

Pragmatic Functions of English and Arabic Connectives in Selected Novels

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Abstract

This paper contains a contrastive study that reveals connectives from syntactic, semantic, pragmatic and discourse analytic perspectives to cover the whole levels and to provide a good deal of information about them. The study then confines to the analysis of the pragmatic functions of these connectives in two novels; an English one by John Steinbeck (*East of Eden*) and an Arabic one by Naguib Mahfouz (*Palace of Desire*) [qaṣr āl shawq].

The study focuses on connectives, their classifications and functions and sheds light on the notion of connectives from four different levels; syntactic, semantic, pragmatic and discourse analytic in English and Arabic. Data is analyzed according to Dijk's (1979) 'pragmatic connectives' as a model.

The study proves the following: (1) English and Arabic connectives differ from one level to another except for the syntactic and discourse analytic levels. (2) Connectives in English and Arabic have pragmatic functions, not just semantic lexical meanings. (3) The English and Arabic novels show similarities in the use of 'and' where its pragmatic functions are found excessively in both novels. (4) There are certain dissimilarities in the use of connectives in English and Arabic novels, as far as their pragmatic functions are concerned.

Keywords: English connectives, Arabic connectives, Pragmatic connectives, Functions of connectives

1. Introduction

Connection is an important issue that deals with sentences as a model structure. Relations are built between sentences to introduce a coherent whole providing meaning.

Connectives are the tools used by authors and writers to express the relations between propositions or details of reality. There are different kinds of connectives that are used to achieve various pragmatic functions, such as sequencing, addition, contrast, illustration, cause and effect, conclusion, comparison, opinion, persuasion and emphasis according to their linking role of the preceding and the following speech acts. Thus, connectives facilitate the understanding and appreciation of the content of specific texts.

Dijk (1979) points out that connectives may deceive us because they may express different types of functions. This study aims at describing the syntactic, semantic, pragmatic and discourse analytic levels of connectives in English and Arabic to have command over them in the two languages. It also aims at deciding the pragmatic functions of English and Arabic connectives and investigating the effective use of pragmatic connectives to understand the writers' intended meaning. Another goal is to distinguish the pragmatic functions of English and Arabic connectives from the semantic and discursal ones in the two languages.

This paper hypothesizes that (1) English and Arabic connectives differ from one level to another (i.e. syntactic, semantic, pragmatic, and discourse levels). (2) Connectives in English and in Arabic have pragmatic functions, not just semantic lexical meanings. (3) Arabic text uses additive connectives lesser than the English one. (4) There are certain dissimilarities in the use of connectives in English and Arabic novels, as far as their pragmatic functions are concerned. The following procedures are to be taken in order to reach the above mentioned aims of this study: (1) Displaying a general theoretical overview concerning the term (connectives); handling it from four various levels; the syntactic level, the semantic level, the pragmatic level and the discourse analysis one. (2) Implementing an analysis of the pragmatic functions of connectives used in the English novel (*East of Eden*) and the Arabic novel (*Palace of Desire*) [qasr ʾal shawq]. (3) Extracting selected utterances of the two novels and analyzing them according to Dijk's (1979) model. (4) Discussing the data within the chapter of methodology and data analysis. Finally (5) outlining the conclusions from the study results. The study is limited to the English connectives (and, but, or, so, if) as used by Dijk's model and their equivalence in Arabic (و، لكن، لذلك، أو، إذا) and confined to the analyses of the pragmatic functions of the target connectives in the English novel entitled (*East of Eden*) by John Steinbeck and the Arabic novel entitled (*Palace of Desire*) by Najīb Maḥfūz. The current study may have a benefit to the applied linguists, contrastive analysts, English teachers and students and researchers who are specialized in pragmatics and also for translators. Linguistically speaking, it may give insights to the above people since it helps them in understanding the relationship between the type of a connective and its function depending on the context. This research raises the following questions: (1) What are English connectives: syntactically, semantically, pragmatically and from a discourse view point? (2) What are Arabic connectives: syntactically, semantically and pragmatically? (3) What are the pragmatic functions of English connectives in the English novel? (4) What are the pragmatic

functions of Arabic connectives in the Arabic novel? (5) What are the similarities and differences in the use of pragmatic connectives in English and Arabic novels with a focus on the differences as a contrastive study?

2. Literature Review

The following are some previous studies that tackled the same subject:

Caron et al (1988) made an experimental design to investigate the potential effect of connectives in constructing coherence relations. Their findings contained better recall for (because) sentence pairs than sentences connected by (and or but); and they concluded that (but) and (because) gave more errors than (and). They also demonstrated the influence of the different meanings of connectives to start the inference activity.

Ben-Anath (2005) explored the general functions of connectives in facilitating text comprehension and mentioned the diverse studies of connectives that examine their functions in the construction of a coherent unit.

Salih (2014) made a study entitled ‘A comparative study of English and Kurdish connectives in newspaper opinion articles’. He investigated the types of connectives and their functions in newspaper articles and demonstrated the similarities in English and Kurdish connectives.

2.1 *Connectives in English*

A connective is the name of any word that links clauses or sentences together (Bardzokas, 2012). There are three main types of connectives: a) coordinating conjunctions, which link the main clauses to make compound sentences, such as: and, but, or, so, for, nor, yet; b) subordinating conjunctions, which come at the start of a subordinate clause. They link the subordinate clause to the main clause, such as: when, while, before, after, since, until, if, because, although, that; c) correlative conjunctions, which connect two equal grammatical items, such as: either...or, neither...nor, both, but.

At the other end of the spectrum, connecting adverbs, or conjunctive adverbs, connect two separate clauses or complete sentences. Conjunctive adverbs like to compare or contrast, list a sequence of events, or demonstrate cause and effect.

2.1.1 Syntactic Perspective

In syntax, the connection happens when there is a linking of units of the same rank (Quirk and Greenbaum, 1973). Features produced in some sentences with coordinators or subordinators are classified depending on contents i.e. (negativity or positivity of the clause) (Quirk et al., 1985, p. 918).

Quirk et al (1985) consider connectives as linking devices, and classify them into coordinators and subordinators. These devices relate independent clauses together as:

1. I like Sara and Sara likes me.

(and) here is a coordinator device.

In linking superordinate clause with a dependent one, the role of the subordination device like (because, although) turns to be obvious. Subordinating conjunctions may come in a single word and are classified under the term (simple subordinators) such as ‘after, as, before, since and if’ (Quirk et al., 1985, p. 919). There are special restrictions for using conjunctions within subordinate clauses. Sometimes, conjunctions occur in the same sentence to divide it as one is positive and the other is negative depending on the whole meaning (ibid). Example:

2. “He didn’t save to go to school, but to buy a car.”

(ibid: 920).

Quirk et al (1985, p.1437) highlight four types of connective devices, the first one of them may represent the concern of this study:

1. Pragmatic and semantic implication.
2. Lexical linkage.
3. Prosody and punctuation.
4. Grammatical devices; and these four types of connectives operate simultaneously.

2.1.2 Semantic Perspective

Lyons (1977) classifies connectives depending on their meanings and their functions that they make between sentences as follows:

First, conjunctions or conjoined sentences which are understood when there is a specific connection between propositions. Example:

3. “He tripped and broke his leg.” (ibid: 144).

There are two types of conjoined propositions by ‘and’; (‘and’ consequently or ‘and’ subsequently).

Second, disjunctions, which are shown with two types (inclusive and exclusive), and in this classification the connective (or) is responsible for defining propositions and for giving a true or false meaning besides the correct time of the action (Lyons, 1977).

Third, implication and the use of a condition, so there is an antecedent and a consequent where one sentence implies the other.

Fourth, equivalence, “the conjunction of two implications can be the same”.

By this classification, Lyons (1977, p.146) proves that “connectives are said to be truth-functional” and this function may refer to mathematics in its shape “the logical connectives are operators and their arguments, upon which they operate, are propositions” (ibid).

Dijk (1977) describes connectives semantically and confirms that “Connection is not dependent on the presence of connectives” as in:

4. “John is a bachelor, so he is not married.” (ibid: 46).

Connectives do not make sentences connected; rather, the use of connectives presupposes that sentences are connected (ibid).

For Dijk (1977), connectives are a set of expressions from various categories which express relations between propositions or facts. He also mentions the different types or uses of the conjunction (and); exploring its meaning with useful examples:

5. “John smoked a cigar and Peter smoked a pipe.” (Dijk,1977, p. 58) ([and] means "at the same time").
6. “Please go to the store and buy me a juice.” ([and] means "there")
7. “John smoked a cigar and Mary left the room.” (ibid) ([and] means ‘therefore’).
8. “I took a sleeping pill and felt asleep.” (ibid) ([and] means "then")
9. “Laugh and the world laughs with you.” ([and] (Dijk,1977, p. 58) means "if ... then").

Dijk 1977 also discusses the notion of coherence with relation to connectives semantically and shows how this concept affects discourse; confirming that (fact ordering and sequence ordering) are the best ways followed to a coherent discourse.

2.1.3 Pragmatic Perspective

Austin (1962) points out that utterances may be accompanied with the words by gestures, winks, pointings, shruggings, frowns, etc... He also raises a question of whether (I concede that) or (I conclude that) are performatives or not as the pragmatic use of connecting particles is very related to speech acts ‘performative verbs’ (Austin, 1962, p. 75).

Austin also mentions some of connective particles that have focuses or performative meanings such as:

- Still => I insist that.
- Therefore => I conclude that.
- Although => I concede that (ibid)

Austin’s viewpoint can lead to a more similar work related to speech acts and how they are combined together. Dijk (1979) explores the pragmatic function of connectives to context and performative verbs pragmatically. This may also lead to the framework of speech act theory in order to understand Dijk’s perspective. The focus of speech act theory is on utterances; those made in situations of face to face conversations (Bach & Harnich, 1979).

The uses of speech acts belong to primary pragmatic processes, which are most of the time, invisible (Zufferey, 2010). Example:

10. “a- Let’s go!
b- But, I’m not ready yet.” (Dijk, 1979, p.451)

Dijk is after the pragmatic function of connectives depending on every type and on the context they appear in. The multi-functionality of connectives leads to various understandings of the whole text which also contribute to constructing a coherent whole.

The example above also confirms Heeman and Allen's definition of connectives as being "devices which are conjectured to give the hearer information about the discourse structure; they help the hearer to understand the relationship between the present or new speech and what was previously said." (Heeman & Allen, 1999, p. 15).

Context plays an important role in specifying conditions and illustrating meanings. As" the parent who says to a child (your ears are filthy)"(James, 1980, p.120), it gives the information that the child should go and wash, he will interpret that utterance as a command.

2.1.4 Discourse Analytic Perspective

Cohesion means the ties and connections that exist within a text. According to Richards et al (1985) "Cohesion is the grammatical and/or lexical relationships between the different elements of a text. This may be the different relationships between sentences or between different parts of sentences".

"Cohesion is a linguistic result of coherence, while coherence is a certain concept in establishing language interpretation." (Kehler, 2002, p. 3). In addition, Blackmore (1992) and Kadhim (2016) made investigations of the connectives and how they process the resulting cohesive effects.

Halliday and Hassan (1976, p.227) focused on the value of conjunctions as text building devices. "Since the speaker or writer uses cohesion to signal texture, and the listener or reader reacts to it in his interpretation of texture, it is reasonable for us to make use of cohesion as a criterion for the recognition of the boundaries of a text." They describe some grammatical strategies that the speakers of a language can use to achieve relatedness. They also affirm that cohesive devices are conjunctions, which can be used along with a variety of strategies to tie the sentences meaningfully.

Dijk and Kinsch (1983) assumed that coherence draws when two propositions portion a common argument and they are related in order to ease comprehension; while Brown and Yule (1983) point out that coherence does not need cohesive links between sentences to be found, but is understood from the conversation in which the action is performed with the utterance.

Brinton (1996, p. 33-35) puts forward the following characteristics of discourse markers:

1. They appear more frequently in oral rather than written discourse.
2. They are often syntactically stigmatized and negatively evaluated.
3. They are short and often phonologically reduced.
4. They form a separate tone group.

5. They are often restricted to sentence-initial position, or may always occur sentence initially.
6. They appear either outside the syntactic structure or may be loosely attached to it and have no clear grammatical function.
7. They are optional.
8. They carry little or no propositional meaning.
9. They are multifunctional.

From such characteristics, it might be clear what a discourse marker is. For every researcher there were special items s/he refers to as discourse markers. Dijk's connectives (1979) are also clear because he mentions them with examples exploring their pragmatic functions and this is the model followed in the current study. The basis of connectives lies in their function and pragmatic behavior (Borderia, 2001).

2.2 *Connectives in Arabic*

Al-Hadeed (2004) affirms that syndesis or (Al Atf) means the existence of an article that links two words or sentences. The latter perform the same function and share one specific element as the verb or something else. For example: ذهب علي ومحمد (Ali and Mohamed departed), to facilitate its understanding, the sentence can be divided as; ذهب علي، ذهب محمد. The use of (waw) saves the repetition of the verb ذهب. He also mentions three functions of connectives. They are: 1) Sharing the same utterance and meaning absolutely (Waw, Fa, Thumma, Hatta). 2) Sharing the same utterance and meaning conditionally (Aw, Am). 3) Affirmation of what follows or providing the opposite to it (Bal, Lakin, La) (Al-Hadeed, 2004, p. 4). Connectives are found in Arabic syntactically as (Hurouf Al Atf) (Abdul Hameed, 1980, p. 224). According to their various usages in language Ibn Aqeel also classifies them into two types: 1) Conjunctions (Al Waw, Thumma, Faa, Hatta, Am, Aw). 2) Amendment particles (Bal, Lakin, La) He confirms that in every type of these connectives, there are certain meanings and functions done by every tool. Others like Carter (2004) gave connectives the concept (Adawat) = tools. Different researchers tackled connectives from a syntactic perspective and made comparisons with English language like Al Warraki and Hassanein's study which shows the use of (Wa) as a characteristic of Arabic prose differs from the English coordinating conjunction (and) (Ibrahim et al, 2000).

2.2.1 Syntactic Perspective

Conjunctions and disjunctions are kinds of linking of one clause to another. Conjunction is known as (atf) (Owens, 2013, p. 194). Owens confirms the different meanings and functions of connectives in utterances; "but the utterance 'Zaydun qa'imun la qaidun' (Zayd is standing, not seated), with the syntactic process of coordination, is addressed to someone who believes either the opposite (Zayd is seated) or one or the other. (Zayd is seated or standing) (ibid).

The conjunctive particles in Arabic mentioned by Holes are (Wa, Fa, Thumma, Aw, Am and Bal) (Holes, 2004, p. 267). These particles show general relationships of conjunction (and, so,

then, or, not and rather) between units of language which are in various sizes from single words to a complete paragraph.

Ramadan (2019) classifies connectives into conjunctions/ syndetic coordination (wa, ma'a, aw) and amendment particles (disjunction) (but) = Lakin, Ghair ana, Illa ana (Ramadan, 2019, p. 35). The causal connectedness is also found in Arabic as Arrazi confirms that the causality happens only with (Fa Assababiyah) as in:

11. " وَإِذْ قُلْنَا ادْخُلُوا هَذِهِ الْقَرْيَةَ فَكُلُوا "

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{And remember we said 'enter'..., and eat...} (Baqara 58) (Ali, 1987, p. 4).

Here, we have a causal syndetic because the entrance is linked to eating (Arrazi, 1981)

2.2.2 Semantic Perspective

Conjunction "Al Atf" for Al Jurjani (2004) is not controlled by syntactic rules, but it comes under different rules like:

- The meaning of addition.
- The psychological collocation.
- The logical collocation.

He also shows that we syndetic one sentence to another, and another to two sentences or more to form a process of syndetic linkage.

Al Batal (1990) conducted a study in which he investigated the Arabic connectives to go out the zone of grammatical approach. He examined the semantic function of Arabic connectives in a modern expository Arabic text by (Al Aqqad). He defines connectives as "any element in the text belongs to the form-class of conjunctions indicating a linkage or transitional relationship between phrases, clauses, sentences and paragraphs" (Al Batal, 1985, [n.p]). Al Batal makes it obvious that connectives have functions from a semantic perspective as they create a rhetorical effect of text building (Basheer, 2016).

Ukasha (2005, p. 180) discusses (Al Huruf) the particles and mentions the following (Huruf Al Atf):

- Al Waw, Al Faa, Thumma, Hatta, Bal, Lakin, Aw, Am, Imma.

Ukasha (2005) defines them as mysteries that need a linguistic context to show their meaning; so they can do their function which is (linking and unity in the structure). "Huruf Al Atf are like building instruments that tie one stone to another" (ibid).

Arab linguists make a connection between a structure and its meaning; and show that it is necessary to make a right structure with a right meaning to arrive at a logical combination (ibid). Other researchers like Basheer (2016) went to focus in her study on the semantic function of Arabic connectives regarding context.

2.2.3 Pragmatic Perspective

Fadhel (1992) defines pragmatics “Attadawolyah” as the study of language in use and interaction. “Tadawol” is the exchange of language between the speaker and hearer in a particular context. Whereas Al Faqi (2001) points out that pragmatics is the linguistic study for interaction and the relationships between structures and contexts used in them. It also studies the way of analyzing utterances depending on the knowledge of the world surrounding the text. Pragmatics deals with the interactional aspect or processes which contains the sender, the receiver and the message (Al Faqi, 2001).

The study of words meanings needs an analysis of the different contexts they come in, and context is divided into four parts; situational, linguistic, emotional and cultural.

Bakhawalah (2014, p. 40) puts a set concerning the elements of context to ease the way of analysis for researchers and students. They are: Sender, Receiver, Audience, Topic, Place and time, The way of interaction (spoken or written), System (language or dialect), Shape of message (chat, argument or advice) and Key (message type).

Oshan (2000) also writes about context saying that “The literary text has another issue that must be put in consideration and linked in the textual analysis frame.” The most important thing is to understand and analyze the discourse to its elements and functions depending on its contexts not analyzing it for its own sake.

Arabic pragmatics appears in studies that investigate context as it is the flow of speech and its being linked together (Al Samarraee, 2002). According to Shadeed (2004) there are two types of context: Al Haly (situational) and Al Maqaly (textual). In the following examples, the use of (Al Waw) (and) and its meaning depending on context is shown:

12. "لَا تَأْخُذْهُ سِنَّةٌ وَلَا نَوْمٌ ۚ"

البقرة 255

{No slumber can seize him, nor sleep}(Baqara 255) (Ali, 1987, p. 18).

Here, something happens before the other. The context is in an order of what comes first because slumber precedes sleep.

2.2.4 Arabic Discourse Analytic Perspective

Khotabi (1991) defines cohesion “Al ittisaq” as the great link between the parts of a problem of a particular text. He points out that coherence “Al insijam” is a deeper and more general concept and it has mechanisms to depend on; some are related to context and some are related to place and time.

Coherence mechanisms:

- The linkage between two sentences.
- Relationships (semantic, cause and effect, etc...)
- Topic and discourse.

- Texture.
- The goal (starting point for every text).

On the other hand, Al Faqi (2001) considers cohesion as the way in which we get a united text, and confirms that coherence is used for the semantic linkage while cohesion is used for the syntactic relationships between text elements. Al Faqi gathers cohesion and coherence to make a comprehensive concept which is “Textual linkage” (Attamasuk annassi”.

Bakawlah (2019) also goes along with Al Faqi’s opinion. He says “Cohesion is not enough to arrive at textuality, but we need coherence.”

3. Methodology

The study analyzes and shows the difference in the use and function of connectives in English and Arabic novels. The methodology applied in the current study is a mixture of qualitative (inductive) and quantitative (deductive) techniques to expand the scope and improve the analytic power. The current study is a contrastive one which examines the function and use of pragmatic connectives from Dijk’s (1979) model, i.e. English connectives in the English novel (East of Eden) by Steinbeck and the Arabic connectives in the Arabic novel (Palace of Desire) [qaṣr āl shawq] by Maḥfūz. The objective of contrastive studies is to imply similarities and differences with a focus on differences (James, 1980).

The data is represented by the selected utterances containing connectives in the novels: (East of Eden) and (Palace of Desire) [qaṣr āl shawq].

3.1 Selection Criteria

The English novel (East of Eden) by John Steinbeck and the Arabic novel (Palace of Desire) [qaṣr āl shawq] by Najīb Maḥfūz are selected because both of them were published in the same period of time; the titles of both refer to certain names of places in the novels. Also the names of the characters of both novels refer to real life individuals. Furthermore, both novels are written in chapters and were chosen because both include conversations and utterances which represent the substance for our analysis. Also, both novels are divided into chapters and sections and end their tales with a vital event which is World War II.

3.2 Selection Criteria for Utterances Containing Connectives

Connectives that Dijk (1979) mentioned in (pragmatic connectives) which link two speech acts and confirm his viewpoint that “connectives are a set of expressions from various categories which express relations between propositions or facts.” are:

- And (may be equivalent to the Arabic connective ‘Wa’ [و])
- But (may be equivalent to the Arabic connective ‘Lākin’ [لكن])
- Or (may be equivalent to the Arabic connective ‘Aw’ [أو])
- So (may be equivalent to the Arabic connective ‘Idhālik’ [لذلك])
- If (may be equivalent to the Arabic connective ‘Idhā’ [إذا])

A speech act is an utterance that serves a function in communication. These connectives connect the main speech act with subordinate speech act. They have multiple functions according to the context, which is Dijk's main idea; and this would be taken as a model for analyzing the selected data. The method followed in data analysis is Dijk's (1979) perspective of pragmatic connectives. Utterances containing connectives from both novels are selected then analyzed accordingly.

4. Dijk's (1979) Viewpoint

Dijk (1979) illustrates that the semantic uses of connectives are obvious in relating propositions together while the pragmatic uses are found in relating speech acts.

The pragmatic functions of connectives according to Dijk (1977) as follows:

a. *The pragmatic functions of (and):*

1. Assertion.

2. Addition or continuation, example:

"Yesterday we went to the movies and afterwards we went to the pub for a beer." (Dijk, 1979, p. 450)

3. Concessive or conditional, example:

"Why didn't Peter show up? And where were you that night?" (ibid)

4. Contradiction or protest, example:

"Harry has counted me out. And, I even hadn't had a chance!" (ibid)

b. *The pragmatic functions of (but):*

1. Pragmatic contrastive, example:

"Harry was ill, but he came to the meeting anyway" (Dijk, 1979, p. 451)

2. Protest, to mark that an essential condition is not satisfied, example:

"a. Let's go

b. but I'm not ready yet." (ibid)

3. Refusal or un-acceptance of the previous speech act, example:

"a. Can you tell me the time?

b. but you have a watch yourself!" (ibid)

4. Express surprise, example:

"but, you had your hair cut!" (Dijk, 1979, p. 452)

5. Concatenation, example:

"Yes, I'll buy a mink coat. But, I must first ask my boss for a promotion." (ibid).

c. The Pragmatic functions of (or):

Here, in using (or), there is a lack of knowledge about relevant conditions in the communicative context.

1. Rhetorical question "check", example:

"Do you want a sandwich? Or aren't you hungry?" (ibid)

2. Rhetorical question "make sure", example:

"Give me a hand, will you. Or don't you want it fixed?" (ibid)

3. Rhetorical question "correct", example:

"Don't you think Harry needs vacation? Or, haven't you noticed how tired he looks these days?" (ibid)

4. Explanation for the first speech act, example:

"Shut up! Or, don't you see I'm busy?" (ibid)

5. Politeness, example:

"Could you lend me a hundred guilders? Or, are you short of cash yourself right now?" (ibid)

d. The Pragmatic functions of (so):

1. Conclusion, depending on the semantic relation cause/consequence, example: "I was sick, so I stayed in bed." (Dijk, 1979, p. 453)

2. Assertion, example: "John is sick. So let's start." (ibid)

3. Indirect conclusion, example:

"a. I'm busy.

b. So, you are not coming tonight?

a. I'm sorry." (Dijk, 1979, p. 453)

4. Ironic conclusion, example:

"a. Give me that hammar!

b. So, you are in charge here?" ((Dijk, 1979, p. 454)

e. The Pragmatic functions of (if):

1. Modal conditional or typical conditional for speech act, example:

"If you're hungry, there is some ham in the fridge." (ibid) and its feature is that it may be (if...then).

2. Ascertaining (advice), example:

"Take that one, if you want my advice." (ibid)

3. Ascertaining (compliment), example:

"You look fine if I may say so." (ibid)

4. Rhetorically (advice).

5. Rhetorically (promise).

5. Data Analysis

5.1 Analysis of the Printed Copy of the English Novel (*East of Eden*) (1979), by John Steinbeck (1952)

1- The pragmatic functions of (and)

(a) Assertion

1. *"You want to tell me something and you're walking around it like terrier around a bush."*

The example above includes the connective (and) which links the (representative) speech act of the first clause (You want to tell me something) and the (representative) coming speech act of the second clause (you're walking around it like terrier around a bush). Thus, the connective (and) shows the (assertion).

(b) Addition or Continuation

2. *"I guess I am And I'm years older too"*

The example above holds the connective (and) which joins the (representative) speech act of the first clause (I guess I am) and the (declarative) coming speech act of the second clause (I'm years older too). Thus, the connective (and) shows the (addition or continuation).

(c) Concessive or Conditional

3. *"If I asked you, would you do me one more kindness, and maybe save my life."*

The example above includes the connective (and) which joins the (declarative) speech act of the first clause (if I asked you, would you do me one more kindness) and the (declarative) coming speech act of the second clause (maybe save my life). Along these lines, the connective (and) shows the (concessive or conditional).

(d) Contradiction or protest

4. *"I only got it through my skin and not much of it stuck."*

The example above holds the connective (and) which joins the (declarative) speech act of the first clause (I only got it through my skin) and the (declarative) coming speech act of the second clause (not much of it stuck). Hence, the connective (and) shows the (contradiction or protest).

2- The pragmatic functions of "But"

(a) Pragmatic Contrastive

5. *"I don't want to get up but I don't want to stay in bed either"*

The example above combines the connective (but) which unites the (declarative) speech act of the first clause (I don't want to get up) and the (declarative) coming speech act of the second clause (I don't want to stay in bed either). Thus, the connective (but) shows the (pragmatic contrastive).

(b) Protest; to mark that an essential condition is not satisfied

6. *"Sometimes I admired him but most of the time I hated him."*

The example above includes the connective (but) which relates the (declarative) speech act of the first clause (sometimes I admired him) and the (declarative) coming speech act of the second clause (most of the time I hate him). Hence, the connective (but) shows the (protest).

(c) Refusal or unacceptance of the previous speech act

7. *"I'm sure you would if you could come. But I'm against it."*

The example above includes the connective (but) which joins the (declarative) speech act of the first clause (I'm sure you would if you could come) and the (declarative) forthcoming speech act of the second clause (I'm against it). Thus, the connective (but) affords the (refusal or unacceptance of the previous speech act).

(d) Express surprise

8. - *"Well, that's how it is with me."*

- *"But, how did you get hurt?"*

The example above consists of the connective (but) which relates the (representative) speech act of the first clause (well, that's how it is with me) and the (representative) coming speech act of the second clause (how did you get hurt). Thus, the connective (but) shows the (express surprise).

(e) Concatenation

9. *"Maybe sometime. I'll get what you have, but I haven't got it now."*

The example above encompasses the connective (but) which relates the (representative) speech act of the first clause (maybe sometime. I'll get what you have) and the (declarative) coming speech act of the second clause (I haven't got it now). Thus, the connective (but) produces the (concatenation).

3. The pragmatic functions of (or)

Here, in using (or), there is a lack of knowledge about relevant conditions in the communicative context.

(a) Rhetorical question "check"

10. *"Did you or didn't you?"*

The example above combines the connective (or) which links the (representative) speech act of the first clause (did you) and the (representative) coming speech act of the second clause (didn't you). Hence, the connective (or) shows the (rhetorical question "check").

(b) Rhetorical question "make sure"

11. *"Is that a joke or do you really mean it?"*

The example above includes the connective (or) which relates the (representative) speech act of the first clause (is that a joke) and the (representative) coming speech act of the second clause (do you really mean it?). Thus, the connective (or) produces the (rhetorical question "make sure").

(c) Rhetorical question "correct"

12. *"Don't you want to hear Adam? Or are you slipping into your cloud bath?"*

The example here includes the connective (or) which links the (representative) speech act of the first clause (don't you want to hear Adam?) and the (representative) coming speech act of the second clause (are you slipping into your cloud bath?). Thus, the connective (or) shows the (rhetorical question "correct").

(d) Explanation for the first speech act

13. *"I'm not having any fun. Or anyway I'm not having enough."*

The example above combines the connective (or) which relates the (declarative) speech act of the first clause (I'm not having any fun.) and the (representative) coming speech act of the second clause (anyway I'm not having enough). Thus, the connective (or) demonstrates the (explanation for the first speech act).

(e) Politeness

14. *"Now you boys get away from it or I'll have to send you to school."*

The example here includes the connective (or) which joins the (directive) speech act of the first clause (now you boys get away from it) and the (commissive) coming speech act of the second clause (I'll have to send you to school). Thus, the connective (or) demonstrates the (politeness).

4- The pragmatic Functions of (So)

(a) Conclusion; depending on the semantic relation cause-consequence.

15. *"I don't know, so what can I believe."*

The example above consists of the connective (so) which joins the (declarative) speech act of the first clause (I don't know,) and the (representative) coming speech act of the second clause (what can I believe). Hence, the connective (so) shows the (conclusion).

(b) Assertion

16. *"I'm fixed so I don't have to live on a place like this."*

The example above includes the connective (so) which links the (declarative) speech act of the first clause (I'm fixed) and the (representative) coming speech act of the second clause (I don't have to live on a place like this). Hence, the connective (so) shows the (assertion).

(c) Indirect conclusion

17. - *"But if you're going to farm, you'd better farm."*

- *"So we're going to buy more land."*

The example above combines the connective (so) which links the (declarative) speech act of the first clause (but if you're going to farm, you'd better farm) and the (declarative) coming speech act of the second clause (we're going to buy more land). Thus, the connective (so) reveals the (indirect conclusion).

(d) Ironic conclusion

18. *"You can't go outside so I want you boys to go to bed."*

The example above includes the connective (so) which joins the (directive) speech act of the first clause (you can't go outside) and the (directive) coming speech act of the second clause (I want you boys to go to bed). Hence, the connective (so) shows the (ironic conclusion).

5- Pragmatic functions of (if)

(a) Modal conditional or typical conditional for speech act, its feature that if maybe (if then).

19. *"And I figured if I waited till the end they wouldn't expect me to run away."*

The example here includes the connective (if) which ties the (declarative) speech act of the first clause (and I figured) and the (declarative) coming speech act of the second clause (I waited till the end they wouldn't expect me to run away). Hence, the connective (if) shows the (modal conditional or typical conditional for speech act).

(b) Ascertaining "advice"

20. *"I was thinking how nice it would be if you went to him and told him you'd done it."*

The example above combines the connective (if) which links the (representative) speech act of the first clause (I was thinking how nice it would be) and the (representative) coming speech act of the second clause (you went to him and told him you'd done it). So, the connective (if) shows the (ascertaining "advice").

(c) Ascertaining "compliment"

21. *"Might have been good if I had looked into you."*

The example above includes the connective (if) which links the (representative) speech act of the first clause (might have been good) and the (representative) coming speech act of the second clause (I had looked into you). Thus, the connective (if) shows the (ascertaining "compliment").

(d) Rhetorically "advice"

22. - *"It's strange to me and almost sinful here.*

- *"If you wanted a stone, you'd have to go along way for it."*

The example above includes the connective (if) which associates the (representative) speech act of the first clause (it's strange to me and almost sinful here) and the (declarative) coming speech act of the second clause (If you wanted a stone, you'd have to go along way for it). Hence, the connective (if) shows the (rhetorically "advice").

(e) Rhetorically "promise"

23. - *"That's what I have accepted.*

- *"If you accept that you won't live!"*

The example above encompasses the connective (if) which relates the (declarative) speech act of the first clause (that's what I have accepted) and the (representative) coming speech act of the second clause (you accept that you won't live). Thus, the connective (if) illustrates the (rhetorically "promise").

5.2 Analysis of the Arabic Novel (*Palace of Desire*) [*qaṣr āl shawq*] by Najīb Maḥfūz (1975); Printed Copy (2006), and the Translated Copy in (1991) by Hutchins et al.

1- The pragmatic function of (wa, "و"):

(a) Assertion

1. " طبعاً يا سيدي إنها صداقةُ العمر وليست لهواً ولعباً."

(Maḥfūz, 2006, p. 13)

- ṭab'an yā saiydi 'innahā ṣadāqatu āl'umr wa laisat laḥwan wa la'iban.

- "Of course, naturally, sir. It's a lifelong friendship and not something to be trifled with or taken lightly."

The example above includes the Arabic connective (wa, "و") which may be regarded as an equal of English (and), it ties the (declarative) speech act of the first clause (ṭab'an yā saiydi 'innahā ṣadāqatu āl'umr) and the (declarative) coming speech act of the second clause (laisat laḥwan wa la'iban). Hence, the connective (wa, "و") shows the (assertion).

(b) Addition or continuation

"لأن احاديثها ودعابتها ظاهرة البراءة." 2

(Maḥfūz, 2006, p. 271)

- Li'anna āḥādiithaha wa du'abatuhā zāhiratul barāah.

- "Her conversation and little jokes are obviously innocent."

The example above holds of the Arabic connective (wa,"و") which may be observed as an equal of English (and), it joins the (declarative) speech act of the first clause (Li'anna āḥādiithaha) and the (representative) coming speech act of the second clause (du'abatuhā zāhiratul barāah). In such a way, the connective (wa,"و") produces the (addition or continuation).

(c) Concessive or conditional

"3. هاتوا سلماً، وأنا أقبضُ عليها!"

(Maḥfūz, 2006, p. 33)

- Hātū sullaman wa 'ānā'aqbiḍu 'alayhā

- "Fetch a ladder so I can grab it."

The example above holds the Arabic connective (wa,"و") which may be regarded as an equivalent the English (and), it associates the (directive) speech act of the first clause (hātū sullaman) and the (representative) coming speech act of the second clause ('ānā'aqbiḍu 'alayhā). In such a way, the connective (wa,"و") reveals the (concessive or conditional).

(d) Contradiction or protest"

4. "بعضُ الناسِ يُخلَقونَ للسيادة، وبعضهم يُخلَقونَ للعبودية."

(Maḥfūz, 2006, p. 42)

- Ba'ḍu ānnasi yukhlaqūna lissiyadah wa ba'ḍuhum yukhlaqūna lil'ubudiyah.

- "Some people are born to rule and others to serve."

The example above holds the Arabic connective (wa,"و") which may be considered as an equal to the English (and), it joins the (representative) speech act of the first clause (Ba'ḍu ānnasi yukhlaqūna lissiyadah) and the (representative) coming speech act of the second clause (ba'ḍuhum yukhlaqūna lil'ubudiyah). Thus, the connective (wa,"و") shows the (contradiction or protest).

2- Pragmatic functions of (*lakin* "لكن")

(a) Pragmatic Contrastive

5. "إن الأزهريين يتعلمون كذلك بالمجان ويشغلون بالتدريس، ولكن أحداً لا يستطيع أن يحتقر علومهم."

(Maḥfūz, 2006, p.64)

- 'inna āl'azhariyiina yata'allam ūna kadhalik bilmaj ān wa yashtaghil ūna bittadriis, wa lakin āḥadan lā yastaḥī'u ān yaḥtaqira 'ul ūmahum.

- "The students who do their advanced training at al-Azhar Mosque don't pay tuition. They became teachers, and no one can despite their fields of learning."

The example here encompasses the Arabic connective (lakin "لكن") which may be regarded as parallel to the English (but), it joins the (declarative) speech act of the first clause ('inna āl'azhariyiina yata'allam ūna kadhalik bilmaj ān wa yashtaghil ūna bittadriis,) and the (declarative) coming speech act of the second clause (āḥadan lā yastaḥī'u ān yaḥtaqira 'ul ūmahum). Thus, the connective (lakin "لكن") shows the (Pragmatic Contrastive).

(a) Protest: To mark that an essential condition is not satisfied.

6. " قِيمٌ جَلِيلَةٌ بِلا شَكِّ، وَلَكِنْ أَيْنَ البَيْئَةُ الَّتِي تَرْفَعُهَا إِلَى المَنْزِلَةِ اللَّائِقَةِ بِهَا؟ "

(Maḥfūz, 2006, p. 91)

- Qiyamun jaliilatun bil ā shak wa lakin 'ayna ālbii'ah āllaty tarfa'uh ā 'il ā ālmanzilati ālla'iqati biha.

- "NO doubt these are lofty values, but where are they respected as they should be?"

The example above includes the Arabic connective (lakin "لكن") which may be considered as corresponding to the English (but), it associates the (representative) speech act of the first clause (Qiyamun jaliilatun bil ā shak) and the (declarative) coming speech act of the second clause ('ayna ālbii'ah āllaty tarfa'uh ā 'il ā ālmanzilati ālla'iqati biha). Thus, the connective (lakin "لكن") presents the (protest).

(b) Refusal or unacceptance of the previous speech act

7. " لا أَسْتَطِيعُ أَنْ أَرْفُضَ لَكَ رَجَاءً، وَلَكِنْ صَدَاقَتُنَا أَعَزُّ لَدَيَّ مِنْ رَجَائِكَ. "

(Maḥfūz, 2006, p.11)

- L ā āstaḥī'u ān ārfuḍa laka rajā', wa lakin ṣad āqatan ā āzazu ladaya min raja'ik.

- "I would not be able to refuse a request from you, but our friendship is dearer to me than your request."

The example above includes the Arabic connective (lakin "لكن") which may be considered as comparable to the English (but), it links the (representative) speech act of the first clause (L ā āstaḥī'u ān ārfuḍa laka rajā') and the (declarative) coming speech act of the second clause (ṣad āqatan ā āzazu ladaya min raja'ik). Thus, the connective (lakin "لكن") reveals the (refusal or unacceptance of the previous speech act).

(c) Express surprise

8. " وَتَتَبَارَكُ بِسَيِّدِنَا الحُسَيْنِ وَلَكِنْ لَمْ تَهْتَرَنَّ لَكَ شَعْرَةٌ يَوْمَ نُبِتَ لَنَا مِنْ تَارِيخِهِ أَنْ جُثْمَانُهُ غَيْرَ ثَاوٍ فِي ضَرْبِهِ القَرِيبِ. "

(Maḥfūz, 2006, p. 89-90)

- Wa tatab āraku bisayidnā alḥusayn wa lakin lam tahtaz laka sha'ratun yawma thabata lanā min tārīkhih āna juthmānahu ghaira thāwin fi ḍariḥih āqariib.

- "You seek the blessing of our master al-Husayn but are unruffled by the revelation that his remains may not repose in the nearby sepulcher."

The example above includes the Arabic connective (lakin "لكن") which may be regarded as even to the English (but), it joins the (declarative) speech act of the first clause (Wa tatab āraku bisayidnā alḥusayn) and the (declarative) coming speech act of the second clause (lam tahtaz laka sha'ratun yawma thabata lanā min tārīkhih āna juthmānahu ghaira thāwin fi ḍariḥih āqariib). Hence, the connective (lakin "لكن") shows the (Express surprise).

(d) Concatenation

9. " لا ترمني في وجهي بالثَّهْم، فقد اتَّسَعَ لَكَ جُلْمِي حتى الآن، ولكن لكلِّ شيءٍ حدٌ."

(Maḥfūz, 2006, p. 373)

- Lā tarmīny fi wajhy bittuham, faqad 'ittasa'a laka ḥilmy ḥatta āl' ān, wa lakin likulli shay'in ḥad.

- "Don't insult me to my face. I've been very lenient with you until now, but everything has a limit."

The example above carries the Arabic connective (lakin "لكن") which may be considered as identical to the English (but), it relates the (directive) speech act of the first clause (Lā tarmīny fi wajhy bittuham, faqad 'ittasa'a laka ḥilmy ḥatta āl' ān) and the (declarative) coming speech act of the second clause (likulli shay'in ḥad). Hence, the connective (lakin "لكن") shows the (concatenation).

3- Pragmatic functions of (aw, "أو")

Here in using (aw), there is a lack of knowledge about relevant conditions in the communicative context.

(a) Rhetorical question "check"

10. " أفي حاجةٍ انا أن أدَّكَرَكَ بأنَّ العظمةَ شيءٌ غيرَ العِمامةِ والطربوشِ أو الفقر والغنى؟"

(Maḥfūz, 2006, p. 199)

- Āfii ḥājatīn ānā ān 'udhakiraka bi'ana āl'azamata shay'un ghaira āl'im ānah wa ālṭarb ūsh aw ālfaqri wa ālghin ā?

- "Do I need to remind you that true majesty is not determined by whether a person wears a turban or a fez and is poor or rich?"

The example above includes the Arabic connective (aw, "أو") which may be considered as an even to the English (or), it links the (representative) speech act of the first clause (Āfii ḥājatīn ānā ān 'udhakiraka bi'ana āl'azamata shay'un ghaira āl'im ānah wa ālṭarb ūsh) and the

(representative) coming speech act of the second clause (āfaqri wa ālghinā). Thus, the connective (aw, "أو") shows the (rhetorical question "check").

(b) Rhetorical question "make sure"

11. "أتستطيع أن تؤكد عن يقين أنها لا تُحبُّ هذا الشخص أو ذلك؟"

(Maḥfūz, 2006, p. 273)

- 'āstataḥii'u ān tu'akida 'an yaqiinin ānahā lā tuḥibu hādhā āshakḥṣ aw dhālik?

- "Can you be sure that she doesn't love one person or another?"

The example above contains the Arabic connective (aw, "أو") which may be regarded as an equivalent of English (or), it joins the (representative) speech act of the first clause ('āstataḥii'u ān tu'akida 'an yaqiinin ānahā lā tuḥibu hādhā āshakḥṣ) and the (representative) forthcoming speech act of the second clause (dhālik). Thus, the connective (aw, "أو") reveals the (rhetorical question "make sure").

(c) Rhetorical question "correct"

12. "تَقْصِدُ بَيْتَ السُّلْطَانَةِ؟"

- أو بَيْتَ أَبِي، أَلَيْسَ الْوَدُّ مُتَّصِلًا؟"

(Maḥfūz, 2006, p. 345)

- "taqṣidu bayta āssultānah?"

- Aw bayta ābii, ālaysa ālwiddu muttaṣilan?"

- "You mean at the sultana's house?"

- Or my father's. Hasn't their affection continued?"

The example here includes the Arabic connective (aw, "أو") which may be regarded as corresponding to the English (or), it links the (representative) speech act of the first clause (taqṣidu bayta āssultānah?) and the (representative) coming speech act of the second clause (bayta ābii, ālaysa ālwiddu muttaṣilan?). Hence, the connective (aw, "أو") presents the (rhetorical question "correct").

(e) Explanation for the first speech act

13. "لم تُعد السَّمانَةُ موضَةً العصر أو على الأقل فالتَّحافَةُ موضَةً كذلك عِنْدَ الكَثِيرَاتِ."

(Maḥfūz, 2006, p. 44)

- Lam ta'ud āssamānatu mawḍata āl'aṣr aw 'alā āl'aqal fannaḥāfah mawḍatun kadhālik 'inda ālkarhiir āt.

- "Plumpness is no longer in fashion nowadays, or at least, many think slimness as fashionable as plumpness."

The example above encompasses the Arabic connective (aw, "أو") which may be regarded as an equivalent of English (or), it ties the (declarative) speech act of the first clause (Lam ta'ud āssamānatu mawḍata āl 'aṣr) and the (representative) coming speech act of the second clause ('alā āl'aqal fannaḥ āfah mawḍatun kadh ālik 'inda ālkarhiir āt). Thus, the connective (aw, "أو") shows the (explanation for the first speech act).

(f) Politeness

14. "أرجو أن لا ترميني بلهجة المُتَطَفِّل أو بَدَسَ أنفي في خاصِّ شئونك".

(Maḥfūz, 2006, p. 268)

- Ārj ū ān lā tarmini bilahjati āmutaṭaffil aw bidasi ānfi fi khāṣi shu' ūnik.

- "I hope you won't think I'm intruding or poking my nose into your personal affairs."

The example here includes the Arabic connective (aw, "أو") which may be considered as parallel to the English (or), it links the (expressive) speech act of the first clause (Ārj ū ān lā tarmini bilahjati āmutaṭaffil) and the (representative) coming speech act of the second clause (bidasi ānfi fi khāṣi shu' ūnik). Hence, the connective (aw, "أو") demonstrates the (politeness).

4- Pragmatic functions of (lidhalik, "لذلك")

(a) Conclusion; depending on the semantic relation cause-consequence

15. "والحقُّ أنه غيرُ جَدِيرٍ بالثِّقَّةِ لذلك لم أَلحَّ عليه".

(Maḥfūz, 2006, p. 10)

- walḥaqu ānahu ghairu jadiirin bithiqah lidhalik lam ālih 'alayh.

- "And in truth he's not trustworthy. That's why I didn't insist on it."

The example here combines the Arabic connective (lidhalik, "لذلك") which may be regarded as equivalent to the English (so), it links the (declarative) speech act of the first clause (walḥaqu ānahu ghairu jadiirin bithiqah) and the (declarative) coming speech act of the second clause (lam ālih 'alayh). Hence, the connective (lidhalik, "لذلك") shows the (conclusion).

(b) Assertion

16. "هي كما قُلْتُ لك، ولذلك يَنْدُرُ أن تجذبَ أحدًا من أولادِ الناسِ الطيبين".

(Maḥfūz, 2006, p. 62)

- Hiya kamā qult lak , wa lidhalik yanduru ān tajdhiba āḥadan min awlādi ānāsi aṭṭaiybiin.

- "It's just as I said. For that reason it rarely attracts students from good families.

The example above carries the Arabic connective (lidhalik, "لذلك") which may be regarded as an equivalent of English (so), it links the (representative) speech act of the first clause (Hiya kamāqult lak) and the (representative) forthcoming speech act of the second clause (yanduru

ān tajdhiba āḥadan min awlādi ānn āsi atṭaiybiin). Thus, the connective (lidhalik, "لذلك") shows the (assertion).

(c) Indirect conclusion

17. " يا بختك! لذلك تَمْضي الأيام – عيني عليك باردة – وانتَ من التغيُّر في حصن! "

(Maḥfūz, 2006, p. 47)

- Ya bakhtak! Lidhalik tamḍy ā'ay ām – 'ainy 'alayk baradah- w ā ānta mina attaghyur fi ḥiṣn.

- "How lucky you are! That's why –and I don't envy you – no matter how many years pass, you're impervious to change."

The example above encompasses the Arabic connective (lidhalik, "لذلك") which may be considered as an equal to the English (so), it associates the (expressive) speech act of the first clause (Ya bakhtak!) and the (representative) coming speech act of the second clause (tamḍy ā'ay ām – 'ainy 'alayk baradah- w ā ānta mina attaghyur fi ḥiṣn). Hence, the connective (lidhalik, "لذلك") demonstrates the (indirect conclusion).

(d) Ironic Conclusion

18. " -أكرر الشُّكر، يا سِت ام مريم.

- لذلك كان اول ما قُلْتُ لياسين افندي، دعني اتأكد اولاً من موافقة والدك."

(Maḥfūz, 2006, p. 176)

- 'ukarriru āshukr, y ā sit um Maryam.

- lidhalik k āna awala mā qult liy āsiin 'afandy, d'any ata'akad āwalan min muw āfaqati walidik.

- "Mrs. Umm Maryam, I can only repeat my thanks.

- For that reason, the first thing I told Yasin Effendi was: let me be sure your father agrees before anything else."

The example here includes the Arabic connective (lidhalik, "لذلك") which may be regarded as an equivalent to the English (so), it ties the (expressive) speech act of the first clause ('ukarriru āshukr, y ā sit um Maryam) and the (declarative) coming speech act of the second clause (k āna awala mā qult liy āsiin 'afandy, d'any ata'akad āwalan min muw āfaqati walidik). Thus, the connective (lidhalik, "لذلك") reveals the (ironic conclusion).

5- Pragmatic functions of (Idha, "إذا")

(a) Modal conditional or typical conditional for speech act and its feature is that it may be (if Then)

19. "قُلْتُ لِنَفْسِي إِذَا لَمْ يَحْضُر السَّيِّدُ أَحْمَدُ كَمَا وَعَدَنِي فَلَا هُوَ ابْنِي وَلَا أَنَا أُمُّهُ."

(Maḥfūz, 2006, p.299)

- Qultu linafsy idha lam yaḥḍur assayid aḥmed kam ā wa'adany fala huwa 'ibny wal ā ān ā 'ummuh.

- "I told myself that if al-sayyid Ahmed didn't come as he promised, he's not my son and I'm not his mother."

The example here holds the Arabic connective (Idha, "إذا") which may be observed as identical to the English (if), it joins the (representative) speech act of the first clause (Qultu linafsy) and the (declarative) upcoming speech act of the second clause (lam yaḥḍur assayid aḥmed kam āwa'adany fala huwa 'ibny wal ā ã ã 'ummuh). Hence, the connective (Idha, "إذا") reveals the (modal conditional or typical conditional for speech act).

(b) Ascertaining "advice"

20. "خَصَّصْ لِلْفِكْرِ إِذَا شِئْتَ عَمُوداً فِي الصَّفْحَةِ الْآخِرَةِ"

(Maḥfūz, 2006, p. 442)

- Khaṣiṣ lilfikri idha shi't 'amūdan fi aṣṣafḥati ā'akhiirah.

- "If you want, you can devote a column on the back page to thought."

The example above includes if the Arabic connective (Idha, "إذا") which may be considered as an even to the English (if), it joins the (representative) speech act of the first clause (Khaṣiṣ lilfikri) and the (representative) coming speech act of the second clause (shi't 'amūdan fi aṣṣafḥati ā'akhiirah). Thus, the connective (Idha, "إذا") shows the (ascertaining "advice").

(c) Ascertaining "compliment"

21. "على انه في وسعي دائماً أن أحملها على الإذعان لمشيئتي اذا أرئت!"

(Maḥfūz, 2006, p. 276)

- 'alā ãnahu fi wis'y da'iman ã ã ḥmiluh ā 'alā ā'idh' āni limashii'aty idha āradt.

- "If I ever need to, I can always make her defer to me."

The example above combines if the Arabic connective (Idha, "إذا") which may be regarded as comparable to the English (if), it relates the (declarative) speech act of the first clause ('alā ãnahu fi wis'y da'iman ã ã ḥmiluh ā 'alā ā'idh' āni limashii'aty) and the (declarative) coming speech act of the second clause (āradt). Thus, the connective (Idha, "إذا") shows the (ascertaining "compliment").

(d) Rhetorically "advice"

22. "يا سيّد احمد لا تؤاخذني اذا صارحتك بأنك تُبَدِّر نفودك هذه الأيام بلا حساب."

(Maḥfūz, 2006, p. 173)

- Yā saiyyid aḥmad lā tu'ākhiidhny idha ṣāraḥṭuka bi'annaka tubadhiru nuq ūdaka hadhihi ā;ayy ām bil ā ḥis āb.

- "AI-SAYYID AHMAD, please excuse me if I tell you frankly that you're spreading money recklessly these days."

The example here includes the Arabic connective (Idha, "إِذَا") which may be regarded as an equivalent to the English (if), it links the (expressive) speech act of the first clause (Yā saiyid aḥmad lā tu'ākhdhny) and the (declarative) forthcoming speech act of the second clause (ṣāraḥtuka bi'annaka tubadhiru nuq ūlaka hadhihi ā; ayyān bil ā ḥisāb). Thus, the connective (Idha, "إِذَا") shows the (rhetorically "advice").

(e) Rhetorically "promise"

23. "ولن تسعدي انت اذا اتعبتني بوجع الدماغ."

(Maḥfūz, 2006, p. 487)

- Wa lan tas'ady ānti idha at'abtiny biwaja'I ā dimāgh.

- "You won't find any happiness by making me unhappy and giving me a headache."

The example above includes the Arabic connective (Idha, "إِذَا") which may be regarded as an equal to the English (if), it links the (commissive) speech act of the first clause (Wa lan tas'ady ānti) and the (representative) coming speech act of the second clause (at'abtiny biwaja'I ā dimāgh). Hence, the connective (Idha, "إِذَا") reveals the (rhetorically "promise").

6. Conclusions

The current study reveals the syntactic, semantic, pragmatic and discourse analytic use of English and Arabic connectives. It also explores the pragmatic functions of this usage in the English novel (East of Eden) and the Arabic novel (Palace of Desire) [qaṣr ālshawq]. The present chapter summarizes the main research findings and finally offers a number of suggestions and recommendations for future research.

English connectives in this study were not confined to one level, so, in the syntactic level, they were considered as coordinating devices, like (and) in:

- I like Sara and Sara likes me.

In the semantic level, Lyons (1977) classifies connectives into (conjunctions [and], disjunctions [or], implication [if], and equivalence [as]). While pragmatically, the matter is different where connectives have performative meanings such as:

- Still I insist that.

In the discourse level, connectives are the articles which contribute in arriving at a cohesive and coherent text.

Arabic connectives are classified syntactically by Ryding (2005) as (ith, bal, ay, kama, waw, faa, thumma, hatta, lakin), there are also other classifications mentioned in the literature review.

Semantically, 'Uk āsha (2005) reveals that connectives are used for linking and unity in the structure. In the pragmatic perspective, context is all that matters, because it decides the connective's function.

Considering Arabic discourse analysis perspective of connectives, there is a clear link between (al ittisāq) [cohesion] and (al insijām) [coherence] just like in English, we need the (textual linkage) to arrive at a comprehensive text. So, English and Arabic connectives differ from one level to another except for the syntax and discourse analytic levels and this is related to hypothesis (1).

There are different pragmatic functions for every connective used according to the model followed in the data analysis.

6.1 The Pragmatic Functions of English Connectives in the English Novel Are:

The pragmatic functions of the connective (and):

- Assertion.
- Addition or continuation.
- Concessive or conditional.
- Contradiction or protest.

The pragmatic functions of (but):

- Pragmatic contrastive.
- Protest.
- Concatenation.

The pragmatic functions of (or):

- Rhetorical question (check).
- Explanation for the first speech act.

The pragmatic functions of (so):

- Conclusion.
- Assertion.

The pragmatic functions of (if):

- Modal conditional or typical conditional for speech act.

6.2 The Pragmatic Functions of Arabic Connectives in the Arabic Novel Are:

The pragmatic functions of ([wa] و):

- Assertion.
- Addition or continuation.
- Concessive or conditional.
- Contradiction or protest.

The pragmatic functions of ([lākin] لكن):

- Pragmatic contrastive.
- Protest.

The pragmatic functions of ([aw] أو):

- Explanation for the first speech act.

The pragmatic functions of ([lidhālik] لذلك):

- Conclusion.

The pragmatic functions of ([idhā] إذا):

- Modal conditional or typical conditional for speech act.

Connectives in English and in Arabic have pragmatic functions, not just semantic lexical meanings, and this is related to hypothesis (2) of this study.

The English and Arabic novels show similarities in the use of (and) where its pragmatic functions are found in both novels with high number and clever functioning. This is connected to hypothesis (3) which is: Arabic text uses additive connectives lesser than the English one.

Findings from data analysis show that the use of (but) in English, (lākin) in Arabic in giving the express of surprise is very little. In Arabic, some pragmatic functions of (lākin [لكن]) are found only in one example, like:

- Concatenation.
- Express surprise.
- Refusal or unacceptance of the previous speech act.

Also (lākin [لكن]) in Arabic is linked in some expressions to other pronouns like (lākinnany, lākinnahu, lākinnaha...) but these are excluded in the current study.

For the pragmatic function of (or) in English, (aw) in Arabic, its large use is for choosing between two things. The other pragmatic functions are rarely used in both novels.

The connective (so) in English, (lidhālik) in Arabic is used in both novels in some ways. It functions as the word (very) in English. The pragmatic functions of (so) which are mentioned in the model are very rare throughout the English and Arabic novels.

The most pragmatic function used of the connective (if) in English, (idhā) in Arabic is (modal conditional or typical conditional for speech act), while other pragmatic functions are used a little in both novels, hence, there are certain dissimilarities in the use of connectives in English and Arabic novels, as far as their pragmatic functions are concerned and this is linked to hypothesis (4) of this research.

The current study is hoped to be the first study to investigate the pragmatic functions of connectives in English and Arabic novels. The main contribution of this study is that it serves EFL learners and translators as well to overcome the problems of framing texts and understanding intended meanings behind words.

Last but not least, the study focuses on the pragmatic functions of connectives, which may perform various pragmatic functions in the data depending on context.

7. Suggestions and Recommendations

- 1- Connectives can be studied in English and Arabic religious and other literary texts.
- 2- Connectives can be studied in English and Arabic political discourses.
- 3- Connectives in English and Arabic can be explored as far as corpus linguistics is concerned.
- 4- Connectives in English and Arabic can be investigated statistically.
- 5- Connectives in English and Arabic can be studied semantically (to focus on their semantic meanings).

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