



Sermo in circulis est liberior.

December 1998. N° 3. Price 1.20 DH. Monthly Review of the English Department, Cadi Ayyad Univ. at Beni Mellal. Editor: K. Chaouch.

EDITORIAL
On the Move
It seems that a sweet wind of Conference-mania is blowing on some Moroccan Universities, especially in English Departments. A simple look at the 'News' column of this issue (of Pen Circle) is enough to show the conspicuous fact that 'People-Who-Do-Things' are seriously moving and trying to organize conferences, international seminars and study days. This is, in fact, the primary function of University people and of Professors. What's the use of going to a 'dead' University, to be literally enclosed between concrete walls for the whole year? What's the use of a University, if it is not teeming with action, fervent dialogue, research and fruitful meetings?
On the other side, we are still giving in the rubric, 'Poor Poets', some strange definitions of this class of people. By choosing poets, we are just confirming the susceptibility of this 'race', as it had already been pointed out by the Classics: Genus irritabile vatum, (the irritable race of poets). In the next issue, another race will have its lot. Our main reference in these derisive inquisitions is The Frank Muir Book: An Irreverent Companion to Social History.
Yet, it should be noticed that we have received up to now no new visitor. We should also confess that we have received no written contribution or suggestion. But we hope for the best. It is still the beginning, and our audience is still limited.
Pen Circle.

The port of Algeciras
Whenever I came to or went from Morocco, either by coach, by train or by car, I was obliged to see the port of Algeciras. But, in that final morning, some impressions on that particular place were engraved forever in my memory. I was there, waiting for the next Ferry, either to Tangier or to Ceuta. The sooner the better. I was leaving Europe forever and coming home after a long decade of studies and toil.
The port station was teeming with different kinds of people, most of them from Morocco. Some were already queuing up for boarding cards even though the booking offices were still closed. Some were half-sleeping on the cold waiting bunches. Some were having their diner or breakfast... or both. Such people, heading for opposite directions, were showing different attitudes and emotions. You could read in the wrinkles of some faces different tales about the European Dream. You could see in the eyes of newcomers golden castles in Amsterdam and bloody-hair girls in Paris.
(To be followed in p. 4.)

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**Recent Developments in Pragmatics**  
(Second part:)

*Context Revisited*

Interactive theories of cognition have not only led to a reconsideration of the functions of the so-called inside of the mind, but also, in some circles, to a reconsideration of the function of the outside environment with which the mind interacts. As a result, a renewed discussion of the notion of context is beginning in pragmatics (cf. Duranti and Goodwin 1992). Ever since Fregde noted the difference between 'morning star' and 'evening star' (one reference, two contextual senses), and Malinowski emphasized the importance of the 'context of situation' in interpreting utterances, pragmatics have used the notion of context as a sort of catch-all category for everything outside language (i.e., beyond syntax and semantics) that must be known in order to fully interpret acts of speech. Conversation analysts and ethnolinguists, especially, speak of the 'contextualization' of language data, emphasizing the importance of analyzing utterances in, and together with, the concrete situations in which they occur. For these linguists, the significance of context for the interpretation of speech makes it necessary to broaden the focus of inquiry. They move beyond the 'inner facts' of language structure, that is, in search of explanations rooted in the 'outer facts' of language production and use.

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\* by Richard Janney, University of Cologne. (in *The European English Messenger*. Vol. II, N° 2, 1993.)

The function of the notion of context in much of this work is strikingly similar to the function of the notion of 'rational principles' in conversational logic. The difference is only that whereas proponents of rational principles locate the prerequisites for meaning inside the mind, in logical rules, processing instructions, inferencing strategies, and so forth, proponents of context traditionally locate these outside the mind, in the different environments and situations in which people actually use and interpret language in everyday life.

Interactive theories of cognition, with their emphasis on the interface between thought and context, however, now, make it difficult for pragmatics who are used to standing conceptually on one side or the other of the inside/outside dichotomy to find a solid foundation for their work. It becomes difficult to develop a stable point of view. This has recently prompted some pragmatics to start calling for a more systematic approach to context (cf. Kasher 1991). Notions of cognition and context, however, are presently unequally developed from a formal point of view, and it is difficult to predict when, or even if, cognition, context, and language will ever become explainable within a single, unified theory.

*New Interest in Affect*

If attention is turning toward the interface between cognition and context in some areas of pragmatics, it has recently begun shifting toward the interface between cognition and emotion in others. The

interplay between thought and feeling in speech has become an attractive research topic during the past few years. This is a response, in part, to a re-evaluation of the role of consciousness in affective processes that began in cognitive psychology in the early 1960's, and has since filtered through to most of the rest of the human sciences (cf. Mandler 1975).

In spite of this, the insight that virtually all linguistic choices have ideational and relational functions in speech has been relatively slow in coming to mainstream linguistics. Historically, the autonomy of linguistics has depended to a great extent on defining phenomena that do not lend themselves easily to formal analysis as beyond the subject of investigation. Hence, affective speech patterns have generally been viewed as features of the rhetorical, stylistic *how* of speech, as opposed to the syntactic, semantic *what*, and have been more or less excluded from serious linguistic study.

In recent years, however, there has been a dramatic increase in the number of studies of language and affect. Pragmatics have 'rediscovered' that the expression of thoughts and feelings are complexly inter-related linguistic processes. Three competing approaches to language and affect are beginning to emerge: (1) a descriptive approach, which focuses on hierarchies of formal linguistic devices or 'tools' for signalling affect in speech (cf. Ochs 1989); (2) an indexical approach, which focuses on the capacity of affective displays to direct partners' attention to different aspects of utterances, stretches of discourse, or contexts of speech (cf. Besnier 1990); and (3) a strategic interactional approach, which focuses on the conscious use of affective signals to influence others' behaviour and reach goals in speech (cf. Arndt & Janney 1987, 1991).

(To be continued.)

Pen Circle.	N°3.
<b>The Poet's Corner</b>	NEWS NEWS NEWS NEWS NEWS
<p>For practical reasons, any kind of publication should be submitted to the Department (Pen Circle box) before the 15<sup>th</sup> of each month. Such writings should be printed, otherwise written in handwriting as clear as possible. Attempts, either published or not, will not be returned.</p>	<ul style="list-style-type: none"> <li>▼ The English Department of Cadi Ayyad University at Beni Mellal intends to organize on Feb. 10<sup>th</sup>, 1999 a Study Day on the following topic: <b>'Reflexions on Language, Literature and Art.'</b> This Study Day is open to all the professors in the English Department as well as to colleagues from other universities. The deadline for submitting abstracts is Dec. 18<sup>th</sup>, 1998. Proposals should be sent or given directly to the Organizing Committee (Bourima, Boudlal and Chaouch).</li> <li>▼ On 10-13 March 1999, the African Literature Association (USA) will be holding its 25 Annual Conference at Jnane Fes on: <b>Continental North-South and Diaspora Connections and Linkages.</b> The deadline for submission of papers and panel abstracts is December 10<sup>th</sup> 1998, to: Ahmed Saber, English Department, Faculty of Letters, Dhar Al-Mahraz, Fes (Tel: 05-731236; Fax: 05-646844) or to: Edris Makward, 1414 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706, USA (e-mail: <a href="mailto:emakward@lss.wise.edu">emakward@lss.wise.edu</a>).</li> <li>▼ The English Department of Ibn Tofail University will organize an Inter-University Conference (V) on 22-24 April 1999, around the topic: <b>To Test What, How &amp; Why at University Level.</b></li> <li>▼ Hassan II University Ain Chok has organized on 26-28 November 1998 a Conference on <b>National Culture(s).</b></li> <li>▼ <b>Pen Circle</b> is ready to cover the cultural and scientific activities in other universities, or cultural centers. (Publications, book reviews, seminars, visits, conferences, etc.) Our hope is then to receive clear and sufficient information about them from colleagues in other Universities.</li> </ul>
<p style="text-align: center;"><i>I'm Nobody</i></p> <p>I'm nobody! Who are you?          Are you nobody, too?          Then there's a pair of us – don't tell!          They'd banish us, you know.</p> <p>How dreary to be somebody!          How public, like a frog          To tell your name the livelong day          To an admiring bog.</p> <p style="text-align: right;"><u>Emily Dickinson.</u></p>	
<p style="text-align: center;"><b>Poor Poets!</b></p> <p>"All <b>poets</b> are mad."          Robert Burton (1577-1640)  <i>The Anatomy of Melancholy.</i></p> <p>"I have never yet known a <b>poet</b> who did not think himself super-excellent."          Cicero (106-43 BC)  <i>Tusculanae Disputationes.</i></p> <p>"<b>Poets</b> are almost always bald when they get to be about forty."          John Masefield (1878-1967)</p> <p>"Perhaps the saddest lot that can befall a mortal man is to be the husband of a lady <b>poet.</b>"          George Jean Nathan (1882-1958)</p> <p>"<b>Poets</b> of the world! Pardon."          Pen Circle</p>	

*A View on our Department.*

To make the English Department student's sojourn at the University successful, there are certain things to think about truly. First of all, there must be a kind of awareness of the fact that the University is not a secondary school where knowledge that students are expected to acquire is somewhat definite and limited. Here, they are assuredly supposed to fully contribute in their acquisition of knowledge. Teachers, on their part, are also meant to render this task easier.

Because things they are taught in class are not all they need, nor are they, in fact, all they are required to learn, students are expected to take part in their own making, mainly through reading. Such an activity will surely enable them to be much more familiar with English. Undoubtedly, the structure and the expressions of this language are different from those either of Arabic or French, to which they are accustomed.

One of the problems, for example, posed to our students is that of prepositions. Among the possible means of overcoming it is regular reading. The practice of language is also an effective way. Unfortunately, we do remark that, outside the class, students seldom write or converse in English, contrarily to what was happening few years ago. This is probably one of the reasons explaining the lack of motivation, or even the inability of some students to participate in class.

Reading can give them the opportunity to consolidate their knowledge of the cultural aspects and the experiences of the people whose language they have chosen to study. It is also a way to reinforce their intellectual capabilities which, it should be remembered, are sometimes limited. It is noticeable that a large number of students confine themselves to the syllabus, and this, too, they sometimes find too much. Teachers, on their side, are required, more than ever, to underline the importance of what is called 'Secondary References' – and not only of the principal ones. An appropriate way for achieving this aim could be encouraging students to prepare talks and to write summaries of, or commentaries on these references.

There are other things to think about, such as attendance. But perhaps what we should seriously consider is the question of interest and curiosity, for they are at the basis of everything. In other words, we are undoubtedly invited, students and teachers alike, to recreate and re-establish these two elements. Activities in and of the Department – seminars, conferences, Pen Circle, etc. – are ways leading to this purpose.

**M. Mamaoui.**

**Creative Pens**

*The Port of Algeciras* (from p. 1)  
 Yet the port of Algeciras seemed to me a microcosm of a European stock exchange, a white, black, grey – and whatever color you like – market of Western Europe currencies. Some of the clerks beyond the counter might even call on you in Arabic, because the change offices found it necessary to employ Arabs, mainly from Northern Morocco. Other competitive people, seizing the moment and the place, were trying to make money by other means. A fairly young migrant, on

the way home from Italy, was selling used, misused, 'disused' or even useless shoes, or hooves. Gangs of Spanish youths were selling, for dream-prices, 'golden' watches that would stop functioning if you leave the port. An apparently jobless, homeless and drug addict would tell you all his unachieved Odysseys for a few pesetas.

Spanish officials were continuously making what seemed to be control marches or their middle watch. But they were completely heedless of the half-human beings around them, unless spoken to. In this case, you would be the wisest creature on earth if you succeeded to make one of them utter a syllable in a language other than *Español*. When they were no longer there, it was the turn of the *Guardia Civil*, making sure that there was no case of selling drugs or smuggling people.

When I was heading south, I had for a certain time the impression that the scenes I had seen would no longer exist. But the *Ibn Battouta*, coming in the opposite direction, reminded me that the port of Algeciras was there forever and ever.

**A. Souhail.**

CROSSWORDS (N°2)

	A	B	C	D	E	F	G	H	I
1									
2									
3									
4									
5									
6									
7									
8									

- 1**-Author of the *Iliad* – Conditional. **2**-Person who holds unorthodox opinions. **3**-*The ... Man and the Sea* – The Secretary Office of Queen Elizabeth. **4**-Heard in a corrida – *Id est* – Ibid. **5**-A kind of cone-bearing tree – A kind of drink. **6**-An international organization. **7**-The poles of a cart to which the horses are tied – French Gold. **8**-A type of tree with hard wood (pl.).

- A**-The horny part of a horse foot – For conclusion. **B**-Devilish. **C**- The opposite of chaos – A first name. **D**-Ego. Conditional. **E**-Of the system of moral conduct – For direction. **F**-Old form of *rhyme* – Uncle Sam. **G**-Civil Servant – An article. **H**-Black gold – To conclude (Reversed). **I**- A radio wave – Singular for deer.

Solution for N°1:  
 1-D. H. Lawrence. 2 Oil – Ache. 3-East. 4-Art – *Mu*. 5-Be – Ate – Eco. 6-Arch – Ibsen. 7-Louse – Rare. 8-Coo. 9-Ku Klux Klan. 0-UNO – Go.  
 A-Do – Seal – UK. B-His – Orb – Un. C-LL – Cucko[o]. D-Share. E-Wyatt – Ecu. F-*i.e.* – Ox. G-Eat – Broke. H-N. C. – Mesa. I-Chaucer – AG. J-EE – One – No.