

## THE LINGUISTIC CONSTRUCTION OF PARTITION TRAUMA: AN APPRAISAL-BASED STUDY OF BAPSI SIDHWA'S *ICE-CANDY-MAN*

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### **Abstract**

*This study examines the linguistic construction of violence in Partition through Bapsi Sidhwa's novel, Ice-Candy-Man, using the theoretical approach of Appraisal Analysis. Although there are many studies focusing on the historical and feminist aspects of the novel, this paper seeks to address the deficiency in functional linguistic research into the use of evaluative language in encoding the trauma of Partition in 1947. The study adopts a qualitative and descriptive research approach wherein selected "trauma-dense" passages from the book are annotated and analysed through the UAM Corpus Tool in line with the three subsystems of Appraisal, which are Attitude (Affect, Judgment, Appreciation), Graduation (Force and Focus), and Engagement (Monogloss and Heterogloss). The results show that Appreciation dominates the analysis, suggesting that violence is mostly encoded through the spatial destruction and environmental desolation rather than through Affect. Judgment often reflects the moral degeneration of the collective, and Graduation analysis reveals a relatively higher occurrence of strategies to upscale the horror and dehumanize the victim. Moreover, the story maintains a Monoglossic approach in that the narrator speaks with authority through the eyes of an adult child. Age influences the perception of historical trauma. The paper reveals that in this novel, Partition Violence is not merely a historical event but rather a deliberate linguistic construction created to convey the moral collapse and dehumanization. In doing this, this paper shows how Sidhwa makes use of grammatical constructions to achieve this effect. In relation to linguistics, this paper is important to SFL since it provides evidence of the influence of language on the experience of historical events.*

**Keywords:** Appraisal Theory, Partition violence, UAM Corpus Tool, Systemic Functional Linguistics, Ice-Candy-Man, Discourse Analysis

### **Introduction:**

Ice-Candy Man is a ground-breaking Partition novel written by Bapsi Sidhwa which relates the violent occurrences of 1947 from the viewpoint of Lenny who lives in Lahore at that time. While many previous studies have analysed either the historical aspect or the feminist dimension of the novel, the current study will analyse Ice-Candy Man from the Linguistic perspective, employing Appraisal Theory (Martin & White, 2005).

Violence depicted in the novel is not simply an action, but it is also linguistically constructed in terms of evaluative discourse. This linguistic analysis involves the investigation of sub-systems like Attitude, Graduation, and Engagement. This research intends to discuss Sidhwa's particular lexical items employed for evoking emotions, evaluation of community behaviour and enhancing horror of the riots.

### **Problem of the statement:**

Ice -Candy-Man, written by Bapsi Sidhwa, has received much attention from researchers, using mainly historical, thematic, and feminist perspectives with emphasis on the social and political impact of the 1947 Partition and voices of minorities. Nevertheless, most of the available literature considers violence in the novel merely as a contextual phenomenon that enables an exploration of its historical aspects, ignoring one crucial aspect in linguistics, which is the evaluation of this form of violence from the linguistic perspective. According to Tehseem and Rashid (2020), although Partition stories involve emotional components, the "interpersonal" features of these stories remain hidden due to the tendency of researchers to concentrate on content rather than linguistic functions like Attitude and Engagement.

There is an obvious gap in terms of technical study about the exact role of particular lexical or syntactic constructions in the creation of affective response, moral judgment, or narrative intensity in the description of the worst cases of violence found in the text. Given the absence of linguistic research on Attitude, Graduation, and Engagement, it is impossible to know how Sidhwa creates affective engagement through her child narrator and how the violence portrayed in the story is scaled from mild to severe. With the help of the UAM Corpus Tool, this study will not only examine the content of the violence but its construction and evaluation.

#### **Research objectives:**

1. To establish the linguistic means of Attitude that have been used in order to describe violent episodes in the novel.
2. To study the usage of Graduation (Force and Focus) to escalate or de-escalate the effect of violence.
3. To investigate the way Engagement (Monogloss vs. Heterogloss) is exploited by the author to position various voices in relation to the violence portrayed.

#### **Research Questions:**

1. What kind of techniques are used by the author to evaluate and charge the descriptions of violence in terms of the sub-systems of Attitude?
2. How are the resources of Graduation used to escalate or de-escalate the level of violence presented?
3. How do the mechanisms of Engagement contribute to shaping the images of the various social and individual actors involved in the violence depicted?

#### **Significant of the study:**

This research has immense theoretical significance in bridging the two realms of Systemic Functional Linguistics (SFL) and South Asian Partition Literature. The use of the Appraisal Framework for analysing Ice-Candy Man reveals the potential of linguistic tools in decoding the complex emotional experiences involved in literature. This paper surpasses the conventional literary analysis which depends largely on the interpretive power of the critic and adopts an objective method for examining the construction of "literary violence" with the help of the sub-systems Attitude, Graduation, and Engagement.

The practical implications of this research can be extremely valuable for students and researchers in Applied Linguistics and Stylistics. Firstly, it will guide them in conducting a textual analysis of conflict and trauma in literature. Secondly, it may contribute to further studies on Bapsi Sidhwa's works by providing a new angle on the use of the "child-narrator" technique by which Lenny's innocence can be used linguistically for evaluating and grading the horror of the 1947 riots.

At a wider scope of society and academia, this study helps add to knowledge concerning the discourse of violence. Through its analysis on how language can "humanize" or "dehumanize" victims in their language usage (such as the metaphor of "logs of wood"), this study adds to knowledge of how language evaluation plays a role in shaping collective memory. In addition, it provides a deeper understanding of how an author utilizes evaluative positioning in order to create a moral judgment from the reader.

#### **Theoretical framework:**

Applying the Appraisal Framework in linguistics of Pakistan is the move from thematic criticism to Functional Stylistics. Scholarly studies show that South Asian media and literary texts are never objective but rather "filled with interpersonal meanings" that direct the reader's ethical stance (Tehseem & Rashid, 2020). Through understanding the sub-systems of Attitude, Graduation, and Engagement, it becomes clear that ideological positioning is present in the regional English language.

- Ideological Positioning and Othering: In Pakistani newspapers' editorials and literature written about conflicts, there is an abundance of Judgment (Social Sanction), and heteroglossic

contraction is employed by authors. Such stylistic devices enable them to "block out" the opposition and emphasize particular nationalist identity groups (Zaidi & White, 2021).

- **The Scaling of Trauma:** Graduation is used as a technique to "scale" violence experienced historically into an "affective reality" in Partition literature. This has been achieved through the use of high force vocabulary and reification (turning humans into objects), as shown by Sidhwa in her writing on trauma (Gautam, 2014).
- **Aesthetic Devaluation:** Negative appreciation is yet another way of achieving dehumanization of victims. Evaluations such as those of urban landscapes as being "skeletons" and "living dead bodies" in this text imply a breakdown in the social structure (Navarro-Tejero, 2019).
- **Engagement & Hybridity:** Code-mixing (Urdu and Punjabi) has served as a resource that questions the Monoglossic authority of colonial English, thus creating a Heteroglossic situation where the voice of the subaltern gets heard (Pathan & Shah, 2024). This has happened in *Ice-Candy-Man* in particular by means of a child witness in evaluating the morality of adults (Siddiqi, 2021). This mapping of evaluative resources will therefore fill in the gap that exists as far as grammar as trauma construction is concerned.

The theoretical background of the current study will be drawn from Appraisal Theory, which belongs to a linguistic theory called Systemic Functional Linguistics (Martin and White 2005). Appraisal Theory is especially helpful in the analysis of evaluative language, and it specifically concentrates on examining how people manage emotions, morality, and aesthetics. Three major subsystems constitute the theory. The first one is called Attitude and involves the examination of affective reactions, character ethics, and the value of objects or people. The second subsystem is Engagement and it focuses on analysing how voices are represented and recognized in the text. Finally, Graduation deals with scaling up or down the degree of evaluation.

#### **Literature review:**

Balikai, P., & Asif, M. (2023) analysed the complex aspects of memory that emerge in the context of Bapsi Sidhwa's novel entitled *Ice-Candy-Man*. The scholars pay much attention to the conflict between collective memory (the common experience of trauma experienced by the community) and national memory, which can be constructed by the government for the sake of certain political aims. The authors claim that Sidhwa employs the point of view of Lenny, a little girl of Parsee origin, in order to show how the "outsider-insider" perspective challenges monolithic nationalist narratives. As regards the brutal realities of the Partition in 1947, it is necessary to admit that the authors emphasize the value of personal witness for the purpose of presenting alternative views on historical events. Furthermore, the psychological disintegration of the characters is discussed in the context of transformation from the "*Ice-Candy-Man*" into a unique identity that is created due to the religious zeal. The article manages to combine literary criticism and studies of memory issues in an excellent manner. Nevertheless, although the difference between collective and national memory is clear, the study may fail at some point to address the gendered aspects of trauma brought out by Sidhwa. The most effective criticism is brought up in regard to the neutrality of Lenny, but it may have focused more on the "liminal" position of the Parsees that enables the unraveling of myths about the nation.

Padhi, P. K., Chandramani, C., and Nayak, A. (2025) explore the painful human experiences associated with the Partition of India in their comparison between the novels *Tamas* by Bhisham Sahni and *Ice-Candy Man* by Bapsi Sidhwa, focusing on how violent events, displacement, and communal tensions have shattered the sense of self of individuals and groups. According to the researchers, the two novels capture the suffering of common men and women by depicting their mental pain as well as material poverty. Particularly, they emphasize that the novels provide insights into the suffering of marginalized groups such as women, poor members of society, and religious minorities, who become victims of political

turmoil. Further, the authors note that, whereas the novel by Sahni provides an insight into the gradual process of social fragmentation, the story by Sidhwa gives characters' perspectives of suffering as individuals and losing their innocence and identity through violence. In conclusion, Padhi et al. (2025) provide a concise comparative analysis that successfully brings out common thematic preoccupations in the novels, mainly involving the degradation of identity and humanness within harsh circumstances. Nevertheless, the essay seems too thematic, failing to incorporate an adequate level of theorization. This paper can be said to have made good use of parallelism, but at some points, there is oversimplification of the distinctive techniques used by each author. All things considered, this essay makes a valuable contribution to Partition literature.

Mammel, E. (2025) explores the relationship between gender-based violence and identity formation in the context of Partition of India, comparing *Cracking India* by Bapsi Sidhwa and *Lajwanti* by Rajinder Singh Bedi. The thesis centers on the use of abduction, rape, and forced displacement of women not only as physical acts of violence but also as methods for changing their social and personal identities. According to the author, the body of women becomes a tool in an attempt to preserve the honor of one community and seek revenge from another, as well as the patriarchal structure of societies regardless of whether these communities are Hindu or Muslim. Using the method of textual analysis, the researcher shows that in Sidhwa's novel, there is a description of the consequences of psychological trauma and identity loss experienced by women, while in Bedi's work, it is the critique of the hypocritical attitude to their rehabilitation. To sum up, Mammel (2025) offers an in-depth analysis of the subject of gender violence by bringing into discussion the experiences of women and highlighting the deeply patriarchal nature of Partition stories. The strength of the thesis lies in the researcher's emphasis on issues of reidentifying the victims and the social stigmas they carry with themselves. In addition, the use of feminist theories would further enhance the analysis provided by the author. However, it is a valuable work on gender violence in Partition literature; there is much scope for improvement theoretically speaking, but the study certainly has significance from a humane perspective.

Pandey, B. (2004) discusses the representation of violence in South Asian Partition literature written in English and examines the role played by language in depicting violence. In his analysis of important literary works, Pandey argues that apart from violence being reflected in action, it also resides in language use. He identifies literary strategies employed by writers such as fragmentation, strong images, and changes in voice in order to portray the violence and chaos that marked the Partition era. According to Pandey, language can be seen as the meeting point between political ideology, communal relations, and history, making it possible for writers to not only reflect the brutalities of the partition but also to comment on them. Pandey's (2004) contribution to the study of Partition literature is substantial as he emphasizes the significance of language in meaning-making when referring to violence. The article makes an interesting connection between narrative styles and trauma, yet it would have been beneficial to include some of the latest literary theories in order to increase the complexity of the discussion. In general, this article provides a unique point of view that can be applied in the analysis of Partition literature; in my opinion, it should be considered.

Gagiano, A. (2010) discusses the portrayal of violence and political savagery through the eyes of child narrators in *Ice-Candy-Man* by Bapsi Sidhwa and *In the Country of Men* by Hisham Matar. According to Gagiano, using a witnessing child as the point of view character makes for a highly effective and unique approach in describing the harsh and cruel aspects of politics and society. Gagiano points out the role of naivety and ignorance in enhancing the impression left by violence – as the characters try to understand and perceive an event, they fail to grasp its meaning. The events of the Partition of India are depicted in Lenny's fragmented, but emotionally charged narration, while the story in *In the Country of Men*

illustrates the effects of politics and savagery on the mental development of a child. Gagiano's study is a good comparative analysis that successfully highlights the potential of the narrator-child witness for rendering political violence through narration. The author shows excellent work in terms of her research on emotional depth and perspective of narration. At the same time, the theory behind the paper should be somewhat developed so that she could analyze the issue of childhood and traumatization in greater detail. Generally, I think it would make an interesting addition to literary violence studies because of its special approach to discussing cruelty.

Saini, R. (2012) offers a detailed examination of the Partition theme in Indian novels, discussing how this topic has been addressed in literature in terms of socio-political, cultural, and psychological shocks experienced by people because of the division of India in 1947. The author analyzes numerous significant works and pays attention to recurrent issues, such as religious violence, displacement, loss of home country, and fragmentation of identity. Saini claims that novels about the Partition not only constitute an accurate historical documentation of this period but also raise moral questions related to the high price of politics paid for people's sufferings. The book also sheds light on various interpretations of trauma and memory by different authors, often stressing the influence of this tragic event on later generations of Indians. Saini's (2012) work provides a comprehensive and lucid study on Partition as a significant topic in Indian fiction, and he is able to outline all the important issues of Partition in fiction writing. Nevertheless, the book seems to be mostly descriptive in nature and would have been better if it had engaged in some form of criticism and theory. In my view, it will be a good introductory book on Partition literature.

#### **Research methodology:**

Data collection in this research will be conducted using a purposive sampling approach which selects particular "evaluative nodes" from the book *Ice-Candy Man* by Bapsi Sidhwa. Instead of carrying out an extensive reading of the book, the focus during this stage will be on finding the dense areas where the narrator changes her style of description and starts evaluating what she sees around her. For selecting data, the criterion that will be used includes the identification of "lexical triggers," i.e., particular metaphors or words used in the book which denote emotional, moral, or aesthetic reaction to the riots of 1947.

After extraction of the data, the Appraisal Framework (Martin & White, 2005) serves as the main tool for analysis in this study. This analysis comprises a number of coding stages, during which the units of texts are coded with respect to three sub-systems within the framework. The Attitude system codes the internal attitude of the narrator into three categories of affect (feelings), judgment (moral stance) and appreciation (evaluation of the context). Alongside with the above, the Graduation system codes the "scaling" of the prose, whereby the intensity of fear and horror caused by the violence in the novel is revealed. Finally, the Engagement system code the intertextuality of voices and separates them according to whether they belong to the child-narrator or community discourses in general.

The last phase of the methodology process is concerned with interpretive synthesis and theme mapping. The procedure in this case goes beyond the mere classification process to elucidate the link between the functions served by the language choice employed and the resultant impression created about violence in the minds of the reader. This entails an examination of the patterns associated with such themes like dehumanizing the victims via "Appreciation" and rating the degree of horror through "Force." The resulting patterns would then be utilized to demonstrate how language functions interpersonally to construct a particular reality of the Partition event.

#### **Research design:**

The current study employs a corpus-based qualitative and descriptive approach, which draws on Systemic Functional Linguistics (SFL). By extending beyond conventional thematic

analysis, the design facilitates the systematic representation of the author’s stance. The inclusion of computer-assisted qualitative data analysis software (CAQDAS) through the use of the UAM CorpusTool contributes to methodological rigor by ensuring an empirical representation of evaluation in the literary text.

**Sampling and Data Collection**

For this study, Purposive Sampling will be employed to extract “trauma-dense” sections from Bapsi Sidhwa’s book entitled "Ice-Candy-Man."

- Universe: Full text of the novel.
- Sample: Selected parts that reflect the climax of Partition atrocities (Lahore riots, train massacres, abduction of the Ayah).
- Unit of Analysis: The unit of analysis in this study is the clause because it is the functional locus of interpersonal meanings and appraisal.

**Instrumentation (UAM CorpusTool)**

The UAM CorpusTool (Version 3.3) is the main instrument used for analysis. It is employed to create an electronic corpus from the chosen text, thereby making possible the following:

1. Systemic Annotation: Tagging of the text according to Appraisal subsystems.
2. Frequency Analysis: Collection of descriptive statistics to determine the prominent linguistic features.
3. Contrast Mapping: Visual depiction of the interaction between various Appraisal devices (e.g., high frequency of Appreciation compared to Affect).

**Coding Scheme (Analytical Framework)**

Data are coded using a Top-Down method based on the Appraisal Model (Martin & White, 2005). The coding scheme comprises three main levels as follows:

- Attitude: Evaluative meanings are classified as Affect (emotional), Judgment (ethical), and Appreciation (aesthetic/evaluative).
- Graduation: Scaling of meaning through Force (strength) and Focus (typicality).
- Engagement: Dialogic stance through Monogloss (declarations) and Heterogloss (multivocality).

**Data analysis:**

The data selected from the novel Ice-Candy-Man by Bapsi Sidhwa was analyzed through UAM Corpus Tool based on the theory of Appraisal.

**Feature Description**

Number of Segments	42
Annotation Layers	Attitude, Graduation, Engagement
Unit of Analysis	Clause/Phrase

**Attitude Analysis and Discussion:**

**Attitude Distribution**

	Attitude Type	Frequency	Percentage
	Appreciation	24	57%
	Judgment	11	26%
	Affect	7	17%
	<b>Total</b>	42	100%

### Attitude Distribution



### Discussion

The high percentage of Appreciation (57%) implies that violence is portrayed through material and environmental evaluations rather than subjective emotions. The destruction of Lahore is presented in a language form through imagery such as "glowing orange sky" and "city... skeleton," portraying violence as environmental change.

This means that instead of portraying violence through subjectivity and affective expressions, the representation uses Appreciation. This implies that violence is incorporated into the environment, making it possible for the reader to view it as a collective and environmental experience.

Judgment (26%) is another prominent frame, especially Social Sanction. Terms such as "gone mad" and "hungry lust" present the crowd as morally degenerated, further enhancing how the societal rules were violated during the Partition period.

Low levels of Affect (17%) signify emotional repression. Rather than expressing fear and insecurities, the reader is made to feel them through environmental representations of terror.

### Graduation Analysis and Discussion

#### Graduation Distribution

Type	Subcategory	Frequency	Percentage
Force	Intensification	20	48%
Force	Quantification	10	24%
Focus	Sharpen	10	24%
Focus	Soften	2	4%
<b>Total</b>	—	42	100%

#### Graduation Patterns



### Discussion

The prevalence of Force (combined 72%) proves that in the story there is a systematic increase in the level of violence presented. Words like "roar of an ocean" and "hacked to pieces" elevate human behavior onto an almost apocalyptic scale, making common community riots a massive experience for all senses.

Use of Quantification (24%), such as "thousands" and "everywhere," increases spatial and quantitative dimensions of violence, making it appear even more uncontrollable.

However, what is especially important is Focus (Sharpen) used for the process of dehumanization through language. Images of "logs of wood" and "bundles of clothes" reclassify people's bodies as objects, which helps to numb the emotional impact of violence through this linguistic sharpening.

It proves that Graduation does not only escalate violence; at the same time, it assists in the linguistic processing of violence and turning extreme brutality into linguistic normality.



### **Final Interpretation**

UAM CorpusTool analysis of Ice-Candy-Man reveals how Partition violence is represented in the text in a layered manner through discourse.

Contrary to the presentation of violence in the text as discrete events, the text uses:

- valued evaluative language (Attitude)
- intensification of language use (Graduation)
- moderation of the narrative stance (Engagement)

This produces a discourse of:

- an urban space as an animate entity (bone skeleton)
- a riotous crowd as an impersonal natural phenomenon (ocean waves)
- a victim as mere matter (logs, bundles)

### **Concluding Statement**

By incorporating the results from UAM CorpusTool analysis with Appraisal Theory, it is shown that Partition violence is not merely talked about, but constructed using language.

From the results, it is clear that:

- partition trauma is displaced, intensifying, and dehumanizing
- language serves as the medium for representation and transposition
- reader takes the position of witnessing an overwhelming, morally disintegrated environment.

### **Discussion:**

Discussion of findings indicates that violence in Ice-Candy Man cannot be regarded as simply a background factor but rather as a linguistically constructed one that depends to a great extent on the Attitude sub-system in terms of forming the reader's attitude toward what is happening in the story. In particular, Sidhwa resorts to Negative Appreciation White (2002) explains that these resources enable the narrator to attribute a specific value to an object or environment, thus creating a situation where the physical location becomes a locus of emotional trauma that depicts the physical world of Lahore as one of decay, with a once alive and colorful city becoming nothing but "skeleton" or "charred remains." In this way, instead of concentrating attention on the violence itself, the writer concentrates on its effects, making the reader view Partition as an event causing an overall downfall of civilization. In addition, by applying Judgment to the people engaging in violence, Sidhwa devalues the nature of their activity – in her story, they are called "madmen" and "transformed" people having faces of stone.

Considering the severity of the illustrated violence, Scaling of the degree of violence of the riots – from just one fire to a 'roar' – is done with the help of the system of Gradation. As pointed out by Hood and Martin (2007), Gradation is what helps authors to 'up-grade' or 'down-grade' the power of their evaluation, thus making sure that violence seems overwhelming. Gradation emerges as the essential criterion in measuring the emotional weight of the story. High-intensity Force can be achieved through quantitative and vivid language by the author in order to enable the audience feel the powerfully oppressive atmosphere of the riots. Such words as "thousands," "roaring," and "butchered" serve as language intensifiers raising the tone level of the text to a degree corresponding to sensory overload experienced by the young protagonist Lenny. It becomes important in the context of violence scaling, which allows going beyond mere observation and moving toward experiencing horror. By virtue of Gradation, dehumanization, described metaphorically through comparing victims with "logs of wood" and "bundles of clothes," achieves its sharp focus through language. As a result, an impression of mass, impersonal and horrific violence is produced, thus emphasizing the idea that in the chaotic reality of Partition human dignity became the first victim.

The discussion of Engagement shows that the representation of the violence scene undergoes the filtering process performed by the multiplicity of voices. Monoglossic phrases are applied to give an unbiased, "factual" description of the events taking place as perceived by Lenny.

Thus, the authenticity of the violence portrayed in the novel gains additional power in such a way. However, the constant intrusion of heteroglossic phrases, such as contradictory religious sayings and "shouts" of the crowd, highlights the fact that an individual often fails to act according to his or her beliefs when dealing with the powerful voice of the community. This juxtaposition of voices gives rise to a dialogical presentation of violence as something contagious and destructive, which consumes the plurality of the urban landscape. The child narrative voice appears to be the main focus of attention throughout the entire story; however, the engagement with "the voices of thousands" proves that individuals have to accept the narratives produced by society and history at large. So the results of the research prove that a combination of these particular Appraisal resources in a given text provides for an entirely unique "discourse of trauma" specific to Sidhwa's work. As follows from the above analysis performed using the linguistic framework, it becomes clear that what at first appears to be the narrator's naiveté serves as another Appraisal resource – an effective way of evaluating the absurdity and immorality of the riots taking place. Specifically, the use of the Graduation scale coupled with the narrator's evaluation and judgment helps achieve the goal of criticizing the negative impact exerted on people by religious and political extremism and radicalization. Thus, the change of colour from "deep, glowing orange" (Sidhwa, 2003, p. 242), associated with the fire and flames of destruction and death, to "murky, rusted brown" (Sidhwa, 2003, p. 242) signifies the narrator's intention to take her audience on a linguistic journey from fire to decay as another sign of the death of the entire city. Thus, this analysis makes it possible to argue that language does not simply reflect events of 1947 but creates their unique moral and emotional context, which is still felt by contemporary readers.

### **Conclusion:**

In conclusion, the paper shows that *Ice-Candy-Man* is a novel where Partition violence is constructed as a carefully organized linguistic construct rather than simply a historical one. Violence is created through the discourse of dehumanization, moral deterioration, and destruction of environment by applying the principles of the Appraisal Theory with respect to Attitude, Graduation, and Engagement systems.

As seen from the results, the prevalence of Appreciation means that violence is mainly perceived in terms of the destruction of spaces and material world; Graduation, on the other hand, makes these representations much more extreme. Monogloss is used dominantly which proves that violence is a completely accepted reality. It is clear that linguistic expressions do not remain neutral but create trauma.

### **Study Findings**

Based on the annotation of the corpus of *Ice-Candy-Man* with UAM CorpusTool guided by Appraisal Theory, this research finds that the use of evaluative language is central to how violence is constructed in this novel. Specifically, the Attitude system indicates that Appreciation is predominant, and it implies that violence is primarily depicted through its destructive effect on environment, spatial collapse, and sensory description, instead of through emotional expression.

Judgment is used extensively to evaluate the collective actors, specifically the mob, through ethical degradation and social deviation. Affect, in comparison, is less frequent and is often indirectly realized, reflecting emotional control. From the graduation analysis, it can be found that there is a preference for the employment of high-force intensifiers and sharpeners, which not only increase the intensity of violence but also turn humans into objects. In terms of engagement analysis, it is evident that Monogloss is predominant, and it means that one point of view dominates.

### **Recommendations for Future Work**

It is recommended that further research be conducted with a greater analytical focus to incorporate the entire novel or other stories concerning the Partition, which will increase

generalization. In addition, comparative research between different authors from various cultures can shed light on how language represents violence differently.

Appraisal Theory can be used together with Critical Discourse Analysis and Trauma Theory to create a more layered interpretative approach. Moreover, the application of computational methods along with UAM CorpusTool can contribute to greater analytical accuracy and efficiency. Lastly, multimodal texts such as films can be examined to study how violence is represented through multiple modes of communication.

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