mexico	Existential presupposition	Definite description	There exists a country called Mexico.
"I say 'That good vanilla from Mexico' and then <u>I</u> go head. I tell her what else I put in that pie for her."	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
"I say 'That good vanilla from Mexico' and then I <u>go head</u> . I tell her what else I put in that pie for her."	Go ahead	Lexical presupposition	Change of state verb	Minny stopped for while before she continued her speech.
"I say 'That good vanilla from Mexico' and then I go head. <u>I</u> tell her what else I put in that pie for her."	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
"I say 'That good vanilla from Mexico' and then I go head. I tell her <u>what</u> else I put in that pie for her."	What	Structural presupposition	Wh-cleft	Minny put something else in that pie for Miss Hilly.
"I say 'That good vanilla from Mexico' and then I go head. I tell her what else <u>I</u> put in that pie for her."	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
"I say 'That good vanilla from Mexico' and then I go head. I tell her what <u>else</u> I put in that pie for her."	Else	Lexical presupposition	Iterative	There was another ingredient put on the pie before this one.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
"I say 'That good vanilla from Mexico' and then I go head. I tell her what else I put in <u>that pie</u> for her."	That pie	Existential presupposition	Definite description	There exists a pie.
" <u>Miss Walters</u> , her mouth fall open. Nobody in that kitchen said anything for so long"	Miss Walters	Existential presupposition	Definite description	There exists a woman named Miss Walters. She is Miss Hilly's mother.
"Miss Walters, her mouth <u>fall open</u> . Nobody in that kitchen said anything for so long"	Fall open	Lexical presupposition	Change of state verb	Miss Walters's mouth was closed before.
"Miss Walters, her mouth fall open. Nobody in <u>that kitchen</u> said anything for so long"	That kitchen	Existential presupposition	Definite description	They were in the kitchen.
"I could a made it out the door fore they knew I's gone. But then Miss Walters start laughing"	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
"I could a <u>made it</u> out the door fore they knew I's gone. But then Miss Walters start laughing"	Made it	Lexical presupposition	Iterative	Minny tried to get out of the house.
"I could a made it out the door fore <u>they</u> knew I's gone. But then Miss Walters start laughing"	They	Existential presupposition	Definite description	Minny (the speaker) is referring to Miss Hilly and Miss Walters. Miss Hilly and Miss Walter's exist.
"I could a made it out the door fore they <u>knew</u> I's gone. But then Miss Walters start laughing"	Knew	Factive presupposition	Factive verb	Minny was gone.
"I could a made it out the door fore they knew I's <u>gone</u> . But then Miss Walters start laughing"	Gone	Lexical presupposition	Change of state verb	Minny was in the house before she left it.
"I could a made it out the door fore they knew I's gone. But then <u>Miss Walters</u> start laughing"	Miss Walters	Existential presupposition	Definite description	There exists a woman named Miss Walters. She is Miss Hilly's mother.
"I could a made it out the door fore they knew I's gone. But then Miss Walters <u>start</u>	Start	Lexical presupposition	Change of state verb	Miss Walters was not laughing before.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
laughing”				
“Laugh so hard <u>she</u> almost fall out the chair. Say, ‘Well, Hilly, that’s what you get, I guess.’”	She	Existential presupposition	Definite description	The speaker (Minny) is referring Miss Hilly.
“Laugh so hard she almost <u>fall out</u> the chair.	Fall out	Lexical presupposition	Change of state verb	Miss Walters was setting on the chair.
“ <u>Miss Hilly</u> thought you knew the story. That you were making fun a her”	Miss Hilly	Existential presupposition	Definite description	There exists a woman named Miss.
“Miss Hilly <u>thought</u> you knew the story. That you were making fun a her”	Thought	Non-Factive presupposition	Non-Factive verb	She (Miss Celia) does not know the story.
“Miss Hilly thought <u>you</u> knew the story. That you were making fun a her”	You	Existential presupposition	Definite description	The speaker (Minny) is addressing Miss Celia.
“Miss Hilly thought you <u>knew</u> the story. That you were making fun a her”	Knew	Factive presupposition	Factive verb	There is a story.
“Miss Hilly thought you knew <u>the story</u> . That you were making fun a her”	The story	Existential presupposition	Definite description	There exists a story.
“Miss Hilly thought you knew the story. That <u>you</u> were making fun a her”	You	Existential presupposition	Definite description	The speaker (Minny) is addressing Miss Celia.
“ <u>She</u> never would a pounced on you if I hadn’t done what I did.”	She	Existential presupposition	Definite description	Minny (the speaker) is referring to Miss Hilly.
“She never would a pounced on <u>you</u> if I hadn’t done what I did.”	You	Existential presupposition	Definite description	The speaker (Minny) is addressing Miss Celia
“She never would a pounced on you <u>if I hadn’t done what I did</u> .”	If	Counterfactual presupposition	Conditional structure	I had done what I did.
“She never would a pounced on you if I hadn’t done <u>what</u> I did.”	What	Structural presupposition	Wh-cleft	I did something.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
She never would a pounced on you if <u>I</u> hadn't done what I did."	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
"But <u>I</u> want you to know, if you leave Mister Johnny, then Miss Hilly done won the whole ball game"	I	Existential presupposition	Definite description	The speaker (Minny) is referring to herself.
"But I want <u>you</u> to know, if you leave Mister Johnny, then Miss Hilly done won the whole ball game"	You	Existential presupposition	Definite description	Minny is addressing Miss Celia. Miss Celia exists.
"But I want you to <u>know</u> , if you leave Mister Johnny, then Miss Hilly done won the whole ball game"	Know	Factive presupposition	Factive verb	Miss Celia was thinking about leaving Mister Johnny.
"But <u>I</u> want you to know, if <u>you</u> leave Mister Johnny, then Miss Hilly done won the whole ball game"	If	Counterfactual presupposition	Conditional structure	Miss Celia did not leave Mister Johnny.
"But <u>I</u> want you to know, if <u>you</u> leave Mister Johnny..."	You	Existential presupposition	Definite description	The speaker (Minny) is addressing Miss Celia.
"But <u>I</u> want you to know, if you <u>leave</u> Mister Johnny, then Miss Hilly done won the whole ball game"	Leave	Lexical presupposition	Change of state verb	Miss Celia is in relationship with Mister Johnny.
"But I want you to know, if you leave <u>Mister Johnny</u> , then Miss Hilly done won the whole ball game"	Mister Johnny	Existential presupposition	Definite description	There is a man and his name is Mister Johnny. He is Miss Celia's husband.
"But <u>I</u> want you to know, if you leave Mister Johnny, then <u>Miss Hilly</u> done won the whole ball game"	Miss Hilly	Existential presupposition	Definite description	There is a woman and her name is Miss Hilly.
"But <u>I</u> want you to know, if you leave Mister Johnny, then Miss Hilly done <u>won</u> the whole ball game"	Won	Lexical presupposition	Implicative verb	Miss Hilly was trying to win the ball game.
"But <u>I</u> want you to know, if you leave Mister Johnny, then Miss Hilly done won <u>the</u>	The whole ball game	Existential presupposition	Definite description	There is a ball game.

Utterances	Trigger	Trigger's Type	Trigger's Form	Presupposition
<u>whole ball game</u> ”				
“Then she <u>done</u> beat me, she beat you”	She	Existential presupposition	Definite description	Minny (the speaker) is referring to Miss Celia.
“Then she <u>done</u> beat me, she beat you”	Done	Lexical presupposition	Change of state verb	Miss Hilly used to beat Minny.
“Then she <u>done</u> beat me, <u>she</u> beat you”	She	Existential presupposition	Definite description	Minny (the speaker) is referring to Miss Celia.
“Then she <u>done</u> beat me, she beat <u>you</u> ”	You	Existential presupposition	Definite description	The speaker (Minny) is addressing Miss Celia.

4.3.1 Existential Presupposition Triggers (EPT) in Minny’s Utterances

The analysis of the presupposition triggers in Minny's utterances shows that the existential presupposition triggers have been used (166) times with a percentage of occurrences (65.87%) (see table 19) which makes it the most used type among the other types of presupposition triggers. From the tables above, it is clear that the most repeated words by Minny' during her exchanges with Miss Celia were 'Miss Hilly' and other words that have a referent to her which indicates that Miss Minny commits herself to the existence of Miss Hilly. Furthermore, it also shows that Minny and the listener (Miss Hilly) share the same background knowledge and that they are familiar with Minny and knows that she used to work for Miss Hilly. Minny, as a person who becomes jaded with Miss Hilly's vicious deeds, tried to deliver her painful experience to Miss Celia in a way that would makes Miss Celia see the true face of that woman. Therefore, she kept mentioning names of families such as the Childs, the Riches, the Patrick Smiths, and the Walkers in Mississippi that rejected her. Mentioning the names of these families by Minny as if their existence was taken for granted would generate assumptions on the side of the listener that these

families are indeed exist even if she\he did not know or heard about them before. Consequently, the proper assumptions would be built in the receiver's mind and would make Minny's utterances more convenient.

4.3.2 Lexical Presupposition Triggers (LPT) in Minny's Utterances

The lexical presupposition triggers that are found in Minny's utterances are (36) with percentage of occurrences (14.28%) which makes it, the second most employed presupposition trigger type by Minny (see table 19). Notably, the most frequently used form of LPT is **change of state verb** (CSV) (26) which gets (72.22%). Using this form of verbs indicates a change or a shift of state. Minny employed CSVs such as 'gone', 'leave', 'start', 'come'...etc. to clarify the way things has changed for her after she lost her job. Therefore, this form of verbs is used to state indirectly that it is taken for granted that the state of Minny's life has changed. Other forms of LPT that are found in Minny's utterances are **iteratives** (5) (13.88%) and **implicatives** verbs (5) (13.88%).

Table (17): Lexical Presupposition Triggers in Minny's Utterances

No.	Lexical presupposition triggers	Frequency	Percentage
1.	Change of state verbs	26	72.22%
2.	Implicative verbs	5	13.88%
3.	Iteratives	5	13.88%
	Total	36	100%

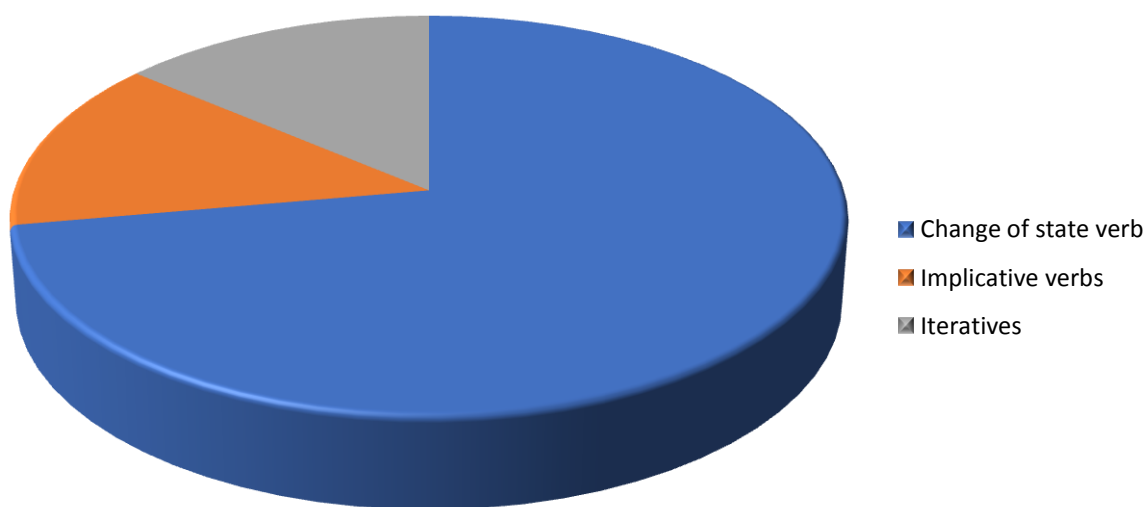


Figure (7):): Lexical Presupposition Triggers in Minny's Utterances

4.3.3 Factive Presupposition Triggers (FPT) in Minny's Utterances

The analysis of presupposition triggers in Minny's utterances reveals that the factive presupposition triggers have been used (18) times with percentage of occurrences (7.14%) (see table 19). This type takes the third place among the most frequently used types of presupposition triggers in Minny's utterances. She employed **factive verbs** such as 'know', 'feel', 'see', 'find'...etc. mostly to presuppose that the information comes after those verbs are facts, true and taken for granted. Hearing these factive verbs, the other party (Miss Celia) would also presupposes that the information comes after them are facts and true.

4.3.4 Structural Presupposition Triggers (SPT) in Minny's Utterances

The structural presupposition triggers found in Minny's utterances are (17) with percentage of occurrences (6.74%) (see table 19). The forms of the structural presupposition triggers that are employed in Minny's utterances are **wh-clefts** (10) (58.82%), **wh-questions** (3) (17.64%), **comparative constructions** (3) (17.64%), **non-restrictive clauses** (1) (5.88%) (see table 18). Structural presupposition triggers are mostly used to indicate that the information comes after these structures is true and already known to be the case, therefore, it will be received by the listener as something true. For instance, when Minny said that "When_I's still working for Miss Walters" she employed wh-cleft construction. The information that comes after this construction will be interpreted by the listener as something already known to be the case and the presupposed information would be "Minny used to work for Miss Walters".

Table (18): Structural Presupposition Triggers in Minny's Utterances

No.	Structural presupposition triggers	Frequency	Percentage
1.	Wh-clefts	10	58.82%
2.	Comparative construction	3	17.64%
3.	Wh-questions	3	17.64%
4.	Non-restrictive clauses	1	5.88%
	Total	17	100%

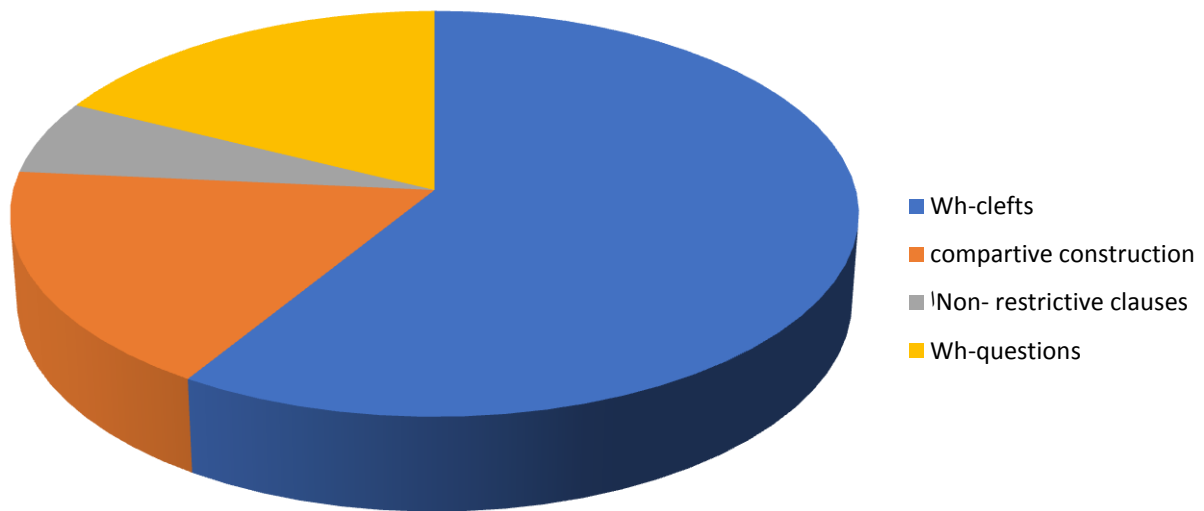


Figure (8) : *Structural Presupposition Triggers in Minny's Utterances*

4.3.5 Non-Factive Presupposition Triggers (NFPT) in Minny's Utterances

Non-factive presupposition triggers found in Minny's utterances are (12) which gets (4.76%) (see table 19) out of the total presupposition triggers found in the utterances. Non- factive verbs such as 'seem', 'consider', 'think', 'said'...etc. triggered the existence of Non- factive presupposition in Minny's utterances. The information that follows this type of verbs is assumed not to be true. For instance, in Minny's utterance "Miss Hilly *think* everybody just as two-faced as she is" presupposes that not everybody is as two-faced as Miss Hilly is.

Furthermore, Minny's utterance "Miss Hilly *thought* you know the story" addressing Miss Celia presupposes that Miss Celia did not know the story.

4.3.6 Counterfactual Presupposition Triggers (CPT) in Minny's Utterances

The analysis of Minny's utterances shows that the counterfactual presupposition triggers are used merely (3) times with percentage of occurrences (1.19%) (see table 19). In counterfactual presupposition, what is presuppose is not only true, but the opposite of what is true, or contrary to facts. For example, Minny's utterance "she never would a pounced on you if I hadn't done what I did", presupposes that she had done what she did (she refers to her revenge from Miss Hilly); therefore, the listener will presupposes that Minny did something to Miss Hilly as revenge.

Table (19): Frequency and Percentage of Occurrences of Presupposition Triggers in Minny's Utterances

No.	Type of Presupposition Triggers	Frequency	Percentage
1.	Existential presupposition	166	65.87%
2.	Lexical presupposition	36	14.82%
3.	Factive presupposition	18	7.14%
4.	Structural presupposition	17	6.74%
5.	Non-Factive presupposition	12	4.76%
6.	Counterfactual presupposition	3	1.19%
Total		252	100%

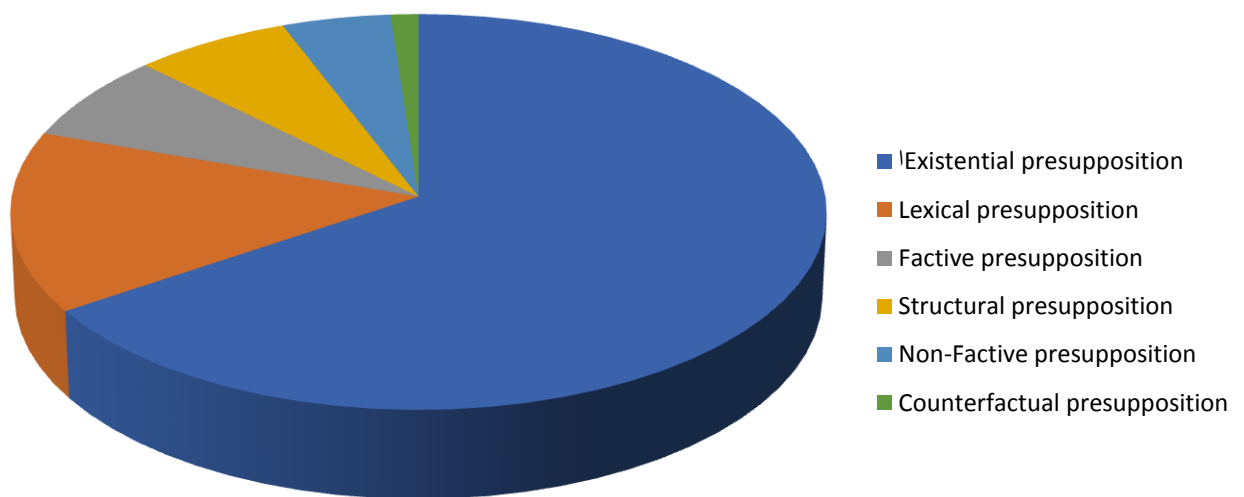


Figure (9): *Frequency and Percentage of Occurrences of Presupposition Triggers in Minny's Utterances*

4.4 Presupposition Triggers in Hilly's Utterances

The analysis of Miss Hilly Holbrook's utterances was carried out by selecting three scenes in which she takes the main lead. The contexts in which these scenes happened are illustrated. Then, the utterances are represented and

categorized in tables in terms of the type and form of the presuppositions trigger as well as the presupposed information that are employed in the utterances.

Scene 1

The first selected scene takes place at Elizabeth Leefolt's house where a bridge club day is held gathering the white ladies of Jackson town under one roof. For a woman like Hilly, such occasions represent an ideal opportunity to display her social strengths and superiority. In this scene, Hilly is sitting in one table along with Miss Leefolt and Skeeter. They were discussing various topics concerning their life style and the life in Jackson town in general. Miss Hilly was interested in only one particular topic that is the Home Help Sanitation Initiative, which is a bill that demands from every white home in Jackson to have a separate bathroom for the colored help. Apparently, none of the attendance had a clue about the bill. Clearly, Miss Hilly is the one who planned and convinced the governor of Mississippi to issue such bill. Since most of the people did not know about this initiative, Miss Hilly tries her best to convince the other ladies applying the bill by bitterly attacking and offending the colored people.

Table (20) Presupposition Triggers in Hilly's Utterances (Scene 1- Part 1) / See appendix (C-1)

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
"Don't mind <u>if I do</u> ,"	If I do	Counterfactual Presupposition	Counter-factual Conditional	She (Miss Hilly) did not do it (taking the eggs) yet.
"Don't mind <u>if I</u> do,"	I	Existential presupposition	Definite description	Miss Hilly (the speaker) is referring to herself .
"Guess <u>who I ran into</u> at the beauty parlor?"	Who I ran into	Structural Presupposition	Wh-cleft	Miss Hilly ran into someone at the beauty parlor.

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
"Guess who <u>Iran</u> into at the beauty parlor?"	I	Existential presupposition	Definite description	The speaker (Hilly) is referring to herself.
"Guess who Iran into at <u>the beauty parlor</u> ?"	The beauty parlour	Existential presupposition	Definite description	There exists a beauty parlour in Jackson.
" <u>Celia Foote</u> . And do you know what she asked me? If she could help with the Benefit this year."	Celia Foote	Existential Presupposition	Definite description	There exists a woman named Miss Celia Foote.
"Celia Foote. And do <u>you</u> know what she asked me? If she could help with the Benefit this year."	You	Existential presupposition	Definite description	The speaker (Miss Hilly) is addressing the other women setting on the table.
"Celia Foote. And do you <u>know</u> what she asked me? If she could help with the Benefit this year."	Know	Factive presupposition	Factive verb	She (Celia) asked Miss Hilly something
"Celia Foote. And do you know <u>what she asked me</u> ? If she could help with the Benefit this year."	What she asked me	Structural presupposition	Wh-questions	She (Celia) asked Miss Hilly something.
"Celia Foote. And do you know what <u>she</u> asked me? If she could help with the Benefit this year."	She	Existential presupposition	Definite description	The speaker (Miss Hilly) is referring to Celia Foote. Celia Foote exists.
"Celia Foote. And do you know what she asked me? <u>If she could help with the Benefit this year.</u> "	If she could help with the Benefit this year	Counterfactual presupposition	Conter-factual Conditional	She (Celia) is not helping with the benefit of that year.
"Celia Foote. And do you know what she asked me? If <u>she</u> could help with the Benefit this year."	She	Existential Presupposition	Definite description	The speaker (Miss Hilly) is referring to Miss Celia.
"Celia Foote. And do you know what she asked me? If she could help with <u>the Benefit</u> this year."	The Benefit	Existential presupposition	Definite description	There is a benefit.
"Not that bad, <u>we</u> don't."	We	Existential presupposition	Definite description	Miss Hilly is referring to the women who participate in the benefits.

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
" <u>Celia</u> , you have to be a League member or a sustainer to participate."	Celia	Existential presupposition	Definite description	There exists a woman and her name is Celia.
"Celia, <u>you</u> have to be a League member or a sustainer to participate."	You	Existential presupposition	Definite description	The speaker (Hilly) is addressing Miss Celia.
"Celia, you have to be a <u>League member</u> or a sustainer to participate."	League member	Existential presupposition	Definite description	There are a League members.
"Celia, you have to be a League member or a sustainer to <u>participate</u> ."	Participate	Lexical presupposition	Implicative verb	Celia tried to participate in the benefits.
" <u>What does she think the Jackson League</u> is? Open rush?"	What does she think the Jackson League is?	Structural Presupposition	Wh-questions	She (Miss Celia) thought something about Jackson League.
"What does <u>she</u> think the Jackson Leagueis? Open rush?"	She	Existential presupposition	Definite description	The speaker (Miss Hilly) is referring to Celia. Celia exists.
"What does she <u>think</u> the Jackson League is? Open rush?"	Think	Non-Factive Presupposition	Non-Factive verb	The Jackson League is not an open rush.
"What does she think <u>the Jackson League</u> is? Open rush?"	The Jackson League	Existential Presupposition	Definite description	There exists a League called the Jackson League.
"But <u>I</u> wasn't about to tell her that."	I	Existential presupposition	Definite description	Miss Hilly is referring to herself
"Celia Foote. And do you know what she asked me? If she could help with <u>the Benefit</u> this year."	The Benefit	Existential presupposition	Definite description	There is a benefit.
"Not that bad, <u>we</u> don't."	We	Existential presupposition	Definite description	Miss Hilly is referring to the women who participate in the benefits.
" <u>Celia</u> , you have to be a League member or a	Celia	Existential presupposition	Definite description	There exists a woman and her name is Celia.

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
sustainer to participate.”				
“Celia, <u>you</u> have to be a League member or a sustainer to participate.”	You	Existential presupposition	Definite description	The speaker (Hilly) is addressing Miss Celia.
“Celia, you have to be a <u>League member</u> or a sustainer to participate.”	League member	Existential presupposition	Definite description	There are a League members.
“Celia, you have to be a League member or a sustainer to <u>participate</u> .”	Participate	Lexical presupposition	Implicative verb	Celia tried to participate in the benefits.
“ <u>What does she think the Jackson League is?</u> Open rush?”	What does she think the Jackson League is?	Structural Presupposition	Wh-questions	She (Miss Celia) thought something about Jackson League.
“What does <u>she</u> think the Jackson League is? Open rush?”	She	Existential presupposition	Definite description	The speaker (Miss Hilly) is referring to Celia. Celia exists.
“What does she <u>think</u> the Jackson League is? Open rush?”	Think	Non-Factive Presupposition	Non-Factive verb	The Jackson League is not an open rush.
“What does she think <u>the Jackson League</u> is? Open rush?”	The Jackson League	Existential Presupposition	Definite description	There exists a League called the Jackson League.
“But <u>I</u> wasn’t about to tell her that.”	I	Existential presupposition	Definite description	Miss Hilly is referring to herself
“Mama,”	Mama	Existential presupposition	Definite description	Miss Hilly (the speaker) is addressing her mother Mrs Walters. Miss Walters exists.
“Take <u>another</u> sandwich. You are skinny as a telephone pole.”	Another	Lexical Presupposition	Iterative	Miss Hilly’s Mother (Mrs Walters) took a sandwich before.
“Take another <u>sandwich</u> . You are skinny as a telephone pole.”	Sandwich	Existential Presupposition	Definite description	There exists a sandwiches in the party held by Miss Leefolt.

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
"Take another sandwich. <u>You</u> are skinny as a telephone pole."	You	Existential presupposition	Definite description	The speaker (Miss Hilly) is addressing her mother.
"Take another sandwich. You are <u>skinny as a telephone pole</u> ."	skinny as a telephone pole	Structural presupposition	Comparative construction	Telephone pole is a skinny.
" <u>I</u> keep telling her, if that Minny can't cook she needs to just go on and fire her."	I	Existential Presupposition	Definite description	The speaker (Miss Hilly) is referring to herself.
"I <u>keep</u> telling her, if that Minny can't cook she needs to just go on and fire her."	Keep	Lexical presupposition	Change of state verb	I told her to fire Minny before.
"I keep telling her, <u>if that Minny can't cook</u> she needs to just go on and fire her."	if that Minny can't cook	Counterfactual presupposition	Counterfactual Conditionals	Minny can cook.
"I keep telling her, if that <u>Minny</u> can't cook she needs to just go on and fire her."	Minny	Existential presupposition	Definite description	There exists a woman named Minny.
"I keep telling her, if that Minny can't cook <u>she</u> needs to just go on and fire her."	She	Existential presupposition	Definite description	Miss Hilly (the speaker) is referring to her mother (Mrs Walters).
"I keep telling her, if that Minny can't cook she needs to just go on and <u>fire</u> her."	Fire	Lexical Presupposition	Change of state verb	Minny is working for Mrs Walters.

Table (21): Presupposition Triggers in Hilly's Utterances (Scene 1- Part 2) / See appendix (C-2)

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
" <u>I</u> think you're malnourished, Mama,"	I	Existential Presupposition	Definite description	Hilly (the speaker) is referring to herself.
"I <u>think</u> you're malnourished, Mama,"	Think	Non-Factive Presupposition	Non-Factive verb	It is not a fact that Mrs Walters is a malnourished.
"I think <u>you</u> 're malnourished, Mama,"	You	Existential Presupposition	Definite description	The speaker (Hilly) is addressing her mother.

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
"I think you're malnourished, <u>Mama</u> ,"	Mama	Existential presupposition	Definite description	Hilly is addressing her mother (Mrs Walters). Mrs Walters exists.
"That <u>Minny</u> isn't feeding you so that she can steal every last heirloom I have left."	Minny	Existential presupposition	Definite description	There exists a woman named Minny. She is the help of Mrs Walters.
"That Minny isn't feeding you so that <u>she</u> can steal every last heirloom I have left."	She	Existential presupposition	Definite description	Miss Hilly is referring to Minny.
"That Minny isn't feeding you so that she can steal every last <u>heirloom</u> I have left."	Heirloom	Existential presupposition	Definite Description	Miss Hilly has a heirloom.
"That Minny isn't feeding you so that she can steal every last heirloom <u>I</u> have left."	I	Existential presupposition	Definite description	The speaker (Miss Hilly) is referring to herself.
" <u>I</u> 'm going to the powder room. Y'all watch her in case she collapses dead of hunger."	I	Existential presupposition	Definite description	Miss Hilly is referring to herself
"I'm <u>going</u> to the powder room. Y'all watch her in case she collapses dead of hunger."	Going	Lexical presupposition	Change of state verb	Miss Hilly was in the setting room before she goes to the powder room.
"I'm going to <u>the powder room</u> . Y'all watch her in case she collapses dead of hunger."	The powder room	Existential presupposition	Definite description	There is a powder room in Miss Leefolt's house.
"I'm going to the powder room. Y'all watch her in case <u>she</u> collapses dead of hunger."	She	Existential presupposition	Definite description	The speaker (Miss Hilly) is referring to Mrs Walters.
"I'm going to the powder room. Y'all watch her in case <u>she collapses</u> dead of hunger."	Collapses	Lexical Presupposition	Change of state verb	Mrs Walters is in a fine condition .
"But <u>the guest bathroom</u> 's	The guest	Existential	Definite	There is a guest bathroom

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
where the help goes,”	bathroom	presupposition	description	in Miss Leefolt's house.
“But the guest bathroom's <u>where the help goes</u> ,”	Where the help goes.	Structural presupposition	Wh-cleft	The help uses the guest bathroom.
“But the guest bathroom's where <u>the help</u> goes,”	The help	Existential presupposition	Definite description	There is a help in Miss Leefolt's house.
“ <u>Elizabeth</u> , if you had the choice,”	Elizabeth	Existential Presupposition	Definite description	There exists a woman named Elizabeth.
“Elizabeth, if <u>you had the choice</u> ,”	If you had the choice	Counterfactual Presupposition	Counterfactual Conditionals	You don't have a choice.
“Elizabeth, if <u>you</u> had the choice,”	You	Existential Presupposition	Definite description	Hilly is addressing Miss Leefolt.
“wouldn't <u>you</u> rather them take their business outside?”	You	Existential presupposition	Definite description	The speaker (Miss Hilly) is addressing Elizabeth.
“ <u>You</u> just tell Raleigh every penny he spends on that bathroom he'll get back when y'all sell this house.”	You	Existential presupposition	Definite description	The speaker (Miss Hilly) is addressing Elizabeth.
“You just tell <u>Raleigh</u> every penny he spends on that bathroom he'll get back when y'all sell this house”	Raleigh	Existential presupposition	Definite description	There exists a man called Raleigh.
“You just tell Raleigh every penny <u>he</u> spends on that bathroom he'll get back when y'all sell this house”	He	Existential presupposition	Definite description	Hilly is referring to Miss Leefolt's husband.
“You just tell Raleigh every penny he spends on <u>that bathroom</u> he'll get back when y'all sell this house”	That bathroom	Existential presupposition	Definite description	There is a bathroom.
“You just tell Raleigh every penny he spends on that bathroom <u>he</u> 'll get back when y'all sell this house”	He	Existential presupposition	Definite description	The speaker (Miss Hilly) is referring to Raleigh.
“You just tell Raleigh every penny he spends on that bathroom he'll get <u>back</u> when y'all sell this house”	Back	Lexical Presupposition	Iterative	His pennies were spent before.
“You just tell Raleigh every	When y'all	Structural	Wh-cleft	Miss Leefolt and Mr

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
penny he spends on that bathroom he'll get back <u>when y'all sell this house</u> "	sell this house	Presupposition		Raleigh are planning to sell their house.
"when y'all <u>sell</u> this house"	Sell	Lexical Presupposition	Change of state verb	Miss Leefolt and Mr Raleigh owns a house.
"when y'all sell <u>this house</u> "	This house	Existential presupposition	Definite description	There is a house.

Table (22) Presupposition Triggers in Hilly's Utterances (Scene 1- Part 3) /

See appendix (C-3)

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
"All <u>these houses</u> they're building without maid's quarters?"	These houses	Existential presupposition	Definite description	There are houses.
"All these houses they're building without <u>maid's quarters</u> ?"	Maid's quarters	Existential presupposition	Definite description	There are quarters for Maid.
" <u>It's just plain dangerous.</u> "	It's just plain dangerous.	Structural Presupposition	It-cleft	Building a house without a maid's quarters is dangerous.
"Everybody <u>knows</u> they carry different kinds of diseases than we do. I double."	Knows	Factive presupposition	Factive verbs	They (black people) carry different kinds of diseases.
"Everybody knows <u>they</u> carry different kinds of diseases than we do. I double."	They	Existential Presupposition	Definite description	Miss Hilly (the speaker) is referring to the black people.
"Everybody knows <u>they carry different kinds of diseases than we do.</u> I double."	They carry different kinds of diseases than we do.	Structural Presupposition	Comparative construction	We also carry kinds of diseases.
"Everybody knows they carry different kinds of diseases than <u>we</u> do. I double."	We	Existential presupposition	Definite description	Miss Hilly is referring to the white people.

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
"Everybody knows they carry different kinds of diseases than we do. <u>I</u> double."	I	Existential presupposition	Definite description	The speaker (Miss Hilly) is referring to herself.
"Everybody knows they carry different kinds of diseases than we do. I <u>double</u> ."	Double	Lexical presupposition	Iterative	She (Miss Hilly) has mentioned this topic before.
"That's exactly <u>why I've designed the Home Help Sanitation Initiative</u> ,"	Why I've designed the Home Help Sanitation Initiative	Structural presupposition	Wh-cleft	Miss Hilly designed the Home help Sanitation Initiative.
"That's exactly why <u>I've</u> designed the Home Help Sanitation Initiative,"	I	Existential presupposition	Definite description	The speaker (Miss Hilly) is referring to herself m
"That's exactly why I've <u>designed</u> the Home Help Sanitation Initiative,"	Designed	Lexical presupposition	Change of state verb	There wasn't any designed Home Help Sanitation Initiative before.
"That's exactly why I've designed <u>the Home Help Sanitation Initiative</u> ,"	The Home Help Sanitation Initiative	Existential presupposition	Definite description	There exists a home help Sanitation initiative.
"A bill that <u>requires</u> every white home to have a separate bathroom for the colored help"	Requires	Non-Factive Presupposition	No-factive verb	White homes do not have a separate bathroom for the colored help.
"A bill that requires every <u>white home</u> to have a separate bathroom for the colored help"	White home	Existential presupposition	Definite description	There is a white home.
"A bill that requires every white home to have a separate bathroom for the <u>colored help</u> "	Colored help	Existential presupposition	Definite description	There exists a colored help.
" <u>I've</u> even notified the surgeon general of Mississippi to see if he'll endorse the idea. I pass."	I	Existential presupposition	Definite description	The speaker (Miss Hilly) is referring to herself.
"I've even <u>notified</u> the surgeon general of	Notified	Lexical Presupposition	Change of state verb	The surgeon general of Mississippi wasn't notified

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
Mississippi to see if he'll endorse the idea. I pass."				about the idea before.
"I've even notified <u>the surgeon general</u> of Mississippi to see if he'll endorse the idea. I pass."	The surgeon general	Existential presupposition	Definite description	There is a surgeon general in Mississippi.
"I've even notified the surgeon general of <u>Mississippi</u> to see if he'll endorse the idea. I pass."	Mississippi	Existential presupposition	Definite description	There exists city in America called Mississippi
"I've even notified the surgeon general of Mississippi to see <u>if he'll endorse the idea</u> . I pass."	If he'll endorse the idea	Counterfactual Presupposition	Counterfactual conditions	He (the surgeon general) did not endorse the idea yet.
"if <u>he</u> 'll endorse the idea. I pass."	He	Existential presupposition	Definite description	The speaker (Miss Hilly) is referring to the surgeon general. The surgeon general exists.
"if he'll <u>endorse</u> the idea. I pass."	Endorse	Factive presupposition	Factive verbs	There is idea.
"if he'll endorse <u>the idea</u> . I pass."	The idea	Existential presupposition	Definite description	There is an idea.
"if he'll endorse the idea. <u>I</u> pass."	I	Existential presupposition	Definite description	Miss Hilly is referring to herself.
" <u>I</u> don't think you ought to be joking around about the colored situation"	I	Existential presupposition	Definite description	The speaker (Hilly) is referring to herself.
"I don't <u>think</u> you ought to be joking around about the colored situation"	Think	Non-Factive presupposition	Non-Factive verb	It is not a fact that you can't joke about the colored situation.
"I don't think <u>you</u> ought to be joking around about the colored situation"	You	Existential presupposition	Definite description	The speaker (Miss Hilly) is addressing Miss Skeeter. Miss Skeeter exists.
"I don't think you ought to be joking around about <u>the colored situation</u> "	The colored situation	Existential presupposition	Definite description	There exists a situation concerning the colored people.

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
"Not if <u>you want to stay on as editor of the League</u> , Skeeter Phelan."	If you want to stay on as editor of the League	Counterfactual presupposition	Counterfactual conditions	You (Miss Skeeter) don't want to stay on as editor of the League.
"Not if <u>you</u> want to stay on as editor of the League, Skeeter Phelan."	You	Existential presupposition	Definite description	The speaker (Miss Hilly) is addressing Miss Skeeter.
"Not if you want to <u>stay on</u> as editor of the League, Skeeter Phelan."	Stay on	Lexical presupposition	Change of state verb	Miss Skeeter works as the editor of the League.
"Not if you want to stay on as editor of <u>the League</u> , Skeeter Phelan."	The League	Existential presupposition	Definite description	There is a League.
"Not if you want to stay on as editor of the League, <u>Skeeter Phelan</u> ."	Skeeter Phelan	Existential presupposition	Definite description	There exists a woman named Skeeter Phelan.
"I will do whatever I have to do to protect our town. Your lead, Mama."	I	Existential presupposition	Definite description	The speaker (Miss Hilly) is referring to herself.
"I will do whatever <u>I</u> have to do to protect our town. Your lead, Mama."	I	Existential presupposition	Definite description	The speaker (Miss Hilly) is referring to herself.
"I will do whatever I have to do to <u>protect</u> our town. Your lead, Mama."	Protect	Lexical presupposition	Change of state verb	The town was not save.
"I will do whatever I have to do to protect <u>our town</u> . Your lead, Mama."	Our town	Existential presupposition	Definite description	There exists a town which is Jackson town.
"I will do whatever I have to do to protect our town. Your lead, <u>Mama</u> ."	Mama	Existential presupposition	Definite description	The speaker (Miss Hilly) is addressing Mrs. Walters. Mrs. Walters exists.

Scene 2

The second scene takes place at Miss Leefolt's backyard where she and Miss Hilly arranged a play date for their children. A day before, Miss Hilly

discovered that Skeeter is planning to support the colored people by writing an articles to the newspaper to show her objection towards the injustice that the colored people are facing in Jackson. Undoubtedly, Miss Hilly would not let this go unnoticed, therefore, she keeps complaining to Miss Leefolt about how wrongful the thing Skeeter did and that her actions will cause a irreparable damage to Jackson society. She then turns to Aibileen, who was working at Miss Leefolt's house, inquiring about her opinion in the Help Sanitation Initiative in attempt to find out whether or not Aibileen is collaborating with Skeeter in writing the articles. Moreover, she continually mentions the advantages of her initiative to Miss Leefolt.

Table (23): Presupposition Triggers in Hilly's Utterances (Scene 2- Part 1) / See appendix (C-4)

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
" <u>Aibileen</u> , get me a little more iced tea, would you, please?"	Aibileen	Existential presupposition	Definite description	There is a woman called Aibileen. She is the help of Miss Leefolt.
"Aibileen, <u>get</u> me a little more iced tea, would you, please?"	Get	Lexical presupposition	Change of state verb	Miss Hilly used not to have iced tea.
"Aibileen, get me a little <u>more</u> iced tea, would you, please?"	More	Lexical presupposition	Iteratives	Miss Hilly had some iced tea before.
"Aibileen, get me a little more <u>iced tea</u> , would you, please?"	Iced tea	Existential presupposition	Definite description	There is an iced tea.
"Aibileen, get me a little more iced tea, would <u>you</u> , please?"	You	Existential presupposition	Definite description	Miss Hilly is addressing Aibileen.
"See, that's <u>what I don't understand</u> ,"	What I don't understand	Structural presupposition	Wh-cleft	There is something I don't understand.
"See, that's what <u>I</u> don't understand,"	I	Existential presupposition	Definite description	The speaker (Miss Hilly) is referring to herself.
" <u>Aibileen</u> , you like having	Aibileen	Existential	Definite	There exists a woman

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
your own toilet, don't you?"		presupposition	description	named Aibileen.
"Aibileen, <u>you</u> like having your own toilet, don't you?"	You	Existential presupposition	Definite description	Miss Hilly is addressing Aibileen.
"Aibileen, you like having your own toilet, don't <u>you</u> ?"	You	Existential presupposition	Definite description	Miss Hilly is addressing Aibileen.
"That's <u>what</u> Governor Ross Barnett says is right, and you can't argue with the government."	What Governor Ross Barnett says is right	Structural presupposition	Wh-cleft	Governor Ross Barnett says that separating the toilet of the colored people from the white ones is right.
"That's what <u>Governor Ross Barnett</u> says is right, and you can't argue with the government."	Governor Ross Barnett	Existential presupposition	Definite description	There exists a governor and his name is Ross Barnett.
"That's what Governor Ross Barnett <u>says</u> is right, and you can't argue with the government."	Says	Non-Factive presupposition	Non-Factive verb	It is not a fact that separating the toilet of the colored people from the white ones is right.
"That's what Governor Ross Barnett says is right, and <u>you</u> can't argue with the government."	You	Existential presupposition	Definite description	Miss Hilly is addressing Miss Leefolt.
"That's what Governor Ross Barnett <u>says</u> is right, and you can't argue with <u>the</u> government."	The government	Existential presupposition	Definite description	There is a government.
" <u>Aibileen</u> , you wouldn't want to go to a school full of white people, would you?"	Aibileen	Existential presupposition	Definite description	There exists a woman named Aibileen. She is the help of Miss Leefolt.
"Aibileen, <u>you</u> wouldn't want to go to a school full of white people, would you?"	You	Existential presupposition	Definite description	Miss Hilly is addressing Aibileen.
"Aibileen, you wouldn't want to go to a school full of <u>white people</u> , would you?"	White people	Existential presupposition	Definite description	There are white people
"Aibileen, you wouldn't want to go to a school full of white people, would <u>you</u> ?"	You	Existential presupposition	Definite description	Miss Hilly is addressing Aibileen.

Table (24): Presupposition Triggers in Hilly's Utterances (Scene 2- Part2) / See appendix (C-5)

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
"But <u>Aibileen</u> "	Aibileen	Existential presupposition	Definite description	There exists a woman named Aibileen.
" <u>colored people</u> and white people are just so . . . different."	Colored people	Existential presupposition	Definite description	There exists a colored people.
"colored people and <u>white people</u> are just so . . . different."	White people	Existential presupposition	Definite description	There exists a white people.
".. if Skeeter thinks she's going to get away with this colored non—"	If Skeeter thinks she's going to get away with this colored	Counterfactual presupposition	Counterfactual Conditionals	Skeeter is not going to get away.
".. if <u>Skeeter</u> thinks she's going to get away with this colored non—"	Skeeter	Existential presupposition	Definite description	There exists a woman named Skeeter.
".. if Skeeter <u>thinks</u> she's going to get away with this colored non—"	Thinks	Non-Factive presupposition	Non-Factive verb	She (Skeeter) is not going to get away with what she did.
".. if Skeeter thinks she's going to <u>get away</u> with this colored non—"	Get away	Lexical presupposition	Implicative verb	Skeeter was trying to get away with what she did.
"I see you! I do! What with William running for office next—"	I	Existential presupposition	Definite description	The speaker is referring to herself.
"I see <u>you</u> ! I do! What with William running for office next—"	You	Existential presupposition	Definite description	Miss Hilly is addressing Skeeter.
"I see you! <u>I</u> do! What with William running for office next—"	I	Existential presupposition	Definite description	Miss Hilly is referring to herself.
"I see you! I do! <u>What with William running for office next—</u> "	What with William running for office next—	Structural presupposition	Wh-question	William was running for office.
"I see you! I do! What with	William	Existential	Definite	There exists a man

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
<u>William</u> running for office next—”		presupposition	description	named William.
“—cannot have <u>colored-supporting friends</u> in my closet—”	Colored-supporting friends	Existential presupposition	Definite description	Miss Hilly has colored supporting friends.
“Iread it. I found it in her satchel and I intend to take action.”	I	Existential presupposition	Definite description	Miss Hilly is referring to herself.
“I read <u>it</u> . I found it in her satchel and I intend to take action.”	It	Existential presupposition	Definite description	The speaker (Miss Hilly) is referring to the thing she found in the satchel..
“I read it. <u>I</u> found it in her satchel and I intend to take action.”	I	Existential presupposition	Definite description	Miss Hilly is referring to herself.
“I read it. I <u>found</u> it in her satchel and I intend to take action.”	Found	Factive presupposition	Factive verb	There is something in her satchel.
“I read it. I found it in <u>her satchel</u> and I intend to take action.”	Her satchel	Existential presupposition	Definite description	There exists a satchel.
“I read it. I found it in her satchel and <u>I</u> intend to take action.”	I	Existential presupposition	Definite description	Miss Hilly (the speaker) is referring to herself.
“I read it. I found it in her satchel and I <u>intend</u> to take action.”	Intend	Non-Factive presupposition	Non-Factive verb	Miss Hilly did not take action yet.

Scene 3

This scene is taken from chapter twenty-five which is entitled "The Benefit". The benefit is the name given to the Jackson Junior League Annual Ball, which is held at Robert E. Lee Hotel. Miss Hilly is the one who is in charge of the ball, therefore, she also was responsible for giving the opening and ending speeches. During the ball, Miss Hilly meet up with Johnny and she starts sarcastically mocking at his wife Celia. Thus, her speeches and her

conversation with Johnny and Celia will be analyzed to detect the types and forms of presupposition triggers employed by this character. The scene is subdivided into three parts.

Table (25): Presupposition Triggers in Hilly's Utterances (Scene 3- Part1) / See appendix (C-6)

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
"Oh, <u>Claiborne</u> , forgive my clumsy husband,"	Claiborne	Existential presupposition	Definite description	There exists a man called Claiborne
"Oh, Claiborne, <u>forgive</u> my clumsy husband,"	Forgive	Lexical presupposition	Implicative verb	Her husband has done something wrong.
"Oh, Claiborne, forgive <u>my clumsy husband</u> ,"	My clumsy husband	Existential presupposition	Definite description	Miss Hilly is married. Her husband exists.
" <u>William</u> , get him a handkerchief!"	William	Existential presupposition	Definite description	There is a man called William.
"William, <u>get</u> him a handkerchief!"	Get	Lexical presupposition	Change of state verb	He did not have handkerchief before.
"Good evening. <u>I</u> sure do thank y'all for coming tonight. Everybody enjoying their dinner?"	I	Existential presupposition	Definite description	The speaker (Miss Hilly) is referring to herself.
"Good evening. I sure do thank y'all for <u>coming</u> tonight. Everybody enjoying their dinner?"	Coming	Lexical presupposition	Change of state verb	People weren't in the party before.
"Good evening. I sure do thank y'all for coming tonight. Everybody <u>enjoying</u> their dinner?"	Enjoying	Lexical presupposition	Implicative verbs	Guests are eating their dinner.
"Good evening. I sure do thank y'all for coming tonight. Everybody enjoying <u>their dinner</u> ?"	Their dinner	Existential presupposition	Definite description	There is dinner served to the guests.
"Before <u>we</u> start the announcements, I'd like to go ahead and thank the people who are making tonight such a	We	Existential presupposition	Definite description	Miss Hilly is referring to herself and the audience.

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
success.”				
“Before we <u>start</u> the announcements, I’d like to go ahead and thank the people who are making tonight such a success.”	Start	Lexical presupposition	Change of state verb	The announcement wasn’t begun before
“Before we start <u>the announcements</u> , I’d like to go ahead and thank the people who are making tonight such a success.”	The announcements	Existential presupposition	Definite description	There are announcements that are going to be announced in the party.
“Before we start the announcements, <u>I</u> ’d like to go ahead and thank the people who are making tonight such a success.”	I	Existential presupposition	Definite description	The speaker (Miss Hilly) is referring to herself.
“Before we start the announcements, I’d like to <u>go ahead</u> and thank the people who are making tonight such a success.”	Go ahead	Lexical presupposition	Change of state verb	She stopped talking for a while before
“Before we start the announcements, I’d like to go ahead and thank the people <u>who are making tonight such a success</u> .”	Who are making tonight such a success.”	Structural presupposition	Wh-cleft	Tonight is a success.
“Let’s <u>give</u> a special round of applause to the help, ”	Give	Lexical presupposition	Change of state verb	The help were not given applause before.
“Let’s give a special round of applause to <u>the help</u> , de for the auction.”	The help	Existential presupposition	Definite description	There are help in the party.
“.. for all <u>the wonderful food</u> they cooked and served, and for the desserts they made for the auction.”	The wonderful food	Existential presupposition	Definite description	There exists a wonderful food in the party.
“.. for all the wonderful food <u>they</u> cooked and served, and for the desserts they made for the auction.”	They	Existential presupposition	Definite description	Miss Hilly is referring to the help.
“.. for all the wonderful food	The desserts	Existential	Definite	There are deserts in the

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
they cooked and served, and for <u>the desserts</u> they made for the auction.”		presupposition	description	party.
“.. for all the wonderful food they cooked and served, and for the desserts <u>they</u> made for the auction.”	They	Existential presupposition	Definite description	The speaker is referring to the help.
“.. for all the wonderful food they cooked and served, and for the desserts they made for <u>the auction</u> .”	The auction	Existential presupposition	Definite description	There is an auction hold in the party.
“ <u>they</u> are helping the League reach its goal to feed the Poor Starving Children of Africa”	They	Existential presupposition	Definite description	Miss Hilly is referring to the help.
“they are helping <u>the League</u> reach its goal to feed the Poor Starving Children of Africa”	The League	Existential presupposition	Definite description	There exists a League in Jackson.
“they are helping the League <u>reach</u> its goal to feed the Poor Starving Children of Africa”	Reach	Lexical presupposition	Implicative verb	The League was trying to accomplish the goal of feeding the Poor Starving Children of Africa.
“they are helping the League reach <u>its goal to feed the Poor Starving Children of Africa</u> ”	Its goal to feed the Poor Starving Children of Africa	Structural presupposition	It-cleft	To feed the poor Starving children of Africa is the goal of the League.
“they are helping the League reach its goal to feed <u>the Poor Starving Children of Africa</u> ”	The poor Starving children of Africa	Existential presupposition	Definite description	There exist poor Starving children in Africa.
“ <u>it's you who made our job that much easier.</u> ”	it's you who made our job that much easier.”	Structural presupposition	It-cleft	Someone made the job much easier.
“it's <u>you</u> who made our job that much easier.”	You	Existential presupposition	Definite description	Miss Hilly is addressing the non-members.
“it's you <u>who made our job that much easier.</u> ”	Who made our job that much easier	Structural presupposition	Wh-cleft	Our job was much easier.

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
"it's you who made <u>our job</u> that much easier."	Our job	Existential presupposition	Definite description	We (the League) have a job.

Table (26): Presupposition Triggers in Hilly's Utterances (Scene 3- Part 2) /
See appendix (C-7)

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
"... thanks to <u>Boone Hardware</u> ... let us not forget Ben Franklin's dime store ..."	Boone Hardware	Existential presupposition	Definite description	There exists store called Boone Hardware.
"... thanks to Boone Hardware ... let us not <u>forget</u> Ben Franklin's dime store ..."	Forget	Lexical presupposition	Implicative verb	She (Miss Hilly) intended to mention the Ben Franklin's dime store.
"... thanks to Boone Hardware ... let us not forget <u>Ben Franklin's dime store</u> ..."	Ben Franklin's dime store	Existential presupposition	Definite description	There exists a store called Ben Franklin's dime store.
"And of course <u>we</u> thank our anonymous contributor of, ahem, supplies, for the Home Help Sanitation Initiative."	We	Existential presupposition	Definite description	Miss Hilly is referring to the Jackson League. Jackson League exists.
"And of course we thank <u>our anonymous contributor</u> of, ahem, supplies, for the Home Help Sanitation Initiative."	Our anonymous contributor	Existential presupposition	Definite description	There are anonymous contributor.
"And of course we thank our anonymous contributor of, ahem, supplies, for <u>the Home Help Sanitation Initiative</u> ."	The Home Help Sanitation Initiative	Existential presupposition	Definite description	There is an initiative called the Home Help Sanitation.
" <u>I</u> just wish instead of being so shy, you'd step up and accept our gratitude."	I	Existential presupposition	Definite description	Miss Hilly is referring to herself.
"I just <u>wish</u> instead of being so shy, you'd step up ."	Wish	Non-Factive presupposition	Non-Factive verb	The anonymous contributor did not step up.

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
" <u>you</u> 'd step up and accept our gratitude. We honestly couldn't have accomplished so many installations without you."	You	Existential presupposition	Definite description	Miss Hilly is addressing the anonymous contributor.
" , you'd <u>step up</u> and accept our gratitude. We honestly couldn't have accomplished so many installations without you."	Step up	Lexical presupposition	Change of state verb	The anonymous contributor did not step up before.
"you'd step up and accept our gratitude. <u>We</u> honestly couldn't have accomplished so many installations without you."	We	Existential presupposition	Definite description	Miss Hilly is referring to the Jackson League.
"And finally, a special thanks to <u>my husband</u> "	My husband	Existential presupposition	Definite description	MissHilly's husband exists.
" <u>William Holbrook</u> , for donating a weekend at his deer camp."	William Holbrook	Existential presupposition	Definite description	There exists a man named William Holbrook.
"William Holbrook, for donating a weekend at <u>his deer camp</u> ."	His deer camp	Existential presupposition	Definite description	There exists a camp.
"And don't <u>forget</u> , voters. Holbrookfor State Senate."	Forget	Lexical presupposition	Implicative verb	She (Miss Hilly) intended to mention Holbrook.
"And don't forget, voters. <u>Holbrook</u> for State Senate."	Holbrook	Existential presupposition	Definite description	There exists a man called Holbrook.
"And don't forget, voters. Holbrookfor <u>State Senate</u> ."	State Senate	Existential presupposition	Definite description	There exists a position called State Senate.
" <u>Why Johnny Foote</u> ."	Why Johnny Foote	Structural presupposition	Wh-questions	Johnny Foote attended the party.
"Why <u>Johnny Foote</u> ."	Johnny Foote	Existential presupposition	Definite description	There exists a man named Johnny Foote.
"I'm <u>surprised</u> to see you here. Everybody knows you can't stand big parties like this."	Surprised	Factive presupposition	Factive verb	Johnny Foote attended the party.
"I'm surprised to see <u>you</u> here. Everybody knows you can't	You	Existential	Definite	Miss Hilly is addressing Johnny Foote. Johnny

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
stand big parties like this.”		presupposition	description	Foote exists.
“I’m surprised to see you here. Everybody <u>knows</u> you can’t stand big parties like this.”	Knows	Factive presupposition	Factive verbs	You (Johnny Foote) can’t stand big parties.
“I’m surprised to see you here. Everybody knows <u>you</u> can’t stand big parties like this.”	You	Existential presupposition	Definite description	Miss Hilly is addressing Johnny Foote.
“ <u>Where</u> is that wife of yours?”	Where is that wife of yours?	Structural presupposition	Wh-questions	Johnny Foote is married and has a wife. His wife exists.
“Not at <u>the LSU</u> game serving hot dogs, is she?”	The LSU	Existential presupposition	Definite description	There exists a football team called LSU.
“Not at the LSU game <u>serving</u> hot dogs, is she?”	Serving	Lexical presupposition	Change of state verb	Celia used to serve hot dogs.
“Not at the LSU game <u>serving</u> hot dogs, is <u>she</u> ?”	She	Existential presupposition	Definite description	Miss Hilly is referring to Miss Celia.
“Oh, now <u>you</u> know I’m just teasing you. We dated long enough to where I can do that, can’t I?”	You	Existential presupposition	Definite description	The speaker (Miss Hilly) is addressing Johnny Foote.
“Oh, now you <u>know</u> I’m just teasing you.”	Know	Factive presupposition	Factive verb	There is a teasing.
“Oh, now you know <u>I</u> ’m just teasing you.”	I	Existential presupposition	Definite description	Miss Hilly is referring to herself.
“Oh, now you know I’m just teasing <u>you</u> .”	You	Existential presupposition	Definite description	Miss Hilly is addressing Johnny Foote.
“ <u>We</u> dated long enough to where I can do that, can’t I?”	We	Existential presupposition	Definite description	Miss Hilly is referring to herself and Johnny Foote .
“We <u>dated</u> long enough to where I can do that, can’t I?”	Dated	Lexical presupposition	Change of state verb	Miss Hilly and Johnny Foote used to be in a relationship.
“We dated long enough to <u>where I can do that</u> , can’t <u>I</u> ?”	Where I can do that	Structural presupposition	Wh-cleft	Miss Hilly teased Johnny Foote.
“We dated long enough to where <u>I</u> can do that, can’t I?”	I	Existential presupposition	Definite description	Miss Hilly is referring to herself.

Table (27) Presupposition Triggers in Hilly's Utterances (Scene 3- Part 3) /

See appendix (C-8)

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
" <u>What have you done?</u> Let me go—"	What have you done	Structural presupposition	Wh-questions	Celia done something to Miss Hilly
"What have <u>you</u> done? Let me go—"	You	Existential presupposition	Definite Description	Miss Hilly is addressing Miss Celia.
"What have you done? <u>Let</u> me go—"	Let	Lexical presupposition	Change of state verb	Miss Celia is holding Miss Hilly's arm.
" <u>What are you trying to do to me?</u> "	What are you trying to do to me?	Structural presupposition	Wh-questions	Miss Celia did something to Miss Hilly.
"What are <u>you</u> trying to do to me?"	You	Existential presupposition	Definite description	Miss Hilly is addressing Miss Celia.
"What are you <u>trying</u> to do to me?"	Trying	Lexical presupposition	Implicative verb	Celia tried to do something to Miss Hilly.
"Did that <u>Nigra maid</u> put you up to this?"	Nigra maid	Existential presupposition	Definite description	There exists a nigra maid.
" <u>Who did you tell?</u> "	Who did you tell	Structural presupposition	Wh-questions	Miss Celia told someone.
" <u>You</u> tell your Nigra maid if she tells anybody about that pie, I	You	Existential presupposition	Definite description	Miss Hilly is addressing Miss Celia.
"You tell <u>your Nigra maid</u> if she tells anybody about that pie, I"	Your Nigra maid	Existential presupposition	Definite description	Miss Celia has a Nigra maid.
"You tell your Nigra maid <u>if she tells anybody about that pie,</u> "	If she tells anybody about that pie	Counterfactual presupposition	Conter-factual Conditionals	She did not tell anyone about the pie.
"You tell your Nigra maid if <u>she tells anybody about that pie,</u> I"	She	Existential presupposition	Definite description	Miss Hilly is referring to Minny.

Utterances	Trigger	Trigger's Type	Triggers' Form	Presupposition
" <u>You</u> think you're real cute signing me up for that auction,"	You	Existential presupposition	Definite description	Miss Hilly is addressing Celia.
"You <u>think</u> you're real cute signing me up for that auction,"	Think	Non-Factive presupposition	Non-Factive verb	You are not real cute.
" <u>you</u> think you can blackmail your way into the League?"	You	Existential presupposition	Definite description	Miss Hilly is addressing Celia.
"you <u>think</u> you can blackmail your way into the League?"	Think	Non-Factive presupposition	Non-Factive verb	You (Celia) can not blackmail your way into the League.
"you think you can blackmail your way into <u>the League</u> ?"	The League	Existential presupposition	Definite description	There exists a League.

4.4.1 Existential Presupposition Triggers (EPT) in Hilly's Utterances

The analysis of presupposition triggers in Hilly's utterances reveals that the existential presupposition triggers have been used (146) with a percentage of occurrences (65.17%) which makes it the most used type among the other types of presupposition triggers (see table 30). Miss Hilly in the above utterances expresses throughout the use of EPT that she is a person with high authorities and that what she says is already proven true. Therefore, there are excessive uses for names of people and institutions that work for governmental organizations such as 'The surgeon general', 'Governor Ross Barnett', 'the Government', 'Boone Hardware', 'The Home Help Sanitation Initiative', and 'State Senate'. That is to say, Miss Hilly committed herself to the existence of the mentioned entities. As a result, the listeners will consider Miss Hilly's connections with these people and institutions as something taken for granted

and that she is indeed a powerful person with high authorities. In the same way, she immoderately mentions the ‘the Jackson League ‘ and commits herself to its existence as something with high value that she is proud to be part of its membership and which she keeps bragging about.

4.4.2 Lexical Presupposition Triggers (LPT) in Hilly’s Utterances

According to the tables above, Hilly has used lexical presupposition triggers (31) times with a percentage of occurrences (13.83%) (see table 30) which makes it the second most used type among the other types of presupposition triggers. The forms of lexical presupposition triggers (LPT) employed are **change of state verb** (CSV) (19) with percentage of occurrences (61.29%), **implicative verbs** (8) (25.80%), **iterative** (4) (12.90%) (see table 28). The frequent use CSV is an indication that there is a change in the situations mentioned by Miss Hilly. She mostly attributes these changes (the positive one) to her efforts and her hard work such as ‘designed’ in which she refers to the Help Sanitation Initiative, ‘notified’ in which she refers to the idea of the project and that she has the credit of informing the surgeon general of Mississippi about it. According to her, the fact that she is the one who helped to accomplish these achievements should be taken for granted.

Table (28): Lexical Presupposition Triggers in Hilly’s Utterances

No.	Lexical presupposition triggers	Frequency	Percentage
1.	Change of state verbs	19	61.29%
2.	Implicative verbs	8	25.80%
3.	Iteratives	4	12.90%
	Total	31	100%

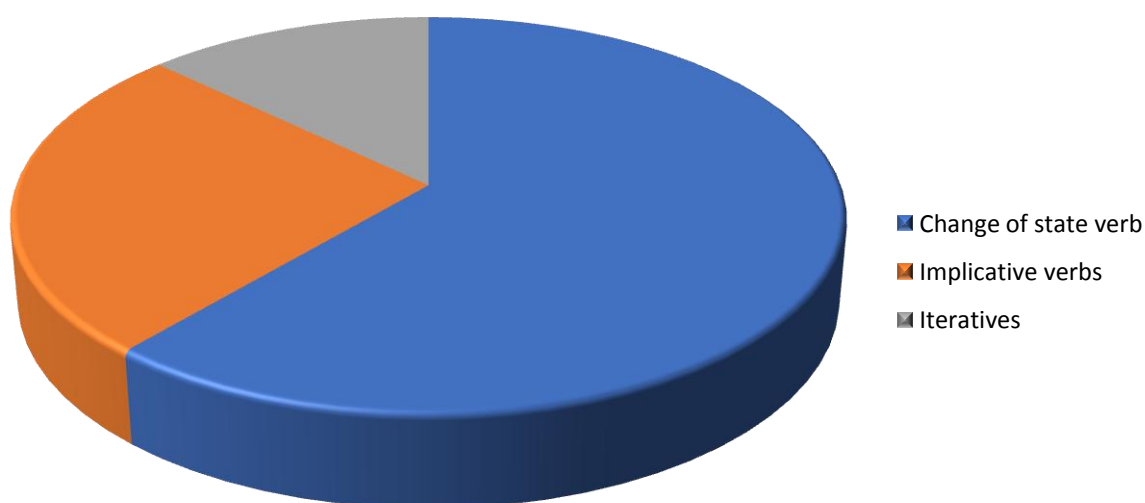


Figure (10): Lexical Presupposition Triggers in Hilly's Utterances

4.4.3 Structural Presupposition Triggers (SPT) in Hilly's Utterances

The structural presupposition triggers that are used in Hilly's utterances are (22) with percentage of occurrences (9.82%) (see table 30). The forms of SPT presupposition triggers that are employed by Hilly are **Wh-cleft** (9) (40.90%), **wh-questions** (8) (36.36%), **It-cleft** (3) (13.63%), **comparative construction** (2) (9.09%) (see table 29). Regularly, SPT are used to presuppose that a certain part of a sentence structure is assumed to be true. For instance, when Miss Hilly said "that's exactly why I've designed the Home Help Sanitation Initiative", she used the structure Wh-cleft to treat the information that comes after the structure which is "she designed the Home Help Sanitation Initiative" as true and therefore will be accepted by the listeners as true. During the party, Miss Hilly starts to compliment and praise the sponsors of the party, in one of her utterances she says "Who are making tonight such a success" in which she also employs the Wh-cleft structure to assume that what comes after

this structure is true. Therefore, the listeners would presuppose that the “night was indeed a successful night”. This clearly reflects her overweening character as she tries in indirect ways to praise herself and her achievements in front of the attendances by continuously creating presuppositions and lead the listeners to assume they are true even if they are not.

Table (29): Structural Presupposition Triggers in Hilly's Utterances

No.	Structural presupposition triggers	Frequency	Percentage
1.	Wh-clefts	9	40.90%
2.	Wh-questions	8	36.36%
3.	It-cleft	3	13.63%
4.	Comparative construction	2	9.09%
	Total	22	100%

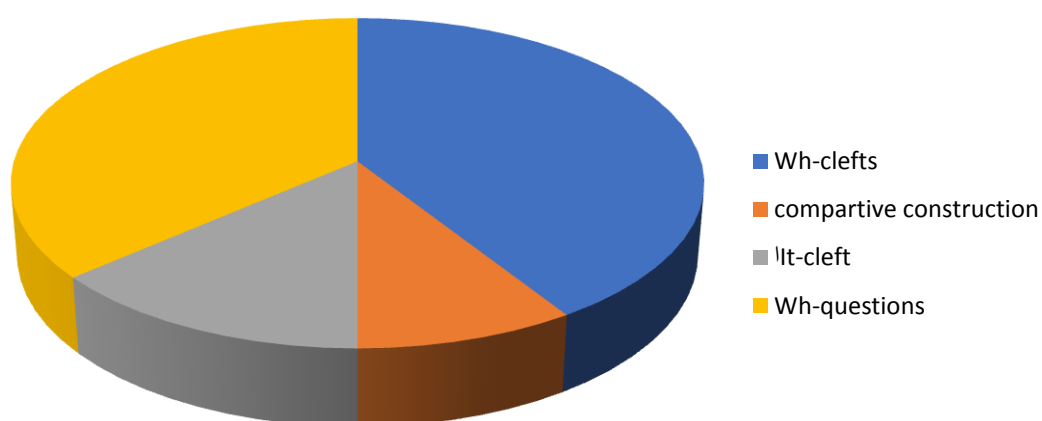


Figure (11): Structural Presupposition Triggers in Hilly's Utterances

4.4.4 Non-Factive Presupposition Triggers in Hilly's Utterances

The Non-Factive presupposition triggers found in Hilly's utterances are (10) with percentage of occurrences (4.46%) (see table 30). As the name implies, Non-Factive presupposition denotes Non-Factive information. For instance, in this utterance, "What does she think the Jackson League is? Open rush?" Miss Hilly is sarcastically making fun of the way Miss Celia thinks throughout the use of Non-Factive verb 'think', therefore, the utterance presupposes that the Jackson League is not an open rush as Miss Celia foolishly thinks. Not only that, Miss Hilly kept trying to provoke and insulting Miss Celia whenever she gets a chance. For instance, she attacks Miss Celia at the party by saying "You think you're real cute signing me up for that auction," where she used the non factive verb think to accuse Miss Celia of faking a signing up by giving rise to the non factive presupposition that "it is not cute to sign someone for an auction without his permission".

4.4.5 Counterfactual Presupposition Triggers in Hilly's Utterances

Based on tables above, the Counterfactual presupposition triggers found in Hilly's utterances are (8) with percentage of occurrences (3.57%) (see table 30). In this type of presupposition, the presupposed information is not only not true, but it is also the opposite of what is true. For example, Miss Hilly's utterance "If she tells anybody about that pie" presupposes that 'she (Minny) did not tell anybody about that pie. Another instance where this type of triggers is used by Miss Hilly can be observed in the following utterance:

".. If Skeeter thinks she's going to get away with this colored non—"

The above utterance shows how the Counterfactual presupposition triggers are used by Hilly to presuppose that “Skeeter is not going to get away with what she did” which the opposite truth of the stated statement

4.4.6 Factive Presupposition Triggers in Hilly’s Utterances

According to the analysis of presupposition triggers in Hilly’s utterances, the factive presuppositions triggers have been used (7) times with a percentage of occurrences (3.12%) (see table 30) which make them the least frequently used types. Conventionally, this type of presupposition is used to denote facts, and it triggers by the existence of factive verbs. That is to say, what come after those verbs is assumed to be fact. Surely, Miss Hilly employs this type to fulfill her goals of disparaging the colored help. For instance, she states “Everybody knows they carry different kinds of diseases than we do. I double.” the factive verb *know* is used to presuppose that what follows are facts, therefore, the listeners would assume that ‘they (colored people) carry different kinds of diseases’ is a fact. This is exactly what Miss Hilly wants to deliver, and she has succeeded in doing so.

Table (30): Frequency and Percentage of Occurrences of Presupposition Triggers in Hilly’s Utterances

No.	Type of Presupposition Triggers	Frequency	Percentage
1.	Existential presupposition	146	65.17%
2.	Lexical presupposition	31	13.83%
3.	Structural presupposition	22	9.82%
5.	Non-Factive presupposition	10	4.46%

6.	Counterfactual presupposition	8	3.57%
3.	Factive presupposition	7	3.12%
Total		224	100%

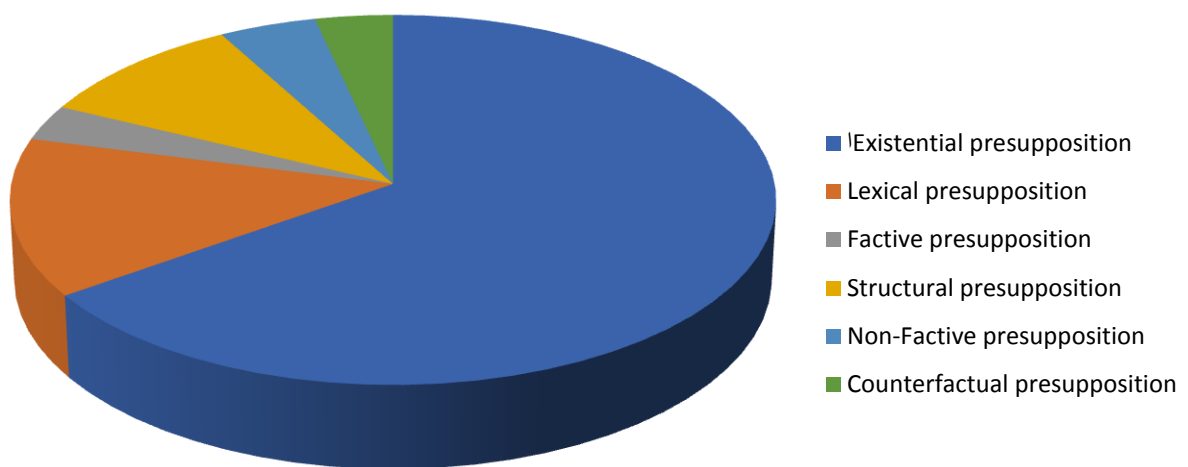


Figure (11): Frequency and Percentage of Occurrences of Presupposition Triggers in Hilly's Utterances

4.5. Presupposition Triggers as Used by the Three Characters (Aibileen, Minny, Hilly): Analysis and Interpretation

According to the results of the analysis represented in the tables and figures above, the three characters (Aibileen, Minny, and Hilly) employ the presupposition triggers in nearly every utterance. In terms of the presupposition triggers types, the three characters are found to use all of six types with different frequencies and percentages. Furthermore, these frequencies and percentages are different from one character to another as it will be shown in the below table:

Table (31) Presupposition Triggers as Used by the Three Characters

No.	Type of Presupposition Triggers	Aibileen		Minny		Hilly		Total	
		Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
1.	Existential presupposition	154	68.14%	166	65.87%	146	65.17%	466	65.81%
2.	Lexical presupposition	27	11.94%	36	14.82%	31	13.38%	94	13.27%
3.	Structural presupposition	26	11.50%	17	6.74%	22	9.82%	65	9.81%
4.	Factive presupposition	18	7.96%	18	7.14%	7	3.12%	43	6.07%
5.	Non-Factive presupposition	7	3.09%	12	4.76%	10	4.46%	29	4.09%
6.	Counterfactual presupposition	0	0.0%	3	1.19%	8	3.57%	11	1.55%

Total	226	100%	252	100%	224	100%	708	100%
-------	-----	------	-----	------	-----	------	-----	------

Table (32): Total frequencies and percentages of Lexical Presupposition Triggers in the three characters' utterances

No.	Lexical presupposition triggers	Frequency	Percentage
1.	Change of state verbs	61	65.81%
2.	Implicative verbs	19	20.21%
3.	Iteratives	14	14.89%
	Total	94	100%

Table (33): Total frequencies and percentages of structural Presupposition Triggers in the three characters' utterances

No.	Structural presupposition trigger	Frequency	Percentage
1.	Wh-clefts	30	46.15%
2.	Wh-questions	15	23.07%
3.	It-cleft	6	9.23%
4.	Comparative construction	10	15.38%
5.	Non-restrictive clauses	4	6.15%
	Total	65	100%

From table (31), it is evidently clear that the most highly used type of presupposition triggers by the three characters is the existential presupposition triggers (EPT) with frequency (466) and percentage (65.81%). Conventionally, this type of presupposition triggers is mainly used to show the speaker's commitment to the existences of the entities he/ she mentions. Despite the fact that the three characters share approximately the same frequencies of EPT use, nevertheless, there are significant variations in the goals that each character hoped to achieve using this type of triggers. This variation is ascribed to the characters' different personalities as well as their different social status. Aibileen, for instance, is portrayed in the novel as rational middle-aged black woman. The analysis of her utterances reveals that the EPT are used (154) with percentage of occurrences (68.14). She mostly used this type of trigger to address or refer to the people from the white society, for instance, she continually uses the honorific title such as Miss, Mrs., and Mr. before the white people names. The reason behind this is her awareness of the racial discrimination in the Jackson society which gives rise to the presupposition that white people are considered to be superior to the black people.

The same is applied for Minny who is portrayed as a wisecracking black maid. The existential presupposition triggers found in her utterances are (166) with percentage (65.87%) (see table 31). The way Minny employs this type of trigger also reflects her commitment to the existence of white people superiority over black people. However, the case is different for Hilly Holbrook as she employs this type of triggers for totally different goals. The existential presupposition triggers have appeared in her utterances (146) with percentage of occurrences (65.17%) (see table 31). She is introduced in the novel as a white, arrogant woman who is obsessed with showing the white community superiority over the black community. Even in the white community itself, she misses no

chance to show how her high social status as well as continually bragging about her connection with people from government so that no can show an objection to her projects and plans concerning separating the white and black communities. Therefore, she uses this type of triggers in a way that can serve her interests. For instance, as we have seen in the analysis of her utterances she excessively uses names of people and institutions that work for governmental organizations. That is to say, Miss Hilly committed herself to the existence of the mentioned entities. As a result, the listeners will consider Miss Hilly's connections with these people and institutions as something taken for granted and that she is indeed a powerful person with high authorities. To put differently, one can say that each one of the three characters has employed the EPT to create different presupposition and to achieve different goals.

Moreover, the analysis reveals that the second most highly used type of presupposition triggers is the lexical triggers with frequency of occurrence (94) and percentage (13.27%) (see table 31). Lexical presupposition triggers can take distinct forms of LPT the most frequently used form in the three characters' utterances is the **change of state verbs** (CSV) with total number of occurrences (61) out of (94) which constitutes (65.81%) (see table 32) of the total percentage of lexical presupposition triggers. The frequent use of CSV is an indication that there is a change in the situations as mentioned by the speaker. Once again, as with the EPT, the characters employed this type of triggers for different purposes and to give rise to different presuppositions. Despite the fact that this type is the second mostly used type, we can observe some differences in the frequency of use among the three characters. On the individual level, Minny is the one with the highest number of utterances with LPT (36) (14.82%) (see table 31). The reason behind this is that throughout the events of the novel, Minny has gone through many life-changing points. Starting from losing her job at Mrs. Walters' house to being accused of stealing. Therefore, there is much

use of change of state verbs such as gone, leave, start; come...etc. to clarify the way things has changed for her after she lost her job. That is to say, this form of verbs is used to state indirectly that it is taken for granted that the state of Minny's life has changed. Next, we have Miss Hilly Holbrook; the total number of LPT in her utterances is (31) which constitutes (13.38%) (see table 31) of the total used types of presupposition triggers. As mentioned earlier, there are different forms of lexical triggers.

Similar to Minny, the most highly occurring form of LPT in Hilly's utterances is the CSV with total number of occurrences (19) with percentage of occurrences (61.29%) (See table 28). The frequent use of change of state verbs is an indication that there is a change in the situations mentioned by Miss Hilly. She mostly attributes these changes (the positive one) to her efforts and her hard work such as 'designed' in which she refers to the Help Sanitation Initiative, 'notified' in which she refers to the idea of the project and that she has the credit of informing the surgeon general of Mississippi about it. According to her, the fact that she is the one who helped to accomplish these achievements should be taken for granted. Therefore, it becomes evidently clear that Miss Hilly employed this type not only to convey the changes that happened in her life, as Minny did, but also to show and brag about her accomplishments and the changes she had made to the Jackson community.

Lastly, Aibileen is the one with the least frequent use of LPT with number of occurrences (27) (11.94%) (see table 31). This comes as a result of Aibileen's reticent personality, as she rarely talks about her personal life or the situations that she goes through. The forms of lexical presupposition triggers that are used here are **CSV** (16) (59.29%), **implicative verbs** (6) (22.22%), and **iteratives** (5) (18.51%) as shown in table (9). As mentioned previously, frequent use of change of state verbs suggests the existence of change in the situations as mentioned by Aibileen. For instance, in the first scene, Aibileen

attempted to portray the lifestyle of white woman she works for and how she behaves as a mother. Generally, she believes that the white women lack the qualifications to be become good mothers. Therefore, she employs this type of triggers to say that the lack of motherhood skills among the white mothers is taken for granted.

Additionally, the analysis shows a perceptible use of structural presupposition triggers by the three characters. The total number of this type occurrences is (65) which constitutes (9.81%) (see table 31) of the total percentage. This makes it the third highly used type among the other types of presupposition triggers. Regularly, SPT are used to presuppose that a certain part of a sentence structure is assumed to be true. Notable, there are differences in SPT frequencies on the characters' level. For instance, in Aibileen's utterances, the structural presupposition triggers have occurred (26) times which is considered to be the highest frequency compared to the other two characters. Not to mention that this type has a variety of forms and the form with the highest occurrence is the **Wh-clefts** with (30) times (46.15%) (see table 33). Moreover, the information that each character attempts to convey using SPT are noticeably different from each other. As mentioned earlier, Aibileen aimed at exposing the white moms and how they are unqualified to be mothers. Therefore, she employs SPT to deliver this idea, for instance, she states "Lanky as a fourteen year old boy.", here, Aibileen was talking about Miss Leefolt calling her 'Lanky' comparing her to fourteen years old boy. Notably, she used SPT to treat the information that comes after the structure as true and, therefore, will be accepted by the listeners as true. Consequently, the presuppositions that rise during the conversation would support the beliefs of Aibileen.

As for Minny, it is clearly evident that she employs SPT to reflect on the unfortunate events she encountered due to Miss Hilly's mischievous allegations. To illustrate, as mentioned earlier, in one of her utterances she states, "When I's

still working for Miss Walters", where she uses the wh-cleft construction to presuppose the truth of the information that comes after this construction. Therefore, the utterance would be interpreted by the listener as something already known to be the case and the presupposed information would be "Minny used to work for Miss Walters". That is to say, Minny successfully employed SPT to convey the misfortune events that she went through.

Lastly, we have Miss Hilly where the SPTs in her utterances have occurred (22) times (9.82%) (see table 31). As usual, Miss Hilly again employed this type for merely showing off and attracting the attention of audience in a way that she can make them believe in her popularity and authorities. For instance, in one of her utterances she says, "Who are making tonight such a success" in which she also employs the **Wh-cleft** structure to assume that what comes after this structure is true. Therefore, the attendances of the party would presuppose that the "night was indeed a successful night". This clearly reflects her overweening character as she tries in indirect ways to praise herself and her achievements in front of the attendances by continuously creating presuppositions and lead the listeners to assume they are true even if they are not.

The fourth highly used type of presupposition triggers by the three characters is the factive presupposition triggers (FPT) with number of occurrence (43) times and percentage of occurrence (6.07%) (see table 31). Interestingly, for some characters, the FPT is not the fourth mostly used type of triggers in their utterances. For instance, Hilly has employed FPT merely (7) time (3.12%) and it is the least frequently used type of presupposition triggers in her utterances. On the contrary, there is equality in the frequency of the FPT employed by both of Aibileen (18) times and Minny (18) times too. For both of the characters, the FPT is the fourth mostly used type of presupposition triggers. Conventionally, this type of presupposition is used to denote facts, and it

triggers by the existence of factive verbs. That is to say, what comes after those verbs is assumed to be fact. Once again, there is a noticeable variation in the ways and the reasons that each character employs this type for. As it is mentioned earlier, Miss Hilly is the character with the least number of FPT (7) times (3.12%). The reason behind this is Miss Hilly's two-faced and arrogant character, as she mostly concentrates on polishing herself in front of others despite whether or not her utterances are supported by facts. The few times she has used this were only to achieve her goals of disparaging the colored help.

Aibileen, on the other hand, constantly used this type to convince the listener that what she utters is a fact that cannot be doubted. Aibileen is a wise and realistic person who does not rely on using twisting methods to convince others or gain their support. Notably, her frequent use of factive presupposition triggers makes her utterances even more convincing and reliable. The third and last character employs the FPT is Minny. In most of her selected scenes, she was conversing with Miss Celia (the woman Minny works for) about the things that get wrong in her life. Therefore, it becomes evidently clear that Minny's ultimate goal for using FPT was to convey the events sincerely so that she can win Miss Celia to her side. She employed factive verbs such as 'know', 'feel', 'see', 'find' ...etc. mostly to presuppose that the information comes after those verbs are facts, true and taken for granted. Hearing these factive verbs, the other party (Miss Celia) would also presuppose that the information comes after them is a fact and true.

Following this, the analysis reveals that the Non-Factive presupposition triggers (NFPT) occupies the fifth position of the most frequently used types of presupposition triggers by the three characters. As the name suggests, the NFPT is primarily used to denote non factive information. The three characters have employed the NFPT in distinct context and for various reasons. The frequency of occurrences of the NFPT as well as its order among the most frequently used

type of presupposition triggers vary from one character to another. Minny is the character with the highest number of NFPT occurrences (12) times (4.76%). Non- factive verbs such as 'seem', 'consider', 'think', and said triggered the existence of Non- factive presupposition in Minny's utterances. Generally, what follows this type of verbs is assumed not to be true. For instance, in Minny's utterance, "Miss Hilly think everybody just as two-faced as she is" presupposes that not everybody is as two-faced as Miss Hilly is. Therefore, it becomes clear that the reason behind using this type by Minny is to show Miss Celia the wickedness of Miss Hilly. On the other hand, the NFPT found in Miss Hilly's utterances is (10) with percentage of occurrence (4.46%) which is considered to be higher than Aibileen's frequency of NFPT use, but less than Minny's.

As stated before, this type is dedicated to indicate that what comes after the non-factive verb is not true. Thus, Miss Hilly mostly employs this type to either verbally attacks her opponents or to criticize the thoughts she does not like. For instance, in this utterance "What does she think the Jackson League is? Open rush?" Miss Hilly is sarcastically make fun of the way Miss Celia thinks throughout the use of Non-Factive verb 'think', therefore, the utterance presupposes that the Jackson League is not an open rush as Miss Celia foolishly thinks. Finally, we have Aibileen as the character with the lowest number of NFPT occurrences (7) times (3.09%) (see table 31). As mentioned before, the existence of NFPT suggests that what comes after them is not a fact or is not necessarily true. In most of the selected scenes, Aibileen was trying to portray to the other the unjustified and racist treatment that black people are suffering from in Jackson. Therefore, she minimizes the amount of this type of triggers as much as possible to create utterances that are more convincing.

Last but not least, the analysis shows that the type of presupposition triggers with the lowest frequency and percentage of occurrences is the counterfactual presupposition triggers, which occurred merely (11) times

(1.55%). As with the previous types, there is an obvious disparity in the CPT frequency of occurrence among the three characters. For instance, there is no existence for this type at all in Miss Hilly's utterances. On the contrary, the case is different for Minny where this type occurred (8) times (3.57%) (see table 31) and it is the highest number compared to the other characters. The ultimate goal of Minny in most of the selected scenes was to reveal the wicked side of Miss Hilly. Therefore, we can clearly observe how she successfully gets advantage of the CPT to serve this purpose. In one of her utterance, she was addressing Miss Celia "if you leave Mister Johnny, then Miss Hilly done won the whole ball game", she was trying to convince Miss Celia not to leave her husband otherwise Miss Hilly would win which suggests that Miss Hilly is that kind of persons who enjoys other people's suffering. Clearly, the utterance gives rise to the presupposition "Miss Celia did not leave her husband". Lastly, for Miss Hilly there are limited number of utterances where the CPT occurs (3) times (1.19%). In one of these times, Miss Hilly was addressing Miss Leefolt and talks about Skeeter and how she stands with the black people, she utters "if Skeeter thinks she's going to get away with this colored non—" which gives rise to the presupposition that "Skeeter will not get with what she did". Accordingly, Miss Hilly did not hesitate to employ this type to indirectly threaten Skeeter.

CHAPTER FIVE

CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS

In the previous chapter, the results of the study were tabled with the discussion of the findings. This chapter is dedicated to present the conclusions that have been arrived at by the researcher based on the interpretation and analysis of the three characters' utterances. Additionally, it also introduces a set of suggestions and recommendations for further studies.

5.1 Conclusions

The data that have been analyzed in the current study are utterances from "The Help" novel, specifically, utterances of the three main characters Aibileen, Minny, and Miss Hilly. After analysing and collecting the data, the study comes out with conclusions that are associated with the hypotheses of the study. These conclusions are as follow:

1. The analysis of the data show that the use of presupposition triggers and its types vary depending on the person himself, contexts, thoughts, beliefs, and opinions that he/she wants to deliver or convey. The appropriate use of these types can actually strengthen the speech, as well as attract the audience attention. Interestingly, the way these types are used can shape the impressions that other people built on the speaker, as we witnessed with the case of Miss Hilly (scene 3) and how she successfully employed the presupposition triggers to serve her interests. Furthermore, they can play a fundamental role in creating a firm and valid foundation for speech or argument as it has been seen clearly with Minny and the way she employed these types to win Miss Celia to her side. That is to say, these triggers represent a powerful language tool that can help the speakers passing a great deal of information during to the

listeners. Speakers employ them to put forward background information for their negotiations or daily conversations to create more efficient and effective communication. Some speakers such as Aibileen (scene 3) use them in order to put forward solid foundations for their speech so that they can secure their audience's conviction, which can be successfully done if the speaker used the right types with the right context and for the right reasons.

2. In the light of the results of the analysis, (708) utterances with presupposition triggers types have been detected. These utterances were tabulated and categorized on the base of the form and type of presupposition triggers. Consequently, the analysis revealed that the three characters employed different presupposition triggers types and forms. In light of the adopted model, it has been found that six main types of presupposition triggers have been used by the characters along with their various forms. These types are existential presupposition triggers (EPT) (definite descriptions), lexical presupposition triggers (change of state verbs, implicatives, iterative) , structural presupposition triggers (SPT) (wh-clefts, wh-questions, It-clefts, comparative constructions, non-restrictive clauses), Non-Factive presupposition triggers (NFPT), factive presupposition triggers (FPT) (factive verbs), and counterfactual presupposition triggers(CPT).
3. The most frequently and highly employed presupposition triggers type by the three characters is the EPT with total frequency of occurrence (446) which constitutes (65.81%) of the total percentage of the used types of presupposition triggers. What is need to be mentioned here is that there is a huge gap between this type of triggers and other types on the base of numbers and percentage of occurrences, as it takes a large percent of the total percentage in comparison to other types of triggers. Following this come the lexical presupposition triggers (LPT), it is the second most

occurred presupposition triggers type with numbers of occurrences (94) and percentage (13.27%). The results of the analysis also revealed that the least frequent occurring types of presupposition triggers are the non-factive presupposition triggers (NFPT) (29) (4.09%) and counterfactual presupposition triggers (CPT) (11) (1.55%). As it mentioned in the previous chapter, there have been a noticeable variation in the frequency of occurrences of PTT in the utterances of the three characters. This variation is ascribed to the characters' divergent racial background, beliefs, status, as well as the context where the presupposition triggers are used.

4. The use of presupposition triggers as a manipulation tool is clearly evident in the utterances of some of the characters. To be more precise, in Miss Hilly's utterances, as she continuously attempts to portray herself throughout the use of presupposition triggers as a person with high authorities by manipulating the truth of what is taken for granted. For instance, her noticeable and excessive uses for names of people and institutions with high status so that the listeners would believe that her familiarity and relationship with these people are taken for granted as truth even if there is no clear evidence. The way these triggers are employed to give rise to manipulative presuppositions can be seen clearly in the influential effects that Miss Hilly leaves on Miss Leefolt and the other white ladies. She successfully employed EPT to manipulate the audience by committing herself to the existence of certain subjects related to the black people. For instance, she convinced Miss Leefolt and others that black people are physically different from white people and that they carry dangerous kinds of diseases, which is obviously something not proven to be true. However, Miss Hilly managed to portray this inaccurate information throughout the use of presupposition triggers as something true by manipulating the truth of what is taken as granted.

5.2 Suggestions

The researcher also provides the following suggestions:

1. The ongoing researchers who are interested in presupposition triggers can employ different models other than Yule's (1996) and Levinson's (1983) classifications and discover more varied types of triggers.
2. Researchers can analyze the presupposition triggers as used by the politician in the political debates and in other diverse aspects such as movies, TV shows, and so on.
3. It is suggested for readers to know more about the presupposition triggers since they are important to understand what the speaker or writer means.

5.3 Recommendations

In accordance with the above conclusions, the following are recommended:

1. More expanded studies to be conducted on the presupposition triggers and their various types by linguistics researchers particularly in other divergent literary genres such as short stories, poetry, plays and so on.
2. Students are recommended to expand their knowledge about the presupposition triggers and how to detect them whether in written or oral language because it will assist them in unveiling the existence of presuppositions made by the speakers.

Bibliography

- Adisutrisno, W. (2008). *Semantics An Introduction to the basic concepts*. Yogyakarta: Andi.
- Akmajian, A.; Demers, R.A.; Farmer, A.K. and Harnish, R.M. (2010) *Linguistics: An Introduction to Language and Communication*. New York: The MIT Press.
- Allan, K and Jaszczolt, K. (eds.), *The Cambridge handbook of pragmatics*. Cambridge: Cambridge University Press.
- Allott, N. (2010). *Key terms in pragmatics*. Bloomsbury Publishing.
- Al-Zubeiry, H. Y. A. (2020). *Presupposition Triggers in British and Saudi English Newspaper Opinions. Theory and Practice in Language Studies*, 10(7), 734-743.
- Biber, D.; Johansson, S.; Leech, G.; Conrad, S. and Finegan, E. (1999) *Longman Grammar of Spoken and Written English*. London: Longman.
- Birner, B. J. (2012). *Introduction to pragmatics* (Vol. 38). John Wiley & Sons.
- Bublitz, W., & Norrick, N. R. (Eds.). (2011). *Foundations of pragmatics* (Vol. 1). Walter de Gruyter.
- Brown& Yule, G. (1983). *Discourse analysis*. Cambridge university press.
- Caffi, C. (1993) *Pragmatic Presupposition*. In *Encyclopedia of Languages and Linguistics*. Oxford: Pergamon.
- Crystal, D. (1985) *A Dictionary of Language and Linguistics*. New York: Basil .Blackwell Ltd
- _____. (1991). *A Dictionary of Linguistics and Phonetics*. (3rd edition). Oxford: Blackwell.

- Cummings, L. (2009). *Clinical Pragmatics*, Cambridge: Cambridge University Press.
- Finch, G. (2000) *Linguistic Terms and Concepts*. London: Macmillan Press Ltd.
- Frege, G. (1892). *On sense and reference*. In P. Geach and M. Black (eds.), *Translations from the philosophical writings of Gottlob Frege* (trans. P. Geach and M. Black) (3rd edn), Oxford: Blackwell.
- Gençtürk, S. (2018). *Analysis of Presupposition Triggers in English Reading Textbooks: Learners' Familiarity*. *Uluslararası Bilim ve Eğitim Dergisi*, 1(1), 1-10.
- Geurts, B. (1999). *Presuppositions and pronouns*. Brill.
- Glucksberg, S., & Danks, J. (1975). *Experimental Psycholinguistics*.
- Griffiths, P. (2006). *Introduction to English semantics and pragmatics*. Edinburgh university press.
- Grice, P. (1989). *Studies in the Way of Words*. Harvard University Press.
- Green, G. M. (1996). *Pragmatics and Natural Language Understanding* (M). Lawrence Erlbaum Associates. Inc. New Jersey.
- Hardiyanti, R., Gurning, B., & Pulungan, A. H. (2017, October). *Presupposition Trigger in the Articles of Toastmasters Magazine*. In *2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2017)* (pp. 275-280). Atlantis Press.
- Hasta, A. S., & Marlina, L. (2018). *Presupposition triggers of Israeli-Palestinian news found in online Al-Jazeera and Fox News*. *E-Journal English Language and Literature* 7.1, 61-73,
- Hickey, R. (2015). *The Pragmatics of Irish English and Irish. Pragmatic Markers in Irish English*, 17-36.

- Huang, Y. (2007). *Pragmatics*. Oxford: Oxford University Press.
- Huang, Y. (Ed.). (2017). *The Oxford handbook of pragmatics*. Oxford University Press.
- Karttunen, L. (1973). *Presuppositions of compound sentences*. *Linguistic Inquiry*, 4(2), 169- 193.
- Karttunen, L. (1974). *Presupposition and linguistic context*.
- Kasiran, Moh 2010. *Metodologi Penelitian Kualitatif-Kuantitatif*. Malang: UIN Maliki Press.
- Katz, J. J., & Langendoen, T. (1976). *Pragmatics and presupposition*. *Language*, 1-17.
- Kerlinger, Fred N. 1973. *Foundation of Behavioral Research*. New York: Holt, Rinehart and Winstin, inc.
- Khaleel, L. M. (2010). *An analysis of presupposition triggers in English journalistic texts*. *Journal of College of Education for Women*, 21.2, 523-551.
- Kroeger, P. (2018). *Analyzing meaning: An introduction to semantics and pragmatics*. Language Science Press.
- Leech, G. (1974) *Semantics*. Harmondsworth: Penguin.
- Levinson, S., C. (1983) *Pragmatics*. Cambridge: Cambridge University Press.
- Liang, R., & Liu, Y. (2016). *An analysis of presupposition triggers in Hilary Clinton's first campaign speech*. *International Journal of English linguistics*, 6. 5, 68-73.
- Lyons, J. (1981). *Language and linguistics*. Cambridge university press.
- Mey, L. (1993) *Pragmatics*, Oxford: Blackwell Publishers.

- Nunan, D. (1993). *Introducing Discourse Analysis*. London: Penguin English
- Peter K. Unger (eds.) *Semantics and Philosophy*, New York: New York
- Potts, C. (2015). *Presuppositions and implicature*. In Shalom, L. & Chris, F. (Eds.), *The Handbook of Contemporary Semantic Theory*, 168-202. Oxford: Wiley-Blackwell.
- Saeed, J. (1997) *Semantics*. Oxford: Blackwell Publishers.
- Saeed, J.I. (2003) *Semantics*. London: Blackwell.
- Sbisà, M. (2002). *Speech acts in context. Language & Communication*. University of Trieste: Elsevier Science Ltd
- Searle, J. R., Searle, P. G., Willis, S., & Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language* (Vol. 626). Cambridge university press.
- Schiffin, Deborah. 1994. *Approaches to discourses*. Oxford UK & Cambridge USA: Blackwell..
- Soames, S. (1982). *How presuppositions are inherited: A solution to the projection problem*. *Linguistic inquiry*, 13(3), 483-545.
- Stalnaker, R. (1972). *Pragmatics*. In: Petofi J. S. & Franck D. (eds). *Presupposition in Philosophies und Linguistic*, Frankfurt am Main: AthenaeumVerilog.
- _____, Robert. 1973. *Jurnal of philosophical logic*. Dordecht Holland. Reidel Publishing.
- _____, R. (1974) *Pragmatic Presuppositions, Proceedings of the Texas conference on per~ formatives, presuppositions, and implicatures*. Arlington, VA: Center for Applied Linguistics

- _____, R. (1975), 'Indicative conditionals', *Philosophia*, 5, 3: 269-86
- _____, Robert (1995) .*Context and content : Essays on Intentionality of speech And Thought* .Oxford University Press .
- Strawson, P. F. (1950). On referring. *Mind*, 59(235), 320-344. Strawson, P. F. (1952). *Introduction to logical theory*, Methuen & Co. Ltd, London, 175-9.
- Thoyyibah, L. (2017). *Presupposition Triggers-a Comparative Analysis Between Oral News and Written Online News Discourse*. *JALL (Journal of Applied Linguistics and Literacy)*, 1(2), 10-23.
- Tyler, S., A. (1978) *The said and the unsaid*. New York: Academic Press.
- Van der Sandt, R. (2012). *Presupposition and accommodation in discourse*. University Press.
- Verschueren, J., & Östman, J. O. (Eds.). (2009). *Key notions for pragmatics* (Vol. 1). John Benjamins Publishing.
- Yule, G. (1996). *Pragmatics*. Oxford University press.
- _____, G. (2000). *Pragmatics*. Oxford University press.
- _____, G (2006). *The Study of Language* . (3rd ed.) UK, Cambridge University Press.
- Zare, J. (2012). *Presupposition Trigger—A Comparative Analysis of Broadcast News Discourse*. *International Journal of Linguistics*..

Electronic Resources

- Plaue, Ethan. "The Help Characters: Aibileen Clark." LitCharts LLC, October 4, 2015. Retrieved December 7, 2021.
<https://www.litcharts.com/lit/the-help/characters/aibileen-clark>.
- Plaue, Ethan. "The Help Characters: Minny Jackson." LitCharts LLC, October 4, 2015. Retrieved December 7, 2021.
<https://www.litcharts.com/lit/the-help/characters/minny-jackson>.
- Plaue, Ethan. "The Help Characters: Hilly Holbrook." LitCharts. LitCharts LLC, 4 Oct 2015. Web. 7 Dec 2021.
<https://www.litcharts.com/lit/the-help/characters/hilly-holbrook>.

Appendices

Appendix A: Aibilieen

Appendix (A-1) Scene 1- Part 1

MAE MOBLEY was born on a early Sunday morning in August, 1960. A church baby we like to call it. Taking care a white babies, that's what I do, along with all the cooking and the cleaning. I done raised seventeen kids in my lifetime. I know how to get them babies to sleep, stop crying, and go in the toilet bowl before they mamas even get out a bed in the morning. But I ain't never seen a baby yell like Mae Mobley Leefolt. First day I walk in the door, there she be, red-hot and hollering with the colic, fighting that bottle like it's a rotten turnip. Miss Leefolt, she look terrified a her own child. "What am I doing wrong? Why can't I stop it?" It? That was my first hint: something is wrong with this situation. So I took that pink, screaming baby in my arms. Bounced her on my hip to get the gas moving and it didn't take two minutes fore Baby Girl stopped her crying, got to smiling up at me like she do. But Miss Leefolt, she don't pick up her own baby for the rest a the day. I seen plenty a womens get the baby blues after they done birthing. Ireckon I thought that's what it was. (Stockett, ch1, p.1)

Appendix (A-2) Scene 1- Part 2

Here's something about Miss Leefolt: she not just frowning all the time, she skinny. Her legs is so spindly, she look like she done growedem last week. Twenty-three years old and she lanky as a fourteen-year-old boy. Even her hair is thin, brown, see-through. She try to tease it up, but it only make it look thinner. Her face be the same shape as that red devil on the redhot candy box, pointy chin and all. Fact, her whole body be so full a sharp knobs and corners, it's no wonder she can't soothe that baby. Babies like fat. Like to bury they face up in you armpit and go to sleep. They like big fat legs too. That I know. By the

time she a year old, Mae Mobley following me around everywhere I go. Five o'clock would come round and she'd be hanging on my Dr. Scholl shoe, dragging over the floor, crying like I weren't never coming back. Miss Leefolt, she'd narrow up her eyes at me like I done something wrong, unhitch that crying baby off my foot. Ireckon that's the risk you run, letting somebody else raise you chilluns. Mae Mobley two years old now. She got big brown eyes and honey-color curls. But the bald spot in the back of her hair kind a throw things off. She get the same wrinkle between her eyebrows when she worried, like her mama. They kind a favor except Mae Mobley so fat. . She ain't gone be no beauty queen. I think it bother Miss Leefolt, but Mae Mobley my special baby. (Stockett, ch1, P.2)

Appendix (A-3) Scene 2 - Part 1

"Miss Hilly." I say it loud and clear. She stops. I bet Miss Hilly ain't been interrupted in ten years. I say, "I know something about you and don't you forget that." She narrow her eyes at me. But she don't say nothing. "And from what I hear, they's a lot a time to write a lot a letters in jail." I'm trembling. My breath feel like fire. "Time to write to ever person in Jackson the truth about you. Plenty a time and the paper is free." "Nobody would believe something you wrote, Nigra." "I don't know. I been told I'm a pretty good writer." She fish her tongue out and touch that sore with it. Then she drop her eyes from mine. Before she can say anything else, the door flies open down the hall. Mae Mobley runs out in her nightie and she stop in front a me. She hiccupping and crying and her little nose is red as a rose. Her mama must a told her I'm leaving. God, I pray, tell me she didn't repeat Miss Hilly's lies. Baby Girl grab the skirt a my uniform and don't let go. I touch my hand to her forehead and she burning with fever. "Baby, you need to get back in the bed." "Noooo," she bawls. "Don't gooo, Aibee." Miss Leefolt come out a the bedroom, frowning, holding Li'l Man." (Stockett, ch 34, P.441)

Appendix (A-4) Scene 2- Part 2

I got to, baby. I am so sorry.” And that’s when I start to cry. I don’t want to, it’s just gone make it worse for her, but I can’t stop. “Why? Why don’t you want to see me anymore? Are you going to take care of another little girl?” Her forehead is all wrinkled up, just like when her mama fuss at her. Law, I feel like my heart’s gone bleed to death. I take her face in my hands, feeling the scary heat coming off her cheeks. “No, baby, that’s not the reason. I don’t want a leave you, but . . .” How do I put this?. I can’t tell her I’m fired, I don’t want her to blame her mama and make it worse between em. “It’s time for me to retire. You my last little girl,” I say, because this is the truth, it just ain’t by my own choosing. I let her cry a minute on my chest and then I take her face into my hands again. I take a deep breath and I tell her to do the same. “Baby Girl,” I say. “I need you to remember everthing I told you. Do you remember what I told you?” She still crying steady, but the hiccups is gone. “To wipe my bottom good when I’m done?” “No, baby, the other. About what you are.” I look deep into her rich brown eyes and she look into mine. Law, she got old-soul eyes, like she done lived a thousand years. And I swear I see, down inside, the woman she gone grow up to be. A flash from the future. She is tall and straight. She is proud. She got a better haircut. And she is remembering the words I put in her head. Remembering as a full-grown woman. And then she say it, just like I need her to. “You is kind,” she say, “you is smart. You is important.” “Oh Law.” I hug her hot little body to me. I feel like she done just given me a gift. “Thank you, Baby Girl.” “You’re welcome,” she say, like I taught her to. But then she lay her head on my shoulder and we cry like that awhile, until Miss Leefolt come into the kitchen”(Stockett, ch34, P.442)

Appendix (A-5) Scene 3- Part 1

Fore I give this to you . . . I think I ought to tell you some things. So you can really understand.” I nod. I am tense in my chair. I want to tear the envelope open and get this over with. Aibileen straightens her notebook that’s sitting on the kitchen table. I watch as she aligns her two yellow pencils. “Remember, I told you Constantine had a daughter. Well, Lulabelle was her name. Law, she come out pale as snow. Grew hair the color a hay. Not curly like yours. Straight it was.” “She was that white?” I ask. I’ve wondered this ever since Aibileen told me about Constantine’s child, way back in Elizabeth’s kitchen. I think about how surprised Constantine must’ve been to hold a white baby and know it was hers. She nods. “When Lulabelle was four years old, Constantine . . .” Aibileen shifts in her chair. “She take her to a . . . orphanage. Up in Chicago.” “An orphanage? You mean . . . she gave her baby away?” As much as Constantine loved me, I can only imagine how much she must’ve loved her own child. Aibileen looks me straight in the eye. I see something there I rarely see—frustration, antipathy. “(Stockett, Ch27, P.358)

Appendix (A-6) Scene 3- Part 2

A lot a colored womens got to give they children up, Miss Skeeter. Send they kids off cause they have to tend to a white family.” I look down, wondering if Constantine couldn’t take care of her child because she had to take care of us. “But most send em off to family. A orphanage is... different altogether.” “Why didn’t she send the baby to her sister’s? Or another relative?” “Her sister...she just couldn’t handle it. Being Negro with white skin . . . in Mississippi, it’s like you don’t belong to nobody. But it wasn’t just hard on the girl. It was hard on Constantine. She . . . folks would look at her. White folks would stop her, ask her all suspicious what she doing toting round a white child. Policeman used to stop her on State Street, told her she need to get her uniform on. Even colored

folks . . . they treat her different, distrustful, like she done something wrong. It was hard for her to find somebody to watch Lulabelle while she at work. Constantine got to where she didn't want to bring Lula . . . out much." "Was she already working for my mother then?" "She'd been with your mama a few years. That's where she met the father, Connor. He worked on your farm, lived back there in Hotstack." Aibileen shakes her head. "We was all surprised Constantine would go and... get herself in the family way. Some folks at church wasn't so kind about it, especially when the baby come out white. Even though the father was black as me." (Stockett, ch27, p.358).

Appendix (A-7) Scene 3- Part 3

I'm sure Mother wasn't too pleased, either." Mother, I'm sure, knew all about it. She's always kept tabs on all the colored help and their situations— where they live, if they're married, how many children they have. It is more of a control thing than a real interest. She wants to know who is walking around her property. "Was it a colored orphanage or a white one?" Because I am thinking, I am hoping, maybe Constantine just wanted a better life for her child. Maybe she thought she'd be adopted by a white family and not feel so different. "Colored. White ones wouldn't take her, I heard. I guess they knew... maybe they seen that kind a thing before. "When Constantine went to the train station with Lulabelle to take her up there, I heard white folks was staring on the platform, wanting to know why a little white girl was going in the colored car. And when Constantine left her at the place up in Chicago . . . four is . . . pretty old to get given up. Lulabelle was screaming. That is what Constantine told somebody at our church. Said Lula was screaming and thrashing, trying to get her mama to

come back to her. But Constantine, even with that sound in her ears . . . she left her there.” (Stockett, Ch27:P. 359).

Appendix B: Minny

Appendix (B-1) Scene 1 – Part 1

Mister Johnny gone be home tonight and I told him I’d look after you. What’s he gone think if he find you laid up in that old nasty nightthing you got on?” I hear Miss Celia snuffle, then hiccup, then start to cry full-on. “None of this would’ve happened if I’d just stayed where I belonged. He should’ve married proper. He should’ve married . . . Hilly.” “Come on, Miss Celia. It ain’t—” “The way Hilly looked at me . . . like I was nothing. Like I was trash on the side of the road.” “But Miss Hilly don’t count. You can’t judge yourself by the way that woman see you.” “I’m not right for this kind of life. I don’t need a dinner table for twelve people to sit at. I couldn’t get twelve people to come over if I begged.” I shake my head at her. Complaining again cause she has too much. “Why does she hate me so much? She doesn’t even know me,” Miss Celia cries. “And it’s not just Johnny, she called me a liar, accused me of getting her that . . . pie.” She bangs her fists against her knees. “I never would a thrown up if it wasn’t for that.” (Stockett, Ch26, P.82).

Appendix (B-2) Scene 1- Part 2

“What pie?” “H-H-Hilly won your pie. And she accused me of signing her up for it. Playing some . . . trick on her.” She wails and sobs. “Why would I do that? Write her name down on a list?” It comes to me real slow what’s going on here. I don’t know who signed up Hilly for that pie, but I sure know why she’d eat alive anybody she thought did it. I glance over at the door. That voice in my head says, Walk away, Minny. Just ease on out a here. But I look at Miss Celia

bawling into her old nightgown, and I get a guilt thick as Yazoo clay. “I can’t do this to Johnny anymore. I’ve already decided, Minny. I’m going back,” she sobs. “Back to Sugar Ditch.” “You gone leave your husband just cause you throwed up at some party?” Hang on, I think, my eyes opening wide. Miss Celia can’t leave Mister Johnny— where in the heck would that leave me? Miss Celia cries down harder at the reminder. I sigh and watch her, wondering what to do. Lord, I reckon it’s time. Time I told her the one thing in the world I never want to tell anybody. I’m going to lose my job either way, so I might as well take the chance. “Miss Celia . . .” I say and I sit down in the yellow armchair in the corner. I’ve never sat anywhere in this house but in the kitchen and her bathroom floor, but today calls for extreme measures. “I know why Miss Hilly got so mad,” I say. “About the pie, I mean.” Miss Celia blows a hard, loud honk into a tissue. She looks at me. “I did something to her. It was Terrible. Awful.” My heart starts thumping just thinking about it. I realize I can’t sit in this chair and tell her this story at the same time. I get up and walk to the end of the bed. “What?” she sniffs. “What happened, Minny?” (Stockett, ch26, p. 82)

Appendix (B-3) Scene 2- Part 1

Miss Hilly, she call me up at home last year, when I’s still working for Miss Walters. To tell me she sending Miss Walters to the old lady home. I got scared, I got five kids to feed. Leroy was already working two shifts.” I feel a burn rise up in my chest. “Now I know what I did wasn’t Christian. But what kind a person send her own mama to the home to take up with strangers? They’s something bout doing wrong to that woman that make it just seem right.” Miss Celia sits up in bed, wipes her nose. She looks like she’s paying attention now. “For three weeks, I be looking for work. Ever day after I get off from Miss Walters’, I went looking. I go over to Miss Child’s house. She pass me up. I go on to the Rawleys’ place, they don’t want me neither. The Riches, the Patrick

Smiths, the Walkers, not even those Catholic Thibodeaux with them seven kids. Nobody do.” “Oh Minny . . .” says Miss Celia. “That’s awful.” (Stockett, ch26, p. 82)

Appendix (B-4) Scene 2- Part 2

Oh Minny . . .” says Miss Celia. “That’s awful.” I clench my jaw. “Ever since I was a li’l girl, my mama tell me not to go sass-mouthing. But I didn’t listen and I got knowed for my mouth round town. And I figure that’s what it be, why nobody want to hire me. “When they was two days left at Miss Walters’s and I still didn’t have no new job, I start getting real scared. With Benny’s asthma and Sugar still in school and Kindra and . . . we was tight on money already. And that’s when Miss Hilly, she come over to Miss Walters’s to talk to me. “She say, ‘Come work for me, Minny. I pay you twenty-five more cent a day than Mama did.’ A ‘dangling carrot’ she call it, like I was some kind a plow mule.” I feel my fists forming. “Like I’d even consider beating my friend Yule May Crookle out a her job. Miss Hilly think everbody just as two-faced as she is.” I wipe my hand across my face. I’m sweating. Miss Celia’s listening with her mouth open, looking dazed. “I tell her ‘No thank you, Miss Hilly.’ And so she say she pay me fifty cent more and I say, ‘No ma’am. No thank you.’ Then she break my back, Miss Celia. She tell me she know bout the Childs and the Rawleys and all them others that turn me down. Said it was cause she’d made sure everbody knew I was a thief. I’ve never stole a thing in my life but she told everbody I did and wasn’t nobody in town gone hire a sass-mouthing thieving Nigra for a maid and I might as well go head and work for her for free”(Stockett, ch26, p. 83)

Appendix (B-5) Scene 3- Part 1

And that's how come I did it." Miss Celia blinks at me. "What, Minny?" "I tell her to eat my shit." Miss Celia sits there, still looking dazed. "Then I go home. I mix up that chocolate custard pie. I puts sugar in it and Baker's chocolate and the real vanilla my cousin bring me from Mexico. "I tote it over to Miss Walters's house, where I know Miss Hilly be setting round, waiting for the home to come and get her mama, so she can sell that house. Go through her silver. Collect her due. "Soon as I put that pie down on the countertop, Miss Hilly smiles, thinking it's a peace offering, like that's my way a showing her I'm real sorry bout what I said. And then I watch her. I watch her eat it myself. Two big pieces. She stuff it in her mouth like she ain't ever eaten nothing so good. Then she say, 'I knew you'd change your mind, Minny. I knew I'd get my way in the end.' And she laugh, kind a prissy, like it was all real funny to her. "That's when Miss Walters, she say she getting a mite hungry too and ask for a piece a that pie. I tell her, 'No ma'am. That one's special for Miss Hilly. '"(stockett, ch26, P.84)

Appendix (B-6) Scene 3- Part 2

Miss Hilly say, 'Mama can have some if she wants. Just a little piece, though. What do you put in here, Minny, that makes it taste so good?' "I say 'That good vanilla from Mexico' and then I go head. I tell her what else I put in that pie for her." Miss Celia's still as a stone staring at me, but I can't meet her eyes now. "Miss Walters, her mouth fall open. Nobody in that kitchen said anything for so long, I could a made it out the door fore they knew I's gone. But then Miss Walters start laughing. Laugh so hard she almost fall out the chair. Say, 'Well, Hilly, that's what you get, I guess. And I wouldn't go tattling on Minny either! sneak a look up at Miss Celia. She's staring wide-eyed, disgusted. I start to panic that I told her this. She'll never trust me again. I walk over to the yellow chair and sit myself down. "Miss Hilly thought you knew the story. That you were making fun a her. She never would a pounced on you if I hadn't done what

I did.” Miss Celia just stares at me. “But I want you to know, if you leave Mister Johnny, then Miss Hilly done won the whole ball game. Then she done beat me, she beat you . . .”(Stockett, Ch26, P.84)

Appendix C: Hilly

Appendix (C-1) Scene 1- Part 1

Finally, I do Miss Leefolt. She the hostess so she got to pick up her eggs last. And soon as I’m done, Miss Hilly say, “Don’t mind if I do,” and snatch herself two more eggs, which don’t surprise me. “Guess who Iran into at the beauty parlor?” Miss Hilly say to the ladies. “Who’s that?” ask Miss Leefolt. “Celia Foote. And do you know what she asked me? If she could help with the Benefit this year.” “Good,” Miss Skeeter say. “We need it.” “Not that bad, we don’t. I told her, I said, ‘Celia, you have to be a League member or a sustainer to participate.’ What does she think the Jackson League is? Open rush?” “Aren’t we taking nonmembers this year? Since the Benefit’s gotten so big?” Miss Skeeter ask. “Well, yes,” Miss

Hilly say. “But I wasn’t about to tell her that.” “I can’t believe Johnny married a girl so tacky like she is,” Miss Leefolt say and Miss Hilly nod. She start dealing out the bridge cards. “Mama,” Miss Hilly yell at Miss Walter, “Take another sandwich. You are skinny as a telephone pole.” Miss Hilly look over at the rest a the table. “I keep telling her, if that Minny can’t cook she needs to just go on and fire her.” My ears perk up at this. They talking bout the help. I’m best friends with Minny. “Minny cooks fine,” say ole Miss Walter. “I’m just not so hungry like I used to be.” (Stockett, Ch 1: P 8)

Appendix (C-2) Scene 1- Part 2 (Hilly)

I think you’re malnourished, Mama,” holler Miss Hilly. “That Minny isn’t feeding you so that she can steal every last heirloom I have left.” Miss Hilly

huff out a her chair. “I’m going to the powder room. Y’all watch her in case she collapses dead of hunger.” When Miss Hilly gone, Miss Walter say real low, “I bet you’d love that.” Everbody act like they didn’t hear. I better call Minny tonight, tell her what Miss Hilly said Hilly raise her chin up. Then she give one a her “ah-hem’s.” She got this way a clearing her throat real delicate-like that get everybody’s attention without they even knowing she made em do it. “But the guest bathroom’s where the help goes,” Miss Hilly say. Nobody says anything for a second. Then Miss Walter nod, like she explaining it all. “She’s upset cause the Nigra uses the inside bathroom and so do we. All four of em got a cigarette in one hand, they cards in the other. “Elizabeth, if you had the choice,” I hear Miss Hilly say, “wouldn’t you rather them take their business outside?” “I don’t know,” Miss Leefolt say, frowning at her cards, “With Raleigh starting his own business and tax season not for six months . . . things are real tight for us right now.” Miss Hilly talk slow, like she spreading icing on a cake. “You just tell Raleigh every penny he spends on that bathroom he’ll get back when y’all sell this house.” (Stockett, Ch 1: P 8-9)

Appendix (C-3) Scene 1- Part 3

She nod like she agreeing with herself. “All these houses they’re building without maid’s quarters? It’s just plain dangerous. Everybody knows they carry different kinds of diseases than we do. I double.” I pick up a stack a napkins. I don’t know why, but all a sudden I want a hear what Miss Leefolt gone say to this. She my boss. I guess everybody wonder what they boss think a them. “It would be nice,” Miss Leefolt say, taking a little puff a her cigarette, “not having her use the one in the house. I bid three spades.” “That’s exactly why I’ve designed the Home Help Sanitation Initiative,” Miss Hilly say. “As a disease-preventative measure.” I’m surprised by how tight my throat get. It’s a shame I learned to keep down a long time ago. Miss Skeeter look real confused. “The Home... the what?” “A bill that requires every white home to have a separate

bathroom for the colored help. I've even notified the surgeon general of Mississippi to see if he'll endorse the idea. I pass." Miss Skeeter, she frowning at Miss Hilly. She set her cards down faceup and say real matter-a-fact, "Maybe we ought to just build you a bathroom outside, Hilly." And Law, do that room get quiet. Miss Hilly say, "I don't think you ought to be joking around about the colored situation. Not if you want to stay on as editor of the League, Skeeter Phelan." Miss Skeeter kind a laugh, but I can tell she don't think it's funny. "What, you'd . . . kick me out? For disagreeing with you?" Miss Hilly raise a eyebrow. "I will do whatever I have to do to protect our town. Your lead, Mama." I go in the kitchen and don't come out again till I hear the door close after Miss Hilly's behind. " (Stockett, Ch 1: P 9)

Appendix (C-4) Scene 2- Part 1

Aibileen, get me a little more iced tea, would you, please?" Hilly ask. I go and get the pitcher from the refrigerator. "See, that's what I don't understand," I hear Miss Hilly say when I'm close enough. "Nobody wants to sit down on a toilet seat they have to share with them." "It does make sense," Miss Leefolt say, but then she hush up when I come over to fill up they glasses. "Why, thank you," Miss Hilly say. Then she give me a real perplexed look, say, "Aibileen, you like having your own toilet, don't you?" "Yes ma'am." She still talking about that pot even though it's been in there six months. "Separate but equal," Miss Hilly say back to Miss Leefolt. "That's what Governor Ross Barnett says is right, and you can't argue with the government." Miss Leefolt clap her hand on her thigh like she got the most interesting thing to change the subject to. I'm with her. Let's discuss something else. "Did I tell you what Raleigh said the other day?" But Miss Hilly shaking her head. "Aibileen, you wouldn't want to go to a scho ol full of white people, would you?" (Stockett, Ch 14: P.218)

Appendix (C-5) Scene 2- Part 2

But Aibileen”—Miss Hilly smile real cold—“colored people and white people are just so . . . different.” She wrinkle up her nose. I feel my lip curling. A course we different! Everbody know colored people and white people ain’t the same. But we still just people! Shoot, I even been hearing Jesus had colored skin living out there in the desert. I press my lips together. It don’t matter though, cause Miss Hilly already moved on. Ain’t nothing to her. She back to her low-down talk with Miss Leefolt. Out a nowhere, a big heavy cloud cover the sun. I spec we about to get a shower. “. . . government knows best and if Skeeter thinks she’s going to get away with this colored non—” “Mama! Mama! Look at me!” holler Heather from the pool. “Look at my pigtails!” “I see you! I do! What with William running for office next—” “Mama, give me your comb! I want to do beauty parlor!” “—cannot have colored-supporting friends in my closet—” “Mamaaaaa! Gimme your comb. Get your comb for me!”

“Iread it. I found it in her satchel and I intend to take action. (Stockett, Ch 14: P.218)

Appendix (C-6) Scene 3- Part 1

Oh, Claiborne, forgive my clumsy husband,” says Hilly. “William, get him a handkerchief!” But neither man moves. Neither, frankly, really cares to do more than just stare “Good evening. I sure do thank y’all for coming tonight. Everybody enjoying their dinner?” There are nods and rumbles of consent. “Before we start the announcements, I’d like to go ahead and thank the people who are making tonight such a success.” Without turning her head from the audience, Hilly gestures to her left, where two dozen colored women have lined up, dressed in their white uniforms. A dozen colored men are behind them, in gray-and-white tuxedos. “Let’s give a special round of applause to the help, for all the wonderful food they cooked and served, and for the desserts they made

for the auction.” Here, Hilly picks up a card and reads, “In their own way, they are helping the League reach its goal to feed the Poor Starving Children of Africa, a cause, I’m sure, dear to their own hearts as well.” The white people at the tables clap for the maids and servers. Some of the servers smile back. Many, though, stare at the empty air just above the crowd’s heads. “Next we’d like to thank those nonmembers in this room who have given their time and help, for it’s you who made our job that much easier.” There is light applause, some cold smiles and nods between members and nonmembers. Such a pity, the members seem to be thinking. ” (Stockett, Ch 25: P 325)

Appendix (A-7) Scene 3- Part 2

Thanks to Boone Hardware . . . let us not forget Ben Franklin’s dime store . . .” She concludes the list with, “And of course we thank our anonymous contributor of, ahem, supplies, for the Home Help Sanitation Initiative.” A few people laugh nervously, but most turn their heads to see if Skeeter has had the gall to show up. “I just wish instead of being so shy, you’d step up and accept our gratitude. We honestly couldn’t have accomplished so many installations without you.” Skeeter keeps her eyes on the podium, her face stoic and unyielding. Hilly gives a quick, brilliant smile. “And finally, a special thanks to my husband, William Holbrook, for donating a weekend at his deer camp.” She smiles down at her husband, adds in a lower tone, “And don’t forget, voters. Holbrook for State Senate.” The guests offer an amicable laugh at Hilly’s plug. “Why Johnny Foote,” Hilly says. “I’m surprised to see you here. Everybody knows you can’t stand big parties like this.” She squeezes the crook of his arm. Johnny sighs. “You are aware that doe season opens tomorrow?” Hilly gives him an auburn-lipsticked smile. The color matches her dress so perfectly, it must have been searched out for days. “I am so tired of hearing that from everybody. You can miss one day of hunting season, Johnny Foote. You

used to for me.” Johnny rolls his eyes. “Celia wouldn’t have missed this for anything.” “Where is that wife of yours?” she asks. Hilly’s still got her hand tucked in the crook of Johnny’s arm and she gives it another pull. “Not at the LSU game serving hot dogs, is she?” Johnny frowns down at her, even though it’s true, that’s how they met. “Oh, now you know I’m just teasing you. We dated long enough to where I can do that, can’t I?” (Stockett, Ch 25: P 325)

Appendix (C-8) Scene 3- Part 3

What have you done? Let me go—” Hilly says between gritted teeth. Celia holding on, and then a ripping sound cuts through the air. Celia stares at the red material in her fingers. She’s torn the auburn cuff clear off Hilly’s arm. Hilly looks down, touches her exposed wrist. “What are you trying to do to me?” she says in a low growl. “Did that Nigra maid put you up to this? Because whatever she told you and whatever you’ve blabbed to anyone else here—” Hilly grabs Celia’s arm. “Who did you tell?” she snarls. “Minny told me. I know why you don’t want to be friends with me.” Celia yells, “—but I got pregnant after you broke up.” The room echoes with the words. All is silent for a few long seconds. The women around them wrinkle their noses, some start to laugh. “Johnny’s wife is d-r-u-n-k,” someone says. Celia looks around her. She wipes at the sweat that’s beading on her makeupted forehead. “I don’t blame you for not liking me, not if you thought Johnny cheated on you with me.” “Johnny never would’ve—” “—and I’m sorry I said that, I thought you’d be tickled you won that pie.” Hilly bends over, snatches her pearl button from the floor. She leans closer to Celia so no one else can hear. “You tell your Nigra maid if she tells anybody about that pie, I will make her suffer. You think you’re real cute signing me up for that auction, don’t you? What, you think you can blackmail your way into the League?” “What?” “You tell me right this minute who else you’ve told ab—”



جامعة ميسان
كلية التربية
قسم اللغة الانكليزية

دراسة تداولية لمطلقات الافتراض المسبق في رواية كاثرين ستوكيت "المساعدة"

رسالة

مقدمة إلى مجلس كلية التربية في جامعة ميسان وهي جزء من متطلبات نيل درجة
الماجستير في اللغة الانكليزية وعلم اللغة

تقدّمت بها

نرجس عودة رشك

بإشراف

أ.م.د زيدون عبد الرزاق عبود

أ.د. فاطمة رحيم عبد الحسين

1443 هـ

2021 م

الملخص

لطالما كان الافتراض المسبق ومطلقاته موضع اهتمام العديد من اللغويين والباحثين ، ولكن بقدر ما تذهب معرفتي ، فإن الدراسات التي تستكشف مطلقات الافتراض المسبق على النحو الذي تستعمله الشخصيات في الروايات لم تجر بعد . والهدف الرئيس من هذه الدراسة هو التحقيق في أنواع مطلقات الافتراض المسبق كما تستعملها الشخصيات في رواية كاثرين ستوكيت "المساعدة" . وتجادل الدراسة بأن الشخصيات استخدمت أنواعاً مختلفة من مسببات الافتراض ولأغراض مختلفة . أي إن الدراسة تشير إلى أن هناك أنواعاً معينة من هذه المطلقات تستعمل بصورة أكثر تواتراً وأحياناً من غيرها

بيانات الدراسة الحالية هي رواية كتبتها كاثرين ستوكيت بعنوان "المساعدة" . ثلاث شخصيات رئيسة للرواية تم اختيارها ل تحليل أقوالها على أساس استخدام أنواع مطلقات الافتراض . واختيرت ثلاثة مشاهد رئيسة تشمل كل شخصية لتحليلها في ضوء تواتر ونسب الظهور من كل نوع من مطلقات الافتراض . وتتبنى الدراسة نموذجاً يجمع بين تصنيف يول (1996) لمسببات الافتراض ونموذج ليفنسون (1983) . وتُجرى التحليلات النوعية والكمية لكل نوع من المطلقات من حيث تواترها والنسب المئوية لظهور كل نوع منها.

وتتضمن الدراسة خمسة فصول؛ الفصل الأول بعنوان "التمهيدية" ، يتضمن مقدمة ، ومشكلة ، ومسائل الدراسة ، وفرضية الدراسة ، وأهدافها ، وحدودها ، وإجراءاتها ، وأهميتها . ويتناول الفصل الثاني الخلفية النظرية للمفاهيم الرئيسة والدراسات السابقة وتوضيح النموذج المعتمد . وترد منهجية الدراسة في الفصل الثالث . ويتضمن الفصل الرابع تحليل البيانات . وأخيراً ، يغطي الفصل الخامس اختتام الدراسة إلى جانب توصيات واقتراحات بإجراء مزيد من الدراسات .

ويكشف تحليل البيانات أن النوع الأكثر تواتراً والأكثر توظيفاً من قبل الشخصيات الثلاثة هو المطلقات الافتراضية الوجودية مع تواتر الظهور الكلي (446) الذي يشكل (65.81%) من إجمالي النسبة المئوية للأنواع المستخدمة من المشغلات الافتراضية . كما تكشف نتائج التحليل أن أقل أنواع مسببات الافتراض تواتراً هي مطلقات الافتراض غير الوضعية (4.09%) (29) ومطلقات الافتراض المضاد (11%) (1.55%) . ويكشف التحليل بوضوح كيف يمكن للمتكلمين استعمال مطلقات الافتراض بوصفها أداة لغوية قوية لتحقيق مختلف أهداف الاتصال . ومن المثير للاهتمام ، أن هناك اختلافات ملحوظة في تواتر ظهور مطلقات الافتراض في مفردات الشخصيات الثلاثة . ويعزى هذا التباين إلى الخلفية العرقية المتباينة للشخصيات ومعتقداتها ومركزها ، وكذلك إلى السياق الذي تستعمل فيه مسببات الافتراض المسبق .