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Investigating the application of language presuppositions in the cognitive world of children in Kurdish language

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Abstract

Presupposition is one of the linguistic topics that has been considered by linguists for the interpretation and analysis of spoken and written texts. The present study also interprets and analyzes spoken and written texts in children's cognitive world based on presuppositions in Kurdish language with the aim of determining to what extent presuppositions are used in children's cognitive world. For this purpose, for data collection, 500 of spoken texts that were recorded from children in different situations during a week and also 537 sentences of written texts that were selected from children's storybooks were analyzed and investigated. Findings showed that the subject of Presuppositions has many applications in children's cognitive world and children use different types of presuppositions when communicating, but the main difference between the use of presuppositions in children's everyday conversation and children's story books was the order of their use based on frequency because children have followed the pattern (Existential> Factive> Counterfactual> Non-factive> lexical> Structural) in their daily conversation in the use of presuppositions, but in the children's storybook the degree use of presuppositions based on a pattern was (existential> Factive> lexical> Counterfactual> structural> Non-factive). In short, the existence of presuppositions is very useful in text analysis that is, the speaker and the writer share their assumptions and presumptions with the audience in order to form a clear connection.

1- Introduction

Man is a curious creature and has always been searching for the mysteries of existence throughout history, and by discovering every mystery, he turned it into a problem, and addressing the problem led to the production of science. The scientific community has studied the phenomena of the universe. One of the most important phenomena in the world that has been used as a means of communication by human beings is language, which has been studied in the context of linguistics. Linguistics involves different approaches, each of which examines an aspect of language. One of the linguistic approaches that deals with the meaning of language in relation to context is

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pragmatics. In pragmatics, the meaning behind the scenes or the invisible meaning is explored, that is, how listeners perceive the author or part of information that is not being told. To answer this question, we can refer to knowledge that is common among language users, such as the assumed knowledge of a place or a situation. This common knowledge between language users is gained from experience. Sometimes the speaker makes a statement based on what information the listener has and what he or she draws from his or her words. This common knowledge on the basis of which the speaker assumes that the listener already knows some information is called presupposition.

Presupposition is a subject that the speaker assumes is true before saying an utterance (Yule 2010.Yule 2011).

In other words, sometimes based on the information contained in a sentence, the audience can understand other unspoken information (Safavi), for example, consider examples (1) and (2):

(1): George's brother is a university professor.
(2): Amir's horse is ver y fast.

In the production of utterance (1), the speaker may have different presuppositions, that is, there is a person in the outside world named George and he has a brother and his brother is literate because someone who is a university professor is literate. These presuppositions, as mentioned earlier, are related to the speaker and may not be true.

In the production of utterance (2), like utterance (1), the speaker can have the presupposition that there is a person named Amir and he has a horse. Given the above examples, it can be said that the speaker assumes that it is correct before uttering the utterance; That is, before saying "Amir's horse is fast", he assumes that the listener knows that Amir has a horse, and in such a case, the speaker considers that information to be known and avoids uttering it.

Presuppositions can be divided into different types: Existential presupposition, Factive presupposition, Non-Factive presupposition, Lexical presupposition, Structural presupposition, and Counterfactual presupposition (Yule, 2011).

Existential presupposition: According to this type of presupposition, the speaker assumes what she/he wants to talk about already exists. Of course, this type of presupposition is associated with constructions such as possessive structure and definite noun phrases; Like George's son, the President of the France, Amir's car, Emili's dog, Elham's husband and ...
(3)- The President of Iran is a woman.
In utterance (3), the speaker has presuppose that Iran has a president and assumes that the listener already knows this unspoken information; In other words, the speaker commits to the existence of the President of Iran by using such noun phrases. This type of presupposition is called existential presupposition.

Factive presupposition: In this type of presupposition, the speaker knows his presumption or presupposition as a fact, that is, the presupposition that he has from expressing utterance is a reality in the outside world. Example (4) helps to clarify this matter:

(4): George did not know that John is a doctor.
(5): John is a doctor

In example (4) the verb know has a Factive presupposition. When the speaker produces (4) utterance, he has in mind the presupposition that John is really a physician, but George did not know it. In other words, it can be said that utterance (5) is a presupposition for the utterance (4).

Non-Factive presupposition: In this type of presupposition, the speaker knows his/her presupposition non-Factive and incorrect. Non-Factive presuppositions are usually associated with unrealistic verbs such as dreaming, pretending.
Consider Example (6):

(6): I dreamed that I was married.
(7): I have not married.

The presupposition used in utterance (6) is non-Factive, in fact, the verb dream is not real in the real world, and the speaker has this presupposition when he uses such verbs that the information said after them is incorrect.
Lexical presupposition: There is another form of presupposition in which the conventional interpretation of a form is based on the said meaning and the unspoken meaning, in other words, an interpretation is based on the meaning of the word and the meaning of what is considered as the presupposition of this type of presupposition is called lexical presupposition. In this type of presupposition, when the speaker produces an utterance, it is actually interpreted as if it contains another meaning apart from its literal meaning that is not usually uttered. To clarify this point, consider the following examples:

(8): He stopped exercising.
(9): He was exercising.

In utterance (8) the stated meaning is that a person has given up exercising and is no longer exercising, but there is also a presupposition or an unspoken meaning in this utterance and the presupposition is that the person has already exercised. The utterance (9) is the presupposition of utterance (8).
Structural presupposition: In structural presupposition, speakers use structures in which the information expressed is assumed to be correct. Consider Example (10):

(10): When did he leave home?
(11): He left home.

The type of presupposition used in the example (10) leads the listener to believe that in addition to the fact that the speaker's presupposition is correct, all the information assumed in the utterance is also correct; That is, when the speaker asks such a question, he assumes his assumption to be correct. This type of presupposition is mostly used in interrogations for example, utterance (12) were produced by a thief during the interrogation of the inspector.
(12): Where did you go when you took the gold out of the shop window?
This utterance is set in a way that if the thief wanted to answer this question and mention the name of a place, then he has accepted the correctness of the assumption or presumption (he stole from the gold shop).

Counterfactual presupposition: There is another type of presupposition, in which presuppositions are not only as false as the non-factive presupposition, but also as contrary to reality; That is, it conveys a presupposition in which the available information is incorrect. Example (13) illustrates this type of presupposition.

(13): If I were you, I would buy a car.
(14): I am not your place

Utterance (13) is called the counterfactual condition. What is stated in the conditional clause of this part is contrary to reality and no one can replace someone else.
Given the above, it is clear that the subject of presuppositions are used to interpret and analyze texts and can be useful in communicating and better understanding the intention of the speaker or writer.
Humans are involved in communication and conversation throughout their daily lives and

this communication and conversation are not without presuppositions. In fact, presuppositions, as a very important subject in applied science. It can help to communicate through language and the listener can understand the unspoken things that is invisibly hidden in the speaker's words. In other words, presuppositions can help people understand each other's concept and purpose within words and sentences. The present study deals with the application of presuppositions in the world of children in Kurdish language. Children, as an integral part of human society, are still learning and communicating with each other and adults, and they are not useless in the use of everyday conversation. The present study aims to show the application of presuppositions in children's cognitive world. The purpose of this study is in the form of these two questions:

Do presuppositions apply to children's cognitive worlds? What is the order of frequency use of presuppositions in children's fiction and children's everyday conversation?

2- Research background

In his master's thesis, Tabashir (2020) examined the mental space builders in children's fiction in Kurdish language and how to conceptualize mental space builders as well as the effect of age and gender on the use of mental space builders in children's fiction. His research findings showed that mental space builders have a significant effect on conceptualization and transmission of concepts and also the age and gender factors did not have a significant effect on the use of mental space builders in children's fiction.

Tabashir (2020) studied the mental space builders in translating children's fiction from Persian to Kurdish and the results showed that the number of space builders used in children fiction was more than the number of space builders used in its translation and also some space builders had removed or changed the role in the process of translating from Persian to Kurdish.

Hojjatizadeh (2017) compared hearing in Salmi and Ghazali's works based on the pattern of linguistic presupposition and examined the function of presuppositions for a complete and correct understanding of the evolution of hearing. The results of his research showed that the presuppositions depict two periods in the formation of hearing: Salmi based on his phenomenological point of view and his whole concern for the first period and Ghazali based on the language and attitude of psychological phenomena and metaphorical thinking belongs to the second period.

Ghasemipoor (3) examined the subject of speech acts in Persian-speaking children aged 5 to 8 years, he examined the recorded conversations of 200 children who were naturally engaged in dialogue based on speech acts. The results of the study showed that speech acts are very useful in children's speech and also the frequency of speech act among children is not the same and the pattern of their use based on frequency has been as follows: (Directive act> expressive> commissive> representative> declaration). Of course, it should be said that according to his research, among the speech acts, the declarative acts has not been used in the discourse of children aged 5 to 8 years.

3- Research method

In the present study, both spoken and written languages have been studied, the method of data collection has been field and the statistical population of the study is all Kurdish children and the available sampling method has been used. In order to collect data in spoken language, 10 children were selected as a sample and for a week, as far as possible, their conversation was recorded in different situations (while playing, talking to parents

and friends, at school). Then it was typed by the researcher in Excel software and also for collecting data in written language, 10 children's story books were selected as a sample. After collecting the data, they were extracted and analyzed.

4- Data analysis

In this section, first the qualitative analysis of the data is done and how the presuppositions are used in the world of children is shown, then the quantitative analysis of the data is discussed.

4-1- Qualitative analysis

In this subsection deals with the qualitative analysis of the data extracted from the studied texts, and because the qualitative analysis of all the extracted data are not included in the article, it is tried to mention one or two examples for each type of presuppositions.

4-1-1-   Existential presupposition

In existential presupposition, the speaker assumes what he wants to say already exists. The speaker takes utterance (14b) as presupposition by expressing utterance (14a); That is, when the speaker says that my father's car is broken, he commits himself to the existence of his father's car.

Sentence 14
The   main   sentence: (a): Maŝin-æke-y bawk=m xraw bu.
Intonation: Car-definite-head marker father =1sg break down
Translation: My father's car was broken
Presupposition: (b): bawk=m maŝin-i hæyæ.
Intonation: father=1sg car-3sg has
Translation: My father has a car
Sentence (15) is also selected from children's everyday conversation. When the speaker

produces an utterance (15a) and says I'm playing with my mother's phone, he actually takes the utterance (15b) as presupposition, that is his mother has a phone.

Sentence 15
The main sentence (a): mən bæ mobayl-ækæ-y dayk=əm kayæ æ-k-æm.
Intonation: I   with   phone-definite-head marker mother=1sg play indicative aspect-do-1sg
Translation: I play with my mother's phone.
Presupposition   (b): dayk=əm   mobayl-i hæyæ.
Intonation: Mother=1sg phone-3sg hase
Translation: My mother has a phone.

Sentence (16) is selected from the Kurdish children's   storybook.   When   the   author produces an utterance (16a) from the language of one of the characters in the story, he actually presupposes an utterance (16b) that the forest has a pond.

Sentence 16
The   main   sentence   (a): gomaw-i   naw darəstan-ækæ pis buwæ.
Intonation: Pond-headmarker inside forest-definite sludge has been
Translation: The pond inside the forest is full of sludge.
Presupposition (b): darəstan gomaw-i hæyæ.
Intonation: Forest pond-head marker has
Translation: The forest has a pond.

4-1-2-   Factive presupposition

In this type of presupposition, the speaker considers what he takes as a presupposition as reality; That is, every utterance produces implies reality in the outside world. Utterances (17)   and   (18)   are   examples   of   Factive presuppositions.
Sentence (17) is also selected from children's everyday conversation. Example (17) contains

the verb "to know" and the structure of this verb is like that it presupposes the event after itself as a fact. In example (17a) the speaker mentions that I did not understand that the school was open today, in fact he uses the utterance (17b) as his presupposition is true that the school was open, but I did not know.

Sentence 17
The main sentence (a): næ=m-zan-i mædræsæ=man bu.
Intonation: Neg=1sg-know school=1pl was
Translation: I did not know (I did not know) that the school was open today.
Presupposition (b): mædræsæ bu.
Intonation: School was
Translation: The school was open
Example (18) is selected from a children's storybook. Example (18), like Example (17), contains the verb "to know"; That is, the speaker mentions an utterance (18a), they did not understand that this is the same white butterfly, presupposes utterance (18b) that this butterfly is really the same white butterfly, but they did not realize.

Sentence 18
The main sentence (a): næ=yan-dæ-zan-i kæ Ɂæmæ hær pæpulæ səpi-y-ækæ-y-æ.
Intonation: Neg=3pl-indicative aspect-know-past that thise same buttetgly white-hiatus-definite-hiatus-is
Translation: They did not realize that this was the same white butterfly
Presupposition (b): Ɂæmæ hær pæpulæ səp-y-ækæ-y-æ.
Intonation: This same butterfly white-hiatus-definite-hiatus-is
Translation: This (butterfly) is the same as the white butterfly

4-1-3-   Non-Factive presupposition

This kind of presupposition is unrealistic and incorrect in the eyes of the speaker; That is, when the speaker uses verbs in this type of

presupposition that represent unreal events. Examples (19) and (20) illustrate this type of presupposition.
Example (19) is selected from children's everyday conversation. Example (19) contains the verb (to dream), usually, these types of verbs express non-Factive presuppositions. When the speaker produces utterance (19a), he uses the verb to dream to presuppose utterance (19b), that is, whatever is used after these verbs is unrealistic and incorrect. When the speaker says that he had a dream, I bought a car, in fact, he presupposes that I have not bought a car yet.

Sentence 19
The main sentence (a): xæw=əm di kæ maŝin=m sændæ.
Intonation: Dream=1sg see that car=1sg buy.
Translation: I dreamed that I bought a car
Presupposition (b): maŝin=m næ-sænd-æ.
Intonation: Car=1sg neg-buy
Translation: I did not buy a car.
Example (20) is selected from a children's storybook. Example (20), like Example (19), contains an unreal verb. The speaker with the production of utterance (20a) that they thought he was literate presupposes utterance (20b) that is, he is illiterate at all and deceived them.

Sentence 20
The main sentence (a): wa=yan=zan-i æw xwendæwar-æ.
Intonation: Such=3pl-know-past   he educated-is
Translation: They (forest animals) thought he (the mouse) was educated.
Presupposition (b): Ɂæw næ-xwendæwar-æ.
Intonation: He neg-educated-is
Translation: He (the mouse) is not educated.

4-1-4-   Lexical presupposition

When the speaker uses this type of presupposition, it seems that along with the unspoken meaning, one or more unspoken

meanings are also embedded in the sentence or utterance. Examples (21) and (22) illustrate this type of presupposition.

Sentence (21) is also selected from children's everyday conversation. In the utterance (21) the word (again) is used. These kinds of words usually indicate something constantly happening. In example (21), the speaker presupposes utterance (21b) by producing utterance (21a), he is beaten again, that is, he is already beaten, or in other words, he is always beaten.

Sentence 21

The main sentence (a): ʔæw dubaræ kʊtæk=i xward.

Intonation: He again beat=3sg have

Translation: He was beaten again.

Presupposition (b): ʔæw peŝtəriŝ kʊtæk=i dæ-xward.

Intonation: He before beat=3sg indicative aspect-have

Translation: He has been beaten before.

Example (22) is selected from the children's story book. Example (22) is the same as example (21). When the speaker produces an utterance (22a) when the lion is deceived by the fox again, he is actually presupposing the utterance (22b), which means that the fox has already deceived by the lion. As we can be seen from the two examples (21) and (22), this type of presupposition contains two types of meanings, one is expressed in the form of a sentence and the other remains unsaid, but what is certain, both meanings are understood from within the sentence.

Sentence 22

The main sentence (a): ŝer disan fəriw-I řewi-ø xward.

Intonation: Lion again deceive-head marker fox-3sg have

Translation: The fox deceived the lion again.

Presupposition (b): peŝtəriŝ ŝer fəriw-i řewi-ø dæ-xward.

Intonation: Before lion deceive-head marker fox-3sg indicative aspect-have

Translation: The lion has been deceived by the fox before.

4-1-5-   Structural presupposition

When someone uses this type of presupposition, he assumes what he is saying completely true. The structure of this type of presupposition is usually questionable and is mostly used when interrogating people. Sentences (23) and (24) indicate this type of presupposition.

Sentence (23) is selected from the text of the children's everyday conversation. The structure of Example (23) is a question when the speaker produces the utterance (23a) and says (when the school teacher returned) he actually presupposes the utterance (23b), that is he considers (the teacher's return) a fact.

Sentence 23

The main sentence (a): mamosta kæy hat-ø-o?

Intonation: Teacher when come-3sg-supposition

Translation: When did the teacher return?

Presupposition (b): mamosta hat-ø-o-t-æwæ.

Intonation: Teacher come-3sg-supposition-hiatus-supposition

Translation: The teacher is back

Example (24) is selected from the children's story book. Example (24), like Example (23), has a question structure, and when the speaker produces an utterance (24a), he actually takes the utterance (24b) as a presupposition; That is, when the speaker asks, "Did you not think about this day when you ate the turtle's eggs?'' In fact, his presupposition is that he really ate the turtle's egg, and the listener who answered yes or no actually accepted to eat the turtle's egg.

Sentence 24

The main sentence (a): katek helk-æ-y æw kisælæ damawæ=t ʔæ-xward …?

Intonation: When egg-definite-head marker it turtle unfortunate=2sg indicative aspect-eat

Translation: When you were eating unfortunate turtle eggs? …

Presupposition (b): helk-æ-y kisælə=t xwarduwæ.

Intonation: Egg-definite-head marker turtule=2sg ate-hiatus-supposition.

Translation: You ate turtle eggs.

4-1-6-   Counterfactual presupposition

These kinds of presuppositions are not only false but also contrary to reality; That is, when a speaker uses this type of presupposition, what he or she uses as a presupposition is completely imaginary and unrealistic. Consider examples (25) and (26):

Sentence (25) is selected from the children's everyday conversation. In example (25) a conditional structure is used, that is, a condition is set for the occurrence of an event that this condition is counterfactual, that is the possibility of becoming a reality is very little or impossible. To produce utterance (25a) the speaker actually presupposes a counterfactual utterance (25b). In other words, the speaker produces an utterance (if I were you ...) but he knows that he can never be someone else.

Sentence 25

The main sentence (a): ʔægær mən læ ʤegæy to-da bəwa-y-æm …

Intonation: If I in your place you-supposition-be-hiatus-1sg

Translation: If I were you …

Presupposition (b): mən læ ʤegæy to-da ni-m.

Intonation: I in your place-you-supposition-neg-1sg

Translation: I am not your place.

Example (26) is selected from the children's storybook. Example (26) has the same conditional structure as Example (25). When the speaker produces an utterance (26a) and says, "If this were not my friend, I would die", in fact, he presupposes the utterance (26b) that his friend was really there and the conditional clause is not true.

Sentence 26

The main sentence (a): ʔægær æm dost=æm næ-bwa-y-et ʔæ-mərd-əm.

Intonation: If this friend=1sg neg-be-hiatus-3sg indictive aspect-die-1sg

Translation: If my friend was not there, I would die.

Presupposition (b): ʔæm dost=æm læwe bu.

Intonation: This friend=1sg there was

Translation: My friend was there

4-2- Quantitative analysis

In the section of qualitative data analysis, how to use presuppositions in children's conversation and written stories was discussed. In this section also analyzes the data quantitatively to determine the extent to which the use of presuppositions in children's world. For this purpose, 1037 sentences were analyzed and the necessary data were extracted. According to Table (1), it was found that presuppositions were used 522 times that the existential presupposition with 280 events, it was the most used, and the structural presupposition with the least amount of use with 19 events, was the least used and information related to other types of presuppositions can be seen in Table (1) and Figure (1).

Table 1: Percentage and frequency distribution of use of different types of presupposition in the studied texts

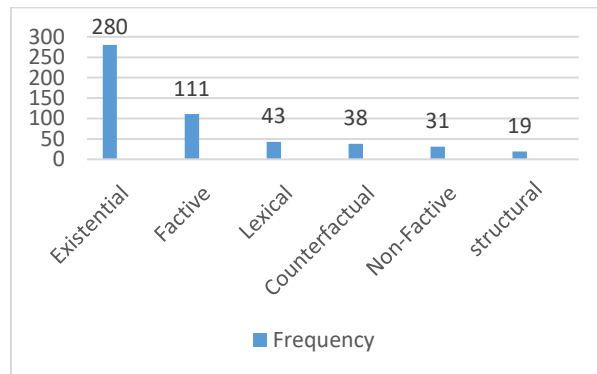| Row	Presupposition type	Frequency of their use	Frequency
1	Existential	280	53.64%
2	Factive	111	21.26%
3	Lexical	43	8.24%
4	Counterfactual	38	7.28%
5	Non-Factive	31	5.94%
6	Structural	19	3.64%
7	Sum	522	100%

Figure 1: The use of different types of presuppositions

4-2-1- Descriptive statistics related to children's everyday conversation data

After extracting the data from the children's spoken texts, it was found that the children use 222 presuppositions in their daily conversation during 500 sentences. Information about the types of presuppositions in children's everyday conversation can be seen in Table (2) and Figure (2).

Table 2: Percentage and frequency distribution of the use of different types of presuppositions in children's everyday conversation

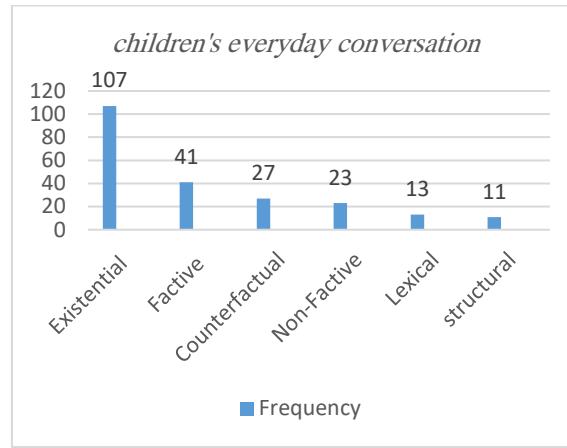| Row	Presupposition type	Frequency of their use	Frequency
1	Existential	107	48.2%
2	Factive	41	18.47%
3	Counterfactual	27	12.16%
4	Non-Factive	23	10.36%
5	Lexical	13	5.86%
6	structural	11	4.95%
7	Sum	222	100%

Figure 2: The use of different types of presuppositions in children's everyday conversation

4-2-2- Descriptive statistics related to children's fiction literature data

After extracting the data from the written texts of children's stories, it was found that the presuppositions were used by the authors of this literary field over 300 times during 537 sentences. Information on the types of presuppositions in children's fiction can be seen in Table (3) and Chart (3).

Table 3: Percentage and frequency distribution of use of different types of presuppositions in children's fiction texts

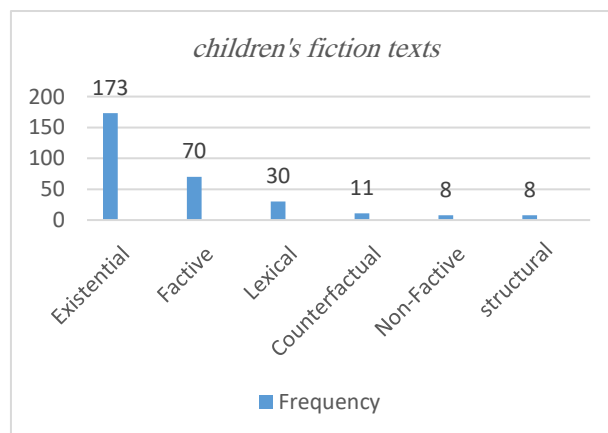| Row	Presupposition type	Frequency of their use	Frequency
1	Existential	173	57.67%
2	Factive	70	23.33%
3	Lexical	30	10%
4	Counterfactual	11	3.67%
5	Non-Factive	8	2.67%
6	structural	8	2.67%
7	Sum	300	100%

Figure 3: The use of different types of presuppositions in children's fiction

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5- Conclusion

The presupposition is one of the linguistic topics that has many applications in the interpretation of spoken and written texts. Speakers and writers use presuppositions to share their guesses with the audience, and this helps to improve communication. When a speaker or writer uses presuppositions to express an utterance, he usually conveys more meaning to the audience than what he says, that is, we are dealing with two types of meaning, one of the meanings is expressed explicitly and the other type of meaning is not expressed, but the author or speaker assumes that the audience using background knowledge or situational context or context, realizes the meaning behind the scenes. In addition, some of these meanings not stated by the author or speaker, which are in fact their conjecture, may be true or false. What is certain, the presupposition belongs to the author or speaker himself and has nothing to do with the sentence or the utterance. Accordingly, the existence of presuppositions in texts helps to establish communication between the author or speaker and the audience, so that the audience better understands what the author or speaker means. As the main subject of the present study is the investigation of the application of presuppositions in the world of children, we tried to examine this issue in the case of Kurdish-speaking children. In this study, we tried to examine children's everyday conversation as well as children's written storybooks. Children talk during the day and their goal is to communicate. Findings showed that in children's cognitive world, presuppositions are also used a lot, in fact, children also use presuppositions to express their conjectures when communicating in their world, but considering that the present study, in addition to examine the children's everyday conversation, deals with a children's storybook produced by Kurdish-language authors, it is not bad to point out the relative difference between the use of presuppositions between children's conversation and story books. During their daily conversation, children have followed the pattern (Existential> Factive> Counterfactual> Non-factive> lexical> Structural) in their use of presuppositions, but in the children's storybook, the use of presuppositions has been based on the pattern (Existential> Factive> lexical> Counterfactual> Structural> Non-factive). Based on the two patterns expressed in the use of presuppositions by children and writers, a significant difference can be seen. For example, one of these differences is in the Counterfactual presuppositions. This type of presupposition is significantly used among children. Children use more phrases for this type of presupposition in different situations (such as if I were ..., if I was someone, if I was not sick, if I was old, etc). In short, it can be said that presuppositions are very effective for interpreting the text as well as in conveying and understanding the concepts and meanings of the author or speaker and are also used in the cognitive world of children. According to the results of the present study, the application of presuppositions in the cognitive world of children based on the frequency of use can be seen according to tables (1, 2 and 3) and charts (1, 2 and 3).

6- References

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