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Resonance and Ambience in E.M. Forster's *A Passage to Indi:* A Stockwellian Perspective

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Abstract
This study applies a Stockwellian perspective to examine how resonance and ambience are constructed in E.M. Forster's *A Passage to India* across linguistic levels, including the clausal, discourse, and point-of-view levels. Focusing on how language shapes emotional and cognitive experiences, the paper focuses how lexical choices, syntactic structures, and narrative perspectives create emotional echoes (resonance) and the overall mood (ambience). It also analyzes how stylistic elements help shape the overall mood of the novel and influence the reader's engagement with its colonial and postcolonial themes. This qualitative study explores that these elements affect the mental representation of characters and cultural undercurrents, offering insights into the complex relationship between language, cognition, and emotional atmosphere in postcolonial literature.

Keywords
Cognitive Stylistics, Resonance, Ambience, Clausal Level, Discourse Level, Point of View, *A Passage to India*, E.M. Forster, Emotional Atmosphere, Postcolonial Literature.

Background of the Study

Cognitive Poetics emerged in the late 20th century but gained substantial traction in the 21st century with the rise of cognitive science and advancements in linguistic theory. Cognitive Poetics is an interdisciplinary method within stylistics, focused on understanding how readers mentally process and interpret language in literary texts. It combines principles from cognitive psychology, linguistics, and literary theory to examine how language shapes the mental experiences of readers, specifically analyzing how narrative structures, character perspectives, and other stylistic elements influence cognition. Stockwell (2002) emphasizes how linguistic patterns, imagery, and narrative structures contribute to the resonance (lingering emotional or intellectual impact) and ambience (overall mood or atmosphere) of a text.

E.M. Forster's *A Passage to India* (1924) has a complex structure with multiple storylines and diverse characters, creating layered meanings. Forster's language is impactful, using specific words and phrases that leave a strong emotional and mental impression on readers (Cook, 1990). Through vivid descriptions, recurring symbols, and powerful imagery, he builds a mood that is both engaging and thought-provoking. For example, the mysterious echo in the Marabar Caves symbolizes misunderstanding and creates a feeling of tension and uncertainty. This mix of language and symbolism makes the novel memorable and meaningful for readers. (Brown, 2022)

A Passage to India (1924) remains a key text in postcolonial literature, reflecting British colonialism, Indian culture, and the tensions between the colonizer and the colonized. Scholars have analyzed the novel from various critical perspectives, including postcolonial theory, feminism, and historical analysis. However, the cognitive dimensions of how emotional and atmospheric qualities are conveyed through language remain underexplored.

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Statement of the Problem

The problem addressed by this study is the insufficient exploration of how resonance and ambience operate within the linguistic structures of a literary work, particularly at the clausal and discourse levels. While these elements are acknowledged in discussions of literary atmosphere, their detailed analysis in relation to language structures, especially the shifting perspectives of characters such as Aziz, Adela, and Mrs. Moore in E.M. Forster's *A Passage to India*, remains underexplored. This study aims to fill this gap by examining how resonance and ambience are constructed at both micro (clausal) and macro (discourse) levels, and how the point of view complicates the interaction between language and emotional experience. By focusing on these aspects, the research will contribute to a deeper understanding of how language shapes the emotional and cognitive tone of literary works, with a particular emphasis on colonial and postcolonial contexts.

Literature review: *A Passage to India*

In recent years, *A Passage to India* has been analyzed from different political, social, and psychological dimensions, focusing particularly on the themes of colonialism, interpersonal relationships, and the tensions between the British and the Indians under British rule. One notable critical perspective comes. Bakshi (2024) asserts that Forster uses the relationship between Dr. Aziz and Fielding to explore the deep, inherent human longing for intimacy, which is stifled by the political and cultural barriers of the time. This view shifts the focus from a purely political reading of the novel to one that highlights personal and emotional dimensions, emphasizing the failed attempts at true human connection due to the colonial context.

Anti-imperialist stance is also evident throughout the text, where Topham (2024) critiques the impossibility of genuine friendship between the English and the Indians due to the ingrained power dynamics of British colonial rule.

Ahmad (2021) analyzes the themes of representation and stereotyping in *A Passage to India*. It critiques how Forster's novel uses colonial and racial stereotypes, often reinforcing the gap between the colonizer and the colonized.

Baig et al. (2019) examine power, ideology, and identity in the digital realm, showing how language shapes social and political landscapes in contemporary society. Brown (2022) examines socio-economic ideologies in contemporary literature using critical discourse analysis. The study uncovers how novels reflect and challenge societal power dynamics. Cook (1990) focusing on how language shapes social interactions and structures, and the implications of those processes in communication. Creswell (2009) offers a comprehensive guide to research design, detailing qualitative, quantitative, and mixed methods approaches for conducting social science research. Davis (2022) explores cultural misunderstandings in *A Passage to India*, analyzing colonial tensions through intercultural discourse and the complex interactions between British colonizers and Indian subjects.

The studies mentioned highlight a clear gap in the existing research on E.M. Forster’s work, specifically regarding his use of resonance and ambience in *A Passage to India*. These aspects of his writing have not been thoroughly examined or analyzed, which suggests an opportunity for future research to explore how Forster creates an emotional and atmospheric backdrop in his narrative. Investigating this unexplored area could provide new insights into the novel’s depth, enhancing the understanding of its thematic and stylistic elements.

Theoretical Framework

In examining the effects and functions of resonance and ambience in *A Passage to India*, cognitive poetics provides a valuable theoretical framework. Stockwell (2002) explains that resonance in literary texts refers to the way specific elements, such as themes, motifs, or imagery, echo throughout the narrative, creating connections between different parts of the text and enriching its overall coherence. This cognitive process engages readers by activating their mental schemas and fostering a deeper interpretive experience. Ambience, on the other hand, relates to the creation of mood and atmosphere within the narrative. According to Stockwell, the cognitive effects of ambience arise from the interaction

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between textual elements (such as lexical choices, imagery, and stylistic patterns) and readers' embodied experiences. Through deictic shifts, spatial configurations, and sensory descriptions, a novel can immerse readers, evoking emotional and psychological responses that contribute to their understanding and enjoyment of the text (Stockwell, 2002).

At the clausal level, resonance and ambience are shaped by lexical choices and syntactic structures, while at the discourse level; they emerge from how dialogue and narrative interconnect to create an emotional tone (Simpson, 2004; Culpeper, 2001). Finally, at the point of view level, the shifting perspectives of characters like Aziz, Adela, and Mrs. Moore influence the construction of resonance and ambience (Culpeper, 2001).

Using cognitive poetics to explore resonance and ambience enables an analysis of how these elements function to shape readers' interpretations and emotional engagement with a novel. This framework emphasizes the interplay between textual structures and readers' cognitive processes, shedding light on how literary techniques evoke profound and lasting impressions.

Methodology

This qualitative study employs Belsey's textual analysis method that emphasizes the interplay between text and reader, highlighting how meaning is constructed through cultural codes and ideological frameworks embedded in the text. According to Belsey (1980), texts are polysemic, offering multiple interpretations shaped by the reader's cultural and social positioning.

This model moves away from authorial intent, focusing instead on the reader's active role in decoding meaning. The study also examines how texts reinforce or challenge dominant ideologies, enabling critical engagement with ideological underpinnings through resonance and ambience constructed in E.M. Forster's *A Passage to India* across various discourse levels.

The data collection process for this study focuses on passages that convey strong emotional and atmospheric tones, with particular emphasis on linguistic elements that contribute to these effects. Dialogues and descriptions highlighting cultural tensions, alienation, and emotional conflicts within the narrative are systematically analyzed. Key character interactions, especially those involving Aziz, Adela, and Mrs. Moore, are examined to explore how resonance and ambience shape the novel's atmosphere. The analysis is conducted at three levels: the clausal level, the discourse level, and the point-of-view level, using Stockwell's (2002) cognitive poetics framework. This approach allows for an understanding of how textual elements engage readers and evoke cognitive and emotional responses.

Data analysis and Interpretation

To explore how resonance and ambience work in *A Passage to India* through a cognitive stylistic approach, we need to analyze how language choices at the clausal level and discourse level create particular effects, and how these are influenced by the shifting points of view in the text. Resonance refers to the way certain themes, ideas, or emotional undertones reverberate throughout the text, while ambience refers to the atmosphere created by the language, which affects the reader's emotional response.

In *A Passage to India*, E.M. Forster creates a rich narrative that oscillates between resonance and ambience, from the specific clausal level to the broader discourse level. By employing a cognitive stylistic approach, we can trace how these elements work at different levels within the text, shaping the reader's understanding of the novel's themes, characters, and setting.

1. **At Clausal Level: Resonance and Ambience**

At the clausal level, resonance and ambience are often established through the use of specific lexical choices, syntactic structures, and figurative language. The clause is the smallest unit where the effect of these elements is felt directly. (Freeman, 2007)

"The sky was clouded with heat, the wind was still, and the air was oppressive." (Forster, 1924, p.23)

Resonance in the repeated use of heavy, stifling adjectives ("clouded," "oppressive") creates a feeling of discomfort and tension. The sensory imagery here creates an atmosphere of stasis, a lingering unease that resonates with the themes of colonial oppression and cultural conflict.

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The contrasting actions of looking and avoiding eye contact signify an emotional and psychological disconnect between characters, hinting at the tension that pervades their relationship and foreshadowing potential miscommunication or conflict. (Semino, 1997)

Ambience in the use of adjectives and the repetition of negative elements at the clausal level (heat, stillness, and oppressive air) evoke a sense of stagnation and foreboding, setting the tone for the story. (Stockwell, 2002)

"She was looking at the stranger, but his eyes were turned away." (Forster, 1924, p.76)

The structure of the sentence, focusing on visual cues and the absence of direct connection, creates an atmosphere of isolation or emotional coldness. (Stockwell, 2002)

At the clausal level, resonance and ambience emerge through the descriptive choices Forster makes, which are particularly evident in his portrayal of the setting (Tsur, 200; Stockwell, 2002). For example, the opening description of Chandrapore is laden with negative connotations, creating an oppressive ambience:

"The city of Chandrapore, with its filthy markets and mean houses, lies next to an uninviting stretch of the Ganges." (Forster, 1924, p. 3)

This description is a microcosm of the larger colonial setting, where resonance is conveyed through the specific words "filthy," "mean," and "uninviting," creating a sense of decay and corruption. The clausal structure reinforces the bleak and repellent mood, linking the physical environment with the moral and cultural degradation attributed to the colonial occupation.

On the other hand, the Civil Station is depicted in a more positive light, conveying a sense of order and control:

"The Civil Station above is tidy, elegant, and well-organized." (Forster, 1924, p. 3)

This description contrasts sharply with the previous one, using words like "tidy," "elegant," and "well-organized" to create a sense of superiority and authority. The resonance in these clauses is built through the stark contrast between the two locations, reinforcing the colonial divide between the native and colonial worlds.

2. At Discourse Level: Resonance and Ambience

At the discourse level, Forster expands on these clausal impressions by layering them with multiple voices and perspectives. Forster's characters—such as Dr. Aziz, Adela Quested, and Cyril Fielding—represent different facets of the cultural and political landscape of British India, and their interactions contribute to the novel's overall ambience.

For example, the tea scene in Chapter 3 involves an exchange where Fielding, despite being British, is somewhat more sympathetic to Indian culture, while Dr. Aziz reflects the frustrations and disillusionments of the colonized:

"Fielding did not even want to pull him up; he had dulled his craving for verbal truth and cared chiefly for the truth of mood." (Forster, 1924, p. 71)

Here, the resonance lies in Fielding's indifference to factual correctness, which contrasts with Aziz's desire for the 'truth' of moral and cultural understanding. This n exchange demonstrates how ambience at the discourse level is influenced by the differing worldviews of the characters, creating tension between personal emotions and social realities.

The ambience at the discourse level reflects how texts evoke emotional and imaginative engagement. According to Stockwell (2002), cognitive poetics emphasizes the interaction between textual triggers and cognitive frameworks in shaping the reader's experience.

Furthermore, Adela's shift in perspective, after the cave incident, shows the transformation of her inner ambiance and how it aligns with the larger themes of the novel:

"Adela recognizes that she has a desire to understand Indians but not to love them, which is impossible." (Forster, 1924, p. 120)

Adela's realization reflects a shift from an idealistic, detached perspective to a more complex, emotionally-charged understanding of her position in colonial India. This evolution in her perspective

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contributes to the novel's resonance, highlighting the psychological and emotional implications of the colonial experience. (Stockwell, 2002)

At the discourse level, in terms of resonance and ambience, the way dialogues and narrative voices structure the flow of ideas and emotions across a passage. Cognitive poetics emphasizes the mental processes through which readers perceive textual resonance—how ideas and emotions linger and interact in the reader's mind. The structuring of dialogues and narrative voices creates patterns that evoke emotional and cognitive responses. According to Stockwell (2002), resonance refers to how textual elements echo in the reader's memory and imagination, contributing to the immersive experience.

Resonance is evident in the line: "There was silence, then a question, and the air between them thickened" (Forster, 1924, p. 132). The silence and thickening air symbolize the unspoken tension between characters, reinforcing the theme of misunderstanding and cultural gap. The silence, a recurring motif, often signals deeper emotional currents, such as fear, confusion, or repression.

The description of "thickening air" contributes to the ambience, or the text's mood and emotional texture. Stockwell (2002) highlights how cognitive poetics explores readers' perceptions of atmosphere, shaped by textual cues and their own cognitive frameworks. This creates a heightened sense of tension and reinforces the cultural and emotional themes.

The use of pause ("silence"), a rhetorical device in dialogue, builds a sense of suspense and unease, creating an atmospheric effect that encapsulates the broader social and psychological dynamics at play (Forster, 1924). Ambience is clear in Adela's words as she states, "Adela's confusion was in part due to the strangeness of the surroundings, and in part due to her own unspoken fear" (Forster, 1924, p. 145).

The concept of resonance in Adela's internal conflict reflects the cognitive mechanism by which readers process and relate to the dissonance between her external experiences (the "strangeness" of India) and internal emotions (her "unspoken fear"). Stockwell (2002) explains resonance as the lingering impact of textual elements that evoke broader cultural and thematic insights, helping readers connect personal and societal conflicts.

The way the sentence flows, emphasizing the conflict within Adela's psyche, sets an atmosphere of inner turmoil and external disorientation, mirroring the ambivalence of the colonial experience (Forster, 1924, p. 150). At the discourse level, resonance and ambience can be explored in terms of how thematic elements, symbols, or motifs unfold over larger stretches of text (Forster, 1924). This exploration includes how dialogues and narrative voices structure the flow of ideas and emotions across a passage. Resonance is evident in the line: "There was silence, then a question, and the air between them thickened" (Forster, 1924, p. 132).

The "thickening air" and silence create an ambience of tension, which cognitive poetics relates to the emotional and imaginative response elicited in readers. This resonance, as discussed by Stockwell (2002), allows readers to sense the characters' internal struggles and the broader cultural conflict.

The use of pause ("silence"), a rhetorical device in dialogue, builds a sense of suspense and unease, creating an atmospheric effect that encapsulates the broader social and psychological dynamics at play (Forster, 1924).

Adela's description of the "strangeness of the surroundings" and "unspoken fear" creates a psychological ambiance that resonates with the reader. Cognitive poetics explains how atmosphere in texts is constructed through language and how it affects the reader's emotional state. Stockwell (2002) describes how textual cues, such as the flow of sentences and descriptions of settings, create an immersive emotional landscape, allowing readers to sense inner turmoil and the broader colonial disorientation as that in case of Adela.

3. Points of View and Multiple Perspectives

The novel's polyphonic structure—where various points of view intersect (Bakhtin, 1981) contributes significantly to the resonance and ambience of the text. Forster's characters, though often trapped within their cultural perspectives, offer distinct and evolving viewpoints that mirror the larger social dynamics of colonial India.

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For instance, when Fielding and Aziz discuss the nature of moral behavior and the contradictions inherent in colonial attitudes, their differing stances on morality and ethics resonate throughout the text:

"Fielding interrogates Aziz if any other man had seen his wife before Aziz to which he replied, 'if any man certainly behaves as my brother, he would be allowed to see my wife.'" (Forster, 1924, p. 114)

Adela's description of the "strangeness of the surroundings" and "unspoken fear" creates a psychological ambiance that resonates with the reader. Cognitive poetics explains how atmosphere in texts is constructed through language and how it affects the reader's emotional state. Stockwell (2002) describes how textual cues, such as the flow of sentences and descriptions of settings, create an immersive emotional landscape, allowing readers to sense Adela's inner turmoil and the broader colonial disorientation.

The frequent shifts between characters' perspectives activate cognitive frames and encourage readers to construct a dynamic understanding of the events. Each perspective provides a unique mental model of the situation, allowing readers to synthesize these models into a multifaceted narrative, reflecting the complexity of colonial and interpersonal dynamics (Stockwell, 2002). The narrative shifts contribute to the ambience by juxtaposing varied emotional and cultural responses to events. This creates a layered atmosphere of misunderstanding and tension, a hallmark of Forster's critique of colonial India. Cognitive poetics examines how such juxtapositions shape the experiential world of the reader, immersing them in the story's emotional and cultural complexity (Gavins & Steen, 2003).

The dynamic shifts in character perspectives, such as the varying emotional reactions to the same events, align with Gilles Fauconnier and Mark Turner's Conceptual Blending Theory, which discusses how multiple viewpoints contribute to the blending of cognitive and emotional experiences within a narrative (Fauconnier & Turner, 2002). The sensation of psychological weight experienced by Dr. Aziz reflects how these cognitive blends are made visible in the characters' perceptions and emotional responses to colonial oppression

The sensation of weight here resonates with the novel's recurring theme of the psychological burden of colonialism. For Dr. Aziz, the judgment is not just an abstract concept but something physically felt (Forster, 1924). Cognitive poetics posits that emotional experiences are often cognitively activated by certain linguistic choices. The weight metaphor triggers an emotional response by making the abstract and often invisible psychological burden of colonialism something that readers can feel. This use of resonance, where a physical sensation stands in for an emotional or psychological experience, amplifies the emotional depth of the novel's themes. The reader is not only aware of Dr. Aziz's struggle but is also invited to experience it on a sensory level, which increases the emotional resonance of the text (Stockwell, 2002).

The use of physical sensation to represent the psychological burden of colonialism is an important strategy in conveying the emotional weight of such societal forces. In cognitive poetics, this representation of psychological conflict as physical sensation enhances the emotional engagement of the reader, making it easier to empathize with the character's plight. The sensation of weight is not just a metaphor but a key tool in shaping the reader's emotional response and reinforcing the novel's broader themes of alienation, powerlessness, and cultural oppression (Gavins & Steen, 2003).

This analysis is deeply connected to cognitive poetics, particularly in how physical sensations are linked to psychological states and themes, and how such connections help readers interpret complex emotional and ideological concepts. The idea of "judgment" as a physical burden can also be explained using conceptual blending theory (Fauconnier & Turner, 2002). The blending of "psychological judgment" and "physical weight" in this context creates a new cognitive space where abstract social forces like colonialism are merged with tangible, human experiences. This blending allows readers to experience the weight of colonial oppression not just as an external concept but as an internalized, personal struggle.

The sentence constructs an ambience of oppression, portraying Dr. Aziz's experience of the colonial encounter as suffocating and painful. The sensory experience of the weight amplifies the emotional and psychological aspects of the colonial dynamic.

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The sensory imagery in the novel, such as Dr. Aziz feeling the judgment as a "weight upon his chest," can be connected to Stockwell's Text World Theory (Stockwell, 2002). Stockwell discusses how sensory experiences and rhetorical devices contribute to creating immersive worlds within texts. The psychological and emotional burdens of colonialism are made concrete through these sensory metaphors, contributing to the ambience of oppression.

Another example is in the line, "The Englishwoman's words hung in the air, a silent condemnation" (Forster, 1924, p. 122)

The use of "silent condemnation" resonates with the recurring theme of unspoken judgment, a key element of colonial relationships. The sense that judgment is felt even when it is not expressed verbally echoes the tensions of the novel (Forster, 1924).

The idea of "ambience" is closely tied to framing in cognitive poetics, which refers to how certain elements of a narrative are highlighted to shape a reader's understanding of a scene. The Englishwoman's implied judgment contributes to the atmospheric frame, guiding the reader to experience the scene as charged with racial tension. This framing influences how the reader interprets not just the words but the contextual meaning of the interaction, emphasizing themes of misunderstanding and racial friction (Gavins, 2007; Stockwell, 2002).

Discussion

Cognitive poetics is concerned with how language creates resonance, which refers to the emotional and cognitive echoes that linger after reading a text. The passage notes that resonance plays a critical role in shaping mood and reader engagement. This is a core tenet of cognitive poetics: language constructs emotional atmospheres that resonate with readers' mental models (Stockwell, 2002). In this case, the resonance of colonial and postcolonial themes is constructed through linguistic choices, which readers mentally interpret, creating an emotional connection to the complex socio-political landscape depicted in the narrative.

Syntax, or sentence structure, can deeply influence how a reader experiences the emotional depth of a scene. Forster's use of syntax plays a key role in the pacing and emotional tone of the narrative. Cognitive poetics focuses on how syntactic structures activate particular cognitive and emotional responses in readers. For instance, short, fragmented sentences might evoke tension or urgency, while long, flowing sentences can induce reflection or confusion. By manipulating syntax, Forster subtly guides the reader's cognitive interpretation of the characters' emotional states and the underlying cultural tensions (Stockwell, 2002; Gavins, 2007).

The creation of an atmosphere of misunderstanding and judgment is crucial in establishing the emotional environment of the text. Cognitive poetics emphasizes how linguistic elements—especially contrast and ambiguity—allow readers to mentally represent and experience these emotional atmospheres. Forster's narrative creates a contrasting view of reality through shifting character perspectives, making the reader experience the same events from different emotional angles. This approach reflects cognitive framing, which in cognitive poetics refers to how language structures experience by providing cognitive maps of social dynamics, such as the misunderstanding and judgment between colonizer and colonized (Stockwell, 2002; Gavins & Steen, 2003).

The atmosphere of judgment is not simply created through what is said, but by what is not said, through implication and silence. Cognitive poetics views this as a mental construction in which readers draw on their knowledge of cultural and social tensions to fill in the gaps and emotionally engage with the text (Stockwell, 2002).

Fielding's preference for the "truth of mood" over "verbal truth" reflects a cognitive frame that emphasizes emotion over fact. This framing is significant in cognitive poetics because it highlights how emotional resonance can transcend literal meanings. By focusing on mood rather than factual clarity, Fielding attempts to bridge the emotional gap between himself and Aziz, which is a rare moment of mutual sympathy that highlights the complexity of their relationship. This sympathy is emotionally

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resonant because it is shaped by an attempt to understand the emotional landscape of the other person, even in the context of colonial power dynamics (Stockwell, 2002).

Cognitive poetics explains that this shift from factual understanding to emotional connection guides the reader's mental engagement, creating a more nuanced interpretation of their relationship. Cognitive poetics focuses on how language activates mental representations and emotional responses in readers. In this case, the tea scene between Fielding and Aziz exemplifies how their interactions, shaped by their differing cultural backgrounds, create distinct mental models for the reader. These mental models allow the reader to navigate the cultural tensions and psychological states of the characters. The scene evokes a mental simulation of the internal and external conflicts that each character faces—Fielding as a British official trying to relate to Aziz, who embodies the experiences of colonial subjectivity. The readers' mental representations of these differences and conflicts are central to their emotional engagement with the story (Stockwell, 2002; Gavins, 2007).

Similarly, Adela's shift after the cave incident marks her gradual realization of her own limitations in truly understanding Indian people. Her recognition that she wants to "understand Indians but not to love them" reveals her struggle to reconcile her intellectual curiosity with the emotional barriers shaped by colonial attitudes. This transformation underlines her gradual awareness of the psychological strain of the colonial divide, where cultural curiosity does not equate to genuine connection. (Stockwell, 2002)

These moments underscore that even well-meaning interactions are fraught with misunderstandings and limitations, reflecting the emotional and moral costs of imperialism on both colonizers and the colonized. Through characters like Fielding, Aziz, and Adela, Forster demonstrates how colonialism distorts human relationships, embedding social realities and personal emotions within a web of cultural and political ambivalence.

Cognitive poetics examines how language creates emotional resonance and cognitive echoes in readers. Forster's use of syntax influences the emotional tone of the narrative, guiding the reader's cognitive and emotional responses. The creation of an atmosphere of misunderstanding and judgment is a key, as shifting character perspectives allow readers to experience events from different emotional angles. Silence and implication also contribute to this atmosphere, requiring readers to draw on their cultural knowledge.

Fielding's preference for the "truth of mood" emphasizes emotional connection over factual clarity, highlighting the complexity of relationships within colonial power dynamics. Cognitive poetics explains how these emotional dynamics guide the reader's mental engagement. The tea scene between Fielding and Aziz exemplifies how cultural differences create distinct mental models for readers.

Adela's shift after the cave incident reveals her struggle to reconcile intellectual curiosity with emotional barriers shaped by colonial attitudes. These moments underscore the emotional and moral costs of imperialism. Through characters like Fielding, Aziz, and Adela, Forster explores how colonialism distorts human relationships.

Conclusion

Using a cognitive stylistic approach, the paper revealed that resonance and ambience in *A Passage to India* function across different levels of the text to convey a layered narrative experience. At the clausal level, vivid descriptions create a sensory and emotionally charged atmosphere, bringing out contrasts in the Indian setting and character interactions. At the discourse level, Forster's use of multiple perspectives introduces complexity to the characters' perceptions, capturing the cultural tensions and emotional conflicts central to British-Indian relations. This polyphonic structure allows readers to engage with diverse viewpoints, enhancing the novel's exploration of colonial ideologies and social dynamics. Moreover, the study revealed that Cognitive poetics demonstrates how language creates emotional resonance, engaging readers with the themes of the narrative. Forster's manipulation of syntax, with its fragmented and flowing structures, guides the reader's emotional interpretation of characters' internal states. Shifting perspectives offer multiple emotional angles, deepening the reader's engagement with cultural misunderstandings and conflicts. Silence and implication further enrich the emotional

atmosphere, requiring readers to mentally fill in gaps based on cultural understanding. Fielding's focus on emotional resonance over factual clarity reflects cognitive poetics' exploration of complex emotional and cultural dynamics, shaping relationships in the colonial context.

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