

EVALUATIVE LANGUAGE IN INDO-PAK CONFLICT: AN APPRAISAL THEORY ANALYSIS OF MINISTERIAL SPEECHES

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Abstract

A review of the use of evaluative language in official speeches made by Indian and Pakistani defence and foreign ministers after the 7th May 2025 conflict is conducted in this study. Applying the Appraisal Theory from Martin and White (2005), the research looks at how each country uses Attitude, Engagement, and Graduation to describe narratives of aggression, assigning blame, and expressions of national identity. Analysis of 250-300 word excerpts from four speeches examined expressions of emotion, judgment, inter-speaker alignment, and linguistic intensity. It was found that Pakistani ministers mainly use subjective judgment and language, depicting India as the attacker and themselves as the innocent and morally rightful victims. Instead, Indian officials bring up the idea of strong, responsible actors backed by precise military skills. It is clear that India prefers to give just one version of events, but Pakistan is more likely to use both denial and dismissal techniques when contending with Indian claims. In terms of graduation resources, Pakistan tries to stress belief and emotion more intensely, but India expresses itself in a milder, more controlled manner. They work to give a country's actions credibility, impact public and world opinion, and strengthen the idea that national sides are different in a period of great conflict. This work fills a gap in research by using Appraisal Theory to analyze the way political language affects the development of Indo-Pak wars. It points out how discourse analysis helps explain the relationship between language, authority, and global relationships in both peacetime and conflict situations.

Keywords: Appraisal Theory, Political Discourse Analysis, Indo-Pak Conflict, Evaluative Language

1. Introduction

During disputes, what political and military leaders say can guide how the public thinks, shape views outside the country and give reasons for what a state does. When officials from defense and foreign ministries give speeches, they provide an official explanation of the government's views. This research will analyse evaluative language used by Indian and Pakistani ministerial speeches.

1.1. Background

The morning of May 7th, 2025, India carried out a combined military attack against Pakistan and its territory in Pakistan-administered Kashmir. Official sources released by the Pakistani military confirm 31 people were killed and 57 injured in the strikes. In addition to fighting each other physically, both sides took part in online attacks and countered with angry statements. They brought fresh unrest and concerns about a full war between the regions, proving that the tense relations between India and Pakistan have long been fueled by ongoing struggles over Kashmir and being narrated primarily through military viewpoints. Political and military leaders in such intense situations use words to describe and support their actions. This study analyzes the style of language the defense and foreign ministers from India and Pakistan use in their official speeches immediately after the incidents on 7th May. Appraisal Theory is applied in this study to understand how descriptive language handles aggression, blame and national morality in conflict speech.

Although many people discuss the military exchanges between India and Pakistan, less attention has been given to how these events are described and discussed. Similar studies to Yasmin (2024) have

drawn helpful conclusions about the Pulwama conflict with the use of Reyes' (2011) legitimization model. Yet, there are no academic studies that combine Appraisal Theory with the recent Indo-Pak conflict, mainly the events of 7th May. The gap demonstrates that it should be examined how words, emotion and storytelling are part of discussing defense, explaining warfare and constructing views of oneself and others in political communication. The purpose of this research is to provide a detailed, well-theorized analysis of speeches delivered by both sides.

The Appraisal Theory developed by Martin and White (2005) is used in this study to analyze how people, actions and situations are evaluated through language. Appraisal Theory belongs to Systemic Functional Linguistics (SFL) and is organized into three central systems: Attitude, Engagement and Graduation. Expressing emotion (Affect), deciding right from wrong (Judgment) and noticing aspects of beauty and style (Appreciation) are all part of the Attitude system. Engagement is about the way in which a speaker includes or rejects the ideas of others in their speech. Graduation explains how strength and emphasis in language can be increased or decreased. The study hopes to show how ministers adapt their messaging to describe aggression, support their country's policies and influence different audiences. It is especially helpful for uncovering subtle or nuanced emotional and political cues in speeches, since they are often overlooked in standard political coverage.

1.2. Research Objectives

In this study, it was examined how the official speeches from Indian and Pakistani foreign and defense ministers discuss and analyze the 7th May conflict. Appraisal Theory is used here to discover how every nation describes itself and its adversary in text and the way it makes claims of fairness, blames and opposition. The study works to discover both similarities and differences between the emotions, persuasive devices and level of intensity present in speeches on both sides.

1.3. Research Questions

This study is guided by these questions:

1. How does each country's minister apply the Attitude system's Affect, Judgment, and Appreciation to maintain their position against their rival?
2. What methods do countries apply to endorse or resist views expressed by others?
3. What techniques do both parties use to influence feelings and stress during the Graduation process?

1.4. Significance of study

This paper is meaningful because it uses the Appraisal Theory to analyse the way defence and foreign ministers of India and Pakistan build national narratives after the conflict on 7 th May 2025. It reveals the role of emotion, moral judgment and rhetorical intensity in justifying actions, assigning blame and constructing national identity by evaluating evaluative language, the systems of Attitude, Engagement and Graduation. The results provide significant knowledge to linguists, political analysts as well as peace researchers since it shows how language can be weaponized to strengthen authority, shape the perception of people and bargain ideological stands in the event of geopolitical crises.

2. Literature Review

Against the background of the existing research on political discourse, this study appropriates Appraisal Theory in evaluating how use of language creates identity, support actions and align audiences in conflict communication. Its main analytical tools can be described with the following framework.

2.1. Theoretical Framework

This paper is going to use the Appraisal Theory formulated by Martin and White (2005) to discuss the role of political language in a conflict situation as a means of expressing attitude, building ideological allegiances, and creating an effect on the masses. As an extension of the interpersonal metafunction of Systemic Functional Linguistics (SFL), the Appraisal Theory offers a complete model in terms of which the evaluation encoding of speakers, their positioning or dissension in relation to other possible perspectives, and their adjustment of the force or nuance of their statements can be analyzed. It proves

especially useful when applied to the analysis of speech that is related to conflict, as in such instances political participants appear to be trying to justify an action, to appear morally authoritative, and to affect either a domestic or an international audience.

The **Attitude** is the first significant components of the Appraisal Theory, which explores the way speakers praise, blame, and assess people, actions, and any phenomena. Attitude is further subdivided into three further categories: Affect, relating to the expression of emotional states; Judgment, relating to moral or ethical assessment of human behavior; and, Appreciation, relating to aesthetic or value-based assessment of objects, events, or states of affairs. Applied to the ministerial conflict speech, this system allows the researcher to reveal the processes of how the leader ethically situates his/her own state and, at the same time, emotionally and ethically labels his/her opponent.

Engagement is the second dimension and concerns the placement of speakers statements with respect to other voices and viewpoints. This system has differentiated the monoglossic utterances (only the position of the speaker is expressed) and heteroglossic expressions (which take account of or react to other positions). Engagement analysis shows us whether speakers are trying to create a discursive space in which to negotiate or trying to foreclose that space by insisting on unilateral authority. This is especially applicable in conflict situations where the amount of dialogic contraction or expansion occurs to either seek consensus or extinguish opposition.

Graduation is the third component and is concerned with the strength or concentration of evaluative language. It has two main dimensions: Force (which strengthens or weakens the strength of an evaluation (e.g., with the help of modifiers, such as, deeply troubling or somewhat justified), and Focus, which heightens or lowers the precision or category clarity of a message. The analysis of Graduation allows evaluating the level of emotional or ideological commitment to the certain proposition, which provides the information about the ways ministers stress or smooth their rhetorical message to produce the persuasive effects.

Through a systematic analysis of the rhetoric of Attitude, Engagement and Graduation, this study determines how each of the ministerial voices creates moral and emotional images of self and other, discursively manages space in order to establish national positions and adjusts rhetoric emphasis to influence both the public and diplomatic audiences. By so doing, the study shows the ability of the Appraisal Theory in unearthing the finer strategic functions of political language at the point of an international crisis.

2.2. Previous Studies

Martin and White (2005) created Appraisal Theory which provides a detailed system for assessing evaluation in conversations. Attitude, Engagement and Graduation are the three systems used by discourse theory to describe how someone might assuming positions towards, against or in relation to certain ideologies, audiences or actions. Thanks to this theory, political studies have been able to closely examine stance, legitimacy and emotions in political message-sending.

So far, several researchers have used Appraisal Theory to study political speech. Attitude resources were coded at the sentence level within each speech by Alhuthali (2024). Through his study, he noticed that formal pronouncements reflected beliefs of the institution, whereas clearly stated feelings and emotions appeared in the addresses when a leader was about to leave. His results highlighted that the circumstances, who is listening and the purpose of a speech are major factors in choosing appraisal resources which is valuable for looking at speeches about war. Researchers Yang et al. (2020) studied inaugural speeches from U.S. Presidents Obama and Trump and also saw differences in their usage of Attitude and Graduation. When Obama spoke, he stressed bringing everyone together and making use of moral arguments, but Trump kept to choosing assertive statements and exaggeration which reflect the differences in how leaders from these political groups use language. Zhou (2023) looked at Donald Trump's inaugural speech using the Attitude subsystem and noticed that he mainly judged certain people, placing good citizens in opposition to corrupt ones and increasing nationwide pride.

Political speech researchers have given special attention to the Engagement subsystem. Wang found that British prime ministers used mostly simple linguistic strategies and actively opposed other points of view when facing challenges. The results show that political speeches address both policy issues and the speaker's role in promoting and representing national ideals. The results of these examinations give clear markers for approaches in examining ministerial speeches in conflict zones.

The analysis of Yasmin (2024) is central to this research because it looks at civil and military discourse from both India and Pakistan following the Pulwama attack using Reyes' legitimization framework. She found that Indian discussion used feelings and approval from reputable figures, while Pakistani discussion stressed hypothetical developments and rationale. While Appraisal Theory is not directly applied, she points out that justifying battle actions is affected by national identity, who is listening and what the nation wants to achieve, providing good background for our recent ministerial speech analysis.

This study includes information from a wider variety of literature on the subject. According to Bukhari and Jarrar (2018), Pakistani newspaper headlines avoided using expressive language at all times, but Indian headlines portrayed Pakistan as the main aggressor. Hussain (2015) used Galtung's model to study newspaper articles on both sides and observed that Indian journalism stressed conflict, while Pakistani media mostly focused on suggesting ways to build peace. In the same way, Ashfaq et al. (2019) discovered that political cartoons in both nations supported nationalistic beliefs and created images of other countries through contrasting characters.

Several recent publications by Alhuthali (2024) and others remind us that both spotting and understanding the rhetorical use of these sources by a text is important. Together, these studies agree that Appraisal Theory works well on conflict-related political discourse because it includes aspects of emotional appeal and making judgments that help confirm or deny the state's actions.

Using Systemic Functional Linguistics theories, Qasim, Sibtain and Nawaz (2020) analyzed the language of four Pakistani newspapers to see how the 2018 general elections were reported. Reviewing the editorials from The Express Tribune, The Nation, Dawn and Pakistan Today in the study, people found that The Express Tribune and Pakistan Today saw the elections as just, The Nation focused on reports of rigging and Dawn took a fair and balanced view. This study combines transitivity and appraisal analysis to explain how media texts reproduce views and ideas from society.

The study by Kashif, Jilani and Qasim (2023) involved a comparative study of Bhabha and Ajami's Urdu poetry, looking into how emotions are constructed using the Systemic Functional Linguistics (SFL) approach to appraisal. The study examined the poetry by focusing on 50 selected ghazals (25 by each poet) and used Martin and White's (2005) model to analyze happiness/unhappiness, security/insecurity and satisfaction/dissatisfaction. Researchers realized that Bhabha's poetry was more uplifting and respectful, while Ajami expressed mostly despair and a sense of hopelessness. Both poets rely on affect to form meaning and stir up emotions in their readers, but their way of writing and the choice of words are very different from one another. This study adds value by using appraisal analysis on Urdu literature to point out how emotions in language show the cultural and personal values of authors.

2.3. Gap

Even though these studies focus mainly on leaders in Western government, they give useful understanding of how evaluative language is used worldwide. Furthermore, there is a lack of clear research into Appraisal Theory applied to speeches during the India-Pakistan wars and this work will try to fill that gap. Looking at speeches at a particular conflict date aiding earlier ones, this research offers new understanding into how the discourse shapes the narrative and opinions around war, blaming and how each side characterizes themselves in the indo-pak geopolitical relationship.

3. Methodology

In this study, qualitative discourse analysis based on Appraisal Theory by Martin and White (2005) is used. The research looks into how the respective defence and foreign ministers from both India and Pakistan discuss and interpret the 7th May 2025 conflict using language in their public speeches. Speeches from Pakistan's Defence and Foreign Ministers, as well as counterparts in India from the Defence and Foreign Ministries, formed the four choices for data collection. Speeches were chosen for analysis because they dealt with the conflict firsthand and had vivid language assessing military, national and world events.

3.1. Data Sources

The speeches from the Indian Defence Minister were taken from Hindustan Times and Crux, whereas Pakistani Defence Minister's statements were taken from Sky News. The interview of the Pakistani Foreign Minister was copied from ANI News and the speech of the Indian Foreign Minister came from ANI News. These forms of media give clear access to the public utterances of the ministers after the conflict.

3.2. Data Collection

These speeches are drawn from official statements given by ministers in interviews with the international media which it was obtained from official news channels. Copies of the official interviews given by the Indian and Pakistani defence and foreign ministers right after the 7th May 2025 conflict were used for this study. The concern is that these interviews reflect the strategic communications of each country after the conflict which is similar to real-time political messaging. The main attention was centered on selected excerpts rich in evaluative statements and dealing with issues of national identity, aggression and justifying what occurred. These selected parts clearly point out what both sides think about the conflict and its causes, giving lots of material for study.

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This analysis was done by using the main aspects of Appraisal Theory, Attitude, Engagement and Graduation. All sentences within the chosen sections were examined to pick out and group the appraisal resources. A coding matrix was set up to note the types of appraisal found and support comparison between speeches from India and Pakistan.

4. Analysis

The corpus was analyzed manually using the Appraisal Theory, as each of the speeches was explored in terms of the Attitude, Engagement, and Graduation features.

Indian Foreign Minister

Excerpt 1

Sentence:

"and on May 7th morning we held them accountable through the action which was taken through operation synindur"

Attitude: Judgment (Positive) — "held them accountable" indicates a moral evaluation, assigning responsibility.

Engagement: Monogloss (Assertion) — No other voices acknowledged; direct claim.

Graduation: Force (Moderate-High) — The phrasing "held accountable" implies serious consequences, assertive.

Sentence:

"the prime minister made it very clear that the only talks with Pakistan will be on terror"

Attitude: Judgment (Positive) — Endorsing firm stance on terrorism negotiations.

Engagement: Monogloss (Assertion) — Clear, unambiguous position, no alternative views.

Graduation: Force (High) — "very clear" intensifies certainty.

Sentence:

"pakistan has a list of terrorists who need to be handed over uh they have to shut down the terrorist infrastructure they know what to do"

Attitude: Judgment (Negative) — Evaluates Pakistan negatively as harboring terrorists and terrorist infrastructure.

Engagement: Monogloss (Assertion) — Speaker states facts as given.

Graduation: Force (High) — "need to be," "have to," and "know what to do" add pressure and obligation.

Sentence:

"india's waters treaty is held in obedience and will be continue to be held in obedience until crossborder terrorism by Pakistan is credibly and irrevocably stopped"

Attitude: Judgment (Negative) — Condemns Pakistan's alleged terrorism, linked to treaty violation.

Engagement: Monogloss (Assertion) — States consequences clearly.

Graduation: Force (High) — Words like "credibly," "irrevocably," and "continue" strengthen firmness.

Sentence:

"the only thing which remains to be discussed on Kashmir is the vacation of illegally occupied Indian territory in Pakistan occupied Kashmir we are open to discussing that with Pakistan"

Attitude: Judgment (Positive for India, Negative for Pakistan) — Frames Kashmir territory as "illegally occupied" by Pakistan.

Engagement: Monogloss (Assertion) — Clear position, no concessions.

Graduation: Force (Moderate-High) — "Only thing remains" signals exclusivity and finality.

Excerpt 2

Sentence:

"we achieved uh you know the uh the goals which we set out to do by destroying the terrorist infrastructure in Bahalpur Muritk Muzaf Muzafar Ababad and other places"

Attitude: Appreciation (Positive) — Praises the effectiveness of the operation.

Engagement: Monogloss (Assertion) — Clear claim of success.

Graduation: Force (Moderate) — "achieved" and "set out" indicate completion and intent.

Sentence:

"so after that uh I think since the key goals were achieved uh I I think we uh reasonably took the position"

Attitude: Judgment (Positive for India) — Presents the government's position as "reasonable."

Engagement: Monogloss (Assertion) — Firm, no dialogic nuance.

Graduation: Force (Moderate) — "reasonably" softens but maintains strength.

Sentence:

"because even at that start at the start of the operation we had sent a message to Pakistan saying we are striking at terrorist infrastructure we are not striking at the military"

Attitude: Judgment (Positive) — Justifies the operation's focus, emphasizes restraint.

Engagement: Monogloss (Assertion) — Direct message, no counterpoint.

Graduation: Force (Moderate) — Repetition "start at the start" adds emphasis.

Sentence:

"so the military has an oper option of standing out and not interfering in this process they chose not to take that good advice"

Attitude: Judgment (Negative for Pakistan military) — Criticizes Pakistan military for ignoring advice.

Engagement: Monogloss (Assertion) — No concession.

Graduation: Force (Moderate) — "good advice" implies Pakistan made a mistake.

Sentence:

"now once uh uh they got hit as badly as they did on the morning of uh uh May 10th and all of you have seen the uh you know today the satellite pictures uh which actually bring out very graphically how much damage we did by the way the satellite pictures also bring out how little damage they did"

Attitude: Judgment (Positive for India, Negative for Pakistan) — Praises Indian military effectiveness, downplays Pakistani impact.

Engagement: Monogloss (Assertion) — Confident unilateral claim.

Graduation: Force (High) — "very graphically," "how much damage," "how little damage" intensify the impact.

**Pakistan Foreign Minister
Excerpt 1**

Sentence:

"thank you for having me uh first I offer my uh condolences uh to the victims to the families of those martyred uh in this late cowardly attack by Indian forces to the men women and children who have died"

Attitude: Affect (Negative) — "condolences," "martyred," "men women and children who have died" evoke sorrow and sympathy.

Judgment (Negative) — "cowardly attack" morally condemns the Indian forces.

Engagement: Monogloss (Assertion) — Expresses a clear, unchallenged stance of condemnation and sympathy.

Graduation: Force (Moderate) — "late cowardly attack" intensifies moral condemnation but is measured by the use of "late" indicating a recent event.

Sentence:

"let us be absolutely clear this was an unprovoked deliberate act of war by India who launched missile drone and air strikes into Pakistani territory"

Attitude: Judgment (Negative) — "unprovoked deliberate act of war" strongly condemns India's actions as morally wrong and aggressive.

Engagement: Monogloss (Assertion) — Emphatic assertion with no hedging or alternative views.

Graduation: Force (High) — "absolutely clear," "deliberate," intensify certainty and severity.

Sentence:

"over the past two weeks Pakistan has been on the receiving end of belligerent threats by the Indian government"

Attitude: Judgment (Negative) — "belligerent threats" evaluates Indian government as aggressive.

Engagement: Monogloss (Assertion) — No counter-arguments included.

Graduation: Force (Moderate) — "belligerent" has strong negative connotation, indicating hostility.

Sentence:

"we have time and time again insisted that our hands are clean and offered an impartial inquiry to any and all accusations"

Attitude: *Judgment (Positive)* — "hands are clean" morally asserts Pakistan's innocence.

Engagement: *Monogloss (Assertion)* — Firm, repeated insistence without acknowledging opposing views.

Graduation: *Force (High)* — "time and time again" strengthens the assertion.

Sentence:

"unfortunately India rebuffed uh those offers by Pakistan and have chosen instead to target innocent civilians"

Attitude: *Judgment (Negative)* — "rebuffed" implies rejection without good reason; "target innocent civilians" strongly condemns India's actions.

Engagement: *Monogloss (Assertion)* — Presents the rejection and targeting as fact without dispute.

Graduation: *Force (High)* — "instead" contrasts expected cooperation with aggression, intensifying blame.

Excerpt 2

Sentence:

"this is absolute fiction it has been rebuffed fake news i'm I'm correct in your quote that originates from fake news circulating on Pakistani social media and has been rebuffed by local orative journalists who are impartial and have a long history on this matter"

Attitude: *Judgment (Negative)* — "absolute fiction," "fake news" denounce opposing claims as false and deceptive.

Engagement: *Disclaim/Deny* — Directly denies and counters opposing narrative.

Graduation: *Force (High)* — "absolute," "rebuffed" show strong rejection.

Sentence:

"Pak India has manufactured a lie of a baseless accusation against Pakistan"

Attitude: *Judgment (Negative)* — "manufactured a lie," "baseless accusation" strongly condemn India's claims as false and dishonest.

Engagement: *Disclaim/Deny* — Denies accusation firmly.

Graduation: *Force (High)* — Strong, categorical language.

Sentence:

"if if there was any truth to this lie why did they not agree to Pakistan's offer for an impartial investigation why did they not wait for the international journalists who were who were already visiting these alleged sites uh to come up with their response"

Attitude: *Judgment (Positive for Pakistan)* — Implies Pakistan's offer was reasonable and fair.

Engagement: *Disclaim/Deny and Challenge* — Questions credibility of opposing claim and actions.

Graduation: *Force (Moderate-High)* — "impartial," "already visiting" emphasize fairness and transparency.

Sentence:

"the truth is that India has manufactured this lie to target Indian civilians"

Attitude: *Judgment (Negative)* — Accuses India of deliberate deception and targeting civilians.

Engagement: *Disclaim/Deny* — Denies Indian version, asserts own narrative.

Graduation: *Force (High)* — "manufactured this lie" emphasizes deception.

Sentence:

"not all Muslims are terrorists and the world uh is sick and tired of the way in which this accusation is bandied about to justify aggressive actions to justify illegal actions to justify um imperialistic actions and Pakistan for one will not will not kneel to such pressure"

Attitude: *Judgment (Negative)* — Denies stereotype, condemns the accusation as unjust and oppressive.

Affect (Negative) — "sick and tired" expresses frustration and fatigue.

Engagement: *Disclaim/Deny* — Rejects harmful generalizations and justifications.

Graduation: *Force (High)* — Repetition of "justify," "will not kneel," intensifies resistance.

Pakistan Defence Minister Excerpt 1

Sentence:

"you know I'll again make the same offer uh for what happened in Pakistan yesterday the Indian attacks took place perhaps six or seven sites were attacked by Indians in we we'll invite or I think it is already underway that international media has visited all these sites and uh it can be they can be interviewed or they can report to their respective channels whether these sites were being used by terrorists or these sites were ever used by the terrorists So there's again a very open offer to to the Indians or international community to examine and inspect the sites which were attacked"

Attitude: *Judgment (Positive)* — "make the same offer," "open offer" suggest a positive stance towards transparency and cooperation.

Engagement: *Proclaim/Concur* — Inviting international community and media to verify, aligning with an open and cooperative position.

Monogloss (Assertion) — Firm stance that the offer is sincere and ongoing, no hedging on the invitation.

Graduation: Force (Moderate) — Phrases like “very open offer” intensify sincerity. The tentative “perhaps six or seven sites” softens exactness.

Excerpt 2

Sentence:

"They're absolutely wrong Absolutely wrong There's absolutely no evidence India would just wanted to justify whatever they have done last night and they were taught a very um you know befitting uh lesson that they they lost five planes three of them were Rafael and and and Jaguar"

Attitude: Judgment (Negative towards India) — “absolutely wrong,” “no evidence,” “justified” cast doubt and criticize Indian claims.

Engagement: Disclaim/Deny — Explicit denial of Indian accusations, rejecting opposing narrative.

Proclaim — “they were taught a very befitting lesson” asserts strength and retaliation.

Graduation: Force (High) — Repetition of “absolutely,” “befitting” heighten emphasis and moral weight.

Sentence:

"so they they what they came in to to target uh supposedly supposedly uh terrorist camps or training uh grounds or training camps"

Attitude: Judgment (Negative) — Use of “supposedly” twice expresses skepticism about Indian claims.

Engagement: Disclaim/Deny — Implies Indian claims are unfounded or fabricated.

Graduation: Force (Moderate) — Repetition of “supposedly” softens but questions credibility.

Sentence:

"yeah there is a there is a possibility of uh this uh uh conflict expansion of this conflict into into a full fed war which we are trying to avoid"

Attitude: Affect (Negative: Concern) — Suggests worry about possible escalation.

Engagement: Monogloss (Assertion) — Clear expression of concern and intent to avoid escalation.

Graduation: Force (Moderate) — “possibility” and repetition indicate seriousness but not certainty.

Sentence:

"But last night they crossed the international boundary... this is the clearcut violation and invitation to to expand the the the conflict you know and maybe you know uh convert it into something much more wider and much more dangerous for the region"

Attitude: *Judgment (Negative)* — “clearcut violation” strongly condemns Indian action.

Affect (*Negative*) — “invitation to expand conflict,” “much more dangerous” express alarm and threat perception.

Engagement: *Monogloss (Assertion)* — Presents event and its consequences as fact without qualification.

Graduation: *Force (High)* — Words like “clearcut,” “much more wider,” and “much more dangerous” strongly intensify the seriousness.

Indian Defence Minister

Sentence:

"The precision with which Operation Sindoor was executed is unimaginable."

Attitude: *Appreciation (Positive)* — “precision” is praised as remarkable.

Engagement: *Monogloss (Assertion)* — Clear claim without acknowledging other perspectives.

Graduation: *Force (High)* — “unimaginable” intensifies the degree of precision.

Sentence:

"It is very commendable."

Attitude: *Judgment (Positive)* — Praises the operation as worthy of admiration.

Engagement: *Monogloss (Assertion)* — Straightforward positive evaluation.

Graduation: *Force (Moderate-High)* — “very” intensifies commendation.

Sentence:

"I am extremely glad to have come to this National Quality Conclave."

Attitude: *Affect (Positive)* — Expresses personal happiness or satisfaction.

Engagement: *Monogloss (Assertion)* — Personal statement without hedging.

Graduation: *Force (High)* — “extremely” amplifies emotion.

Sentence:

"Well, we keep going to ordinary conclaves, so what harm can there be in coming to the quality conclave?"

Attitude: *Appreciation (Positive)* — Implies the quality conclave is beneficial or harmless compared to others.

Engagement: *Monogloss (Assertion)* — Rhetorical question affirming the positive stance.

Graduation: *Force (Low-Moderate)* — The phrase “what harm” softens the statement.

Sentence:

"Friends, first of all I heartily congratulate our Armed Forces for the action they took yesterday and for the courage and valour they displayed. Jai Hind, Jai Hind."

Attitude: *Judgment (Positive)* — “heartily congratulate,” “courage,” “valour” express strong praise.

Engagement: *Monogloss (Assertion)* — Unquestioned positive evaluation.

Graduation:

Force (High) — “heartily,” and repeated “Jai Hind” emphasize enthusiasm and patriotism.

Sentence:

"The way our armed forces have destroyed terror camps in Pakistan and PoK is a matter of pride for all of us."

Attitude: *Judgment (Positive)* — Praises armed forces’ effectiveness and achievement.

Appreciation (Positive) — “a matter of pride” expresses collective positive evaluation.

Engagement: *Monogloss (Assertion)* — Firm positive claim.

Graduation: *Force (Moderate)* — “for all of us” emphasizes collective endorsement.

Sentence:

"Friends, all of you are organising the National Quality Conclave. What is the role of quality? What role does it play?"

Attitude: *Appreciation (Neutral)* — Raises question about “quality,” no explicit evaluation yet.

Engagement: *Monogloss (Assertion)* — Rhetorical questions invite reflection.

Graduation: *Force (Neutral)* — Questioning tone implies uncertainty or exploration.

Sentence:

"We saw a sample of this yesterday."

Attitude: *Appreciation (Positive)* — Implies a demonstration of quality or excellence.

Engagement: *Monogloss (Assertion)* — States fact without alternative views.

Graduation: *Force (Moderate)* — Refers to evidence (“sample”) to support claim.

Sentence:

"In this, nine terrorist camps were destroyed and a large number of terrorists were killed."

Attitude: *Judgment (Positive)* — Praises military success.

Judgment (Negative) — Evaluates terrorists negatively by implication.

Engagement: *Monogloss (Assertion)* — Straightforward reporting of outcomes.

Graduation: *Force (Moderate)* — “large number” intensifies scale.

Sentence:

"The way this operation was carried out with minimum collateral damage without harming any innocent."

Attitude: *Judgment (Positive)* — Praises restraint and professionalism.

Appreciation (Positive) — “minimum collateral damage” valued.

Engagement: *Monogloss (Assertion)* — Presents operation as carefully executed.

Graduation: *Force (Moderate)* — “minimum” signals low damage, softening potential criticism.

Sentence:

"That was possible because our formidable and professionally trained armed forces had high quality equipment."

Attitude: *Judgment (Positive)* — Praises armed forces and their capability.

Appreciation (Positive) — Praises “high quality equipment.”

Engagement: *Monogloss (Assertion)* — Attribution of success to factors.

Graduation: *Force (Moderate-High)* — “formidable,” “professionally trained,” “high quality” intensify praise.

Sentence:

"In such a situation, I see this Quality Conclave as a very important conclave."

Attitude: *Judgment (Positive)* — Assigns importance to the event.

Engagement: *Monogloss (Assertion)* — Personal evaluation presented assertively.

Graduation: *Force (High)* — “very important” intensifies value.

5. Findings and Discussion

It is clear from the chosen speeches that both Indian and Pakistani defense and foreign ministers use evaluative language differently, mainly in Attitude, Engagement and Graduation. It reveals how each

country makes use of language to explain its behaviors, form a national image and place itself and the other nation within the story of the May 7th conflict. They are important for discovering how each country explains the conflict to support its viewpoint inside and outside its borders.

The figure 1 shows that Attitude contrasts how speakers set the emotional and moral atmosphere of their speeches. Most Pakistani ministers describe India as the instigator in an unfavorable light. Such phrases as "cowardly attack," "fabricated lies," and "unprovoked" show great disgust, making India's acts seem wrong and unjust. To complement these, arguments that provoke sadness (Affect Negative) are used to express concern for people caught in the strikes and spotlight Pakistan's pain. The speeches continue to present India as performing questionable and immoral behavior, while showing Pakistan as the target and one that stands up for its rights.

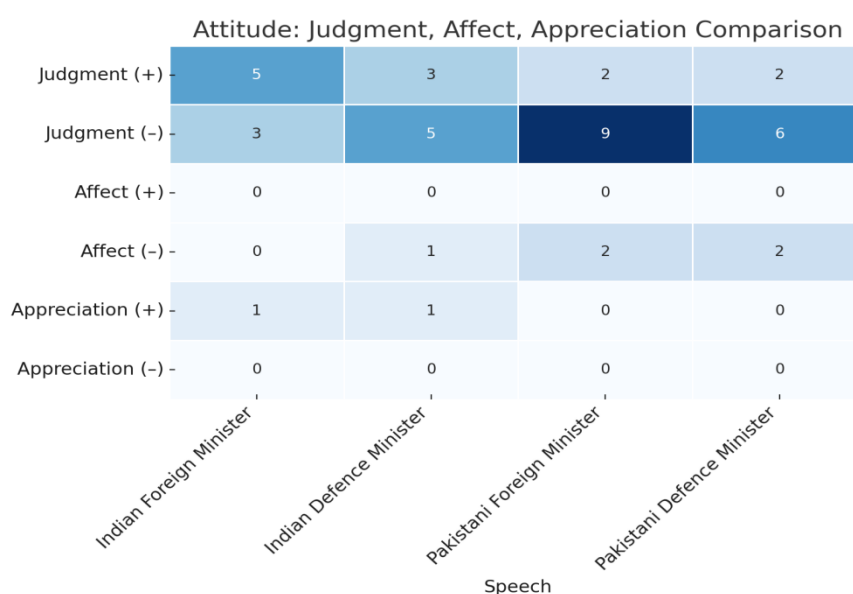


Figure 1: Heatmap of the comparison of the usage of Attitude resources (Judgment, Affect, Appreciation) in the speeches by Ministers.

Indian ministers, meanwhile, make sure to discuss the good aspects of what they do. The language of "commendable," "precision," "professionalism," and "courage" forms a tale about duty, pride and goodness. India thinks alleged Pakistani terrorism is behind most region-wide turmoil. India claims to be the protector of peace, whereas Pakistan appears aggressive and indisciplined.

So, the way the Attitude system is applied helps define a nation's identity and in this case, Pakistan is seen as a country suffering oppression, while India comes across as a country working for justice and world peace. Those who argue with government policies and those who support them often both take part in politics. Figure 1 indicates that negative Judgment resources are more common in the speeches of Pakistani ministers, thereby morphing them to be more moral judgment focused.

Having examined Engagement, great differences were noticed in how each country listens and responds to the other's opinions. Speeches from Indian ministers are mainly of the monoglossic type, leaving little space for debate or disagreement. Phrases such as these assure the world of India's role in guiding the direction of the situation and being justified in its steps. It reveals that India wants to

control what the world understands, making its reasons for acting plain and requiring little approval or acknowledgment of alternate opinions (see figure 2).

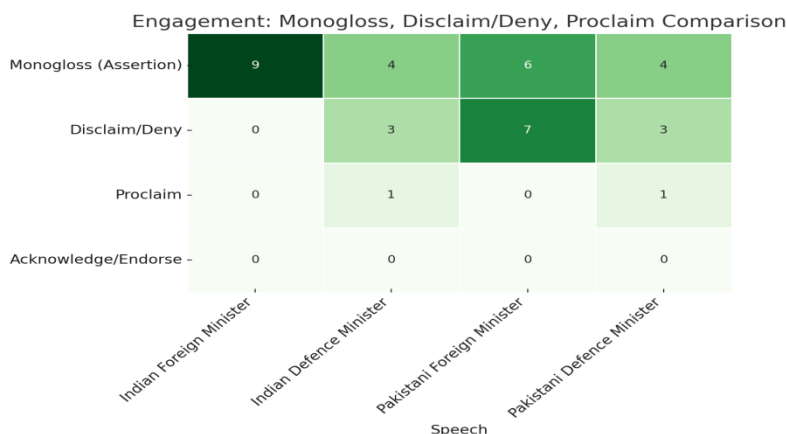


Figure 2: Comparison of Engagement resources in ministerial speeches.

When it comes to Pakistan's ministers, they tend to avoid admitting or confirming anything India says. People add that India is engaging in absolute fiction, fake news and manufacturing lies, when it claims to be under attack by terrorism and aggression. To respond to India, Pakistan challenges what India says by presenting its side of the story first. The main focus of this discourse is to counter India's position and prove Pakistan is innocent to the world. The difference in Engagement strategies points to how differently each country wants to address world affairs. India declares its role on its own, but Pakistan opposes and challenges India's words, highlighting the grudge-laden nature of the debate.

Graduation resources are a good example of how each speaker manages the strength of his or her claims. Force intensification is more pronounced in Pakistan, as ministers often say, "We stand absolutely sure and correct, we will never give in," and "Absolutely not." They emphasize that Pakistan stands firm and just in what it believes. By saying "deliberate act of war" and "clearcut violation" frequently, Pakistan tries to make the world believe that their actions were justified and needed because of Indian threats. Figure 3 demonstrates that the Pakistani Foreign Minister uses high-force intensifiers quite often, denoting a greater rhetorical focus than the other speakers.

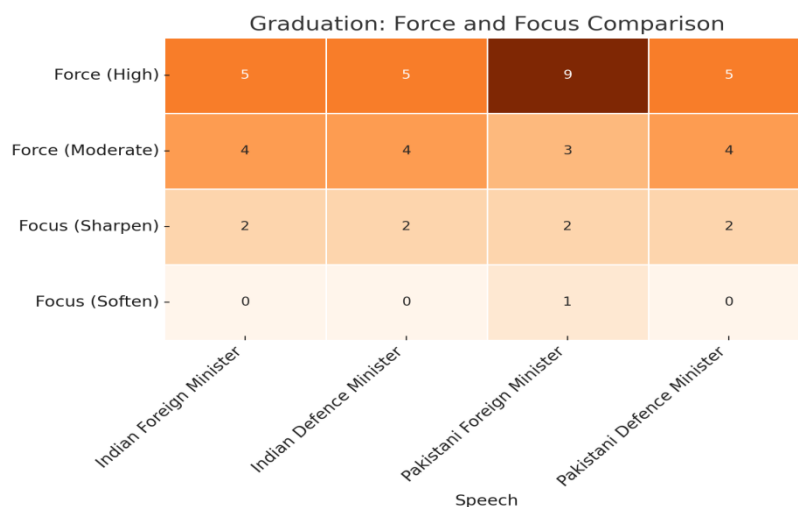


Figure 3: Graduation resources Ministerial speeches comparison.

On the other hand, Indian ministers use force cautiously, mixing big claims with phrases like "very commendable" and "unimaginable precision." The method allows India to stand for its principles without losing professionalism and control. India looks to Graduation to demonstrate that it acts with purpose rather than always responding to events.

Reveals how Attitude, Engagement and Graduation strengthen the promotion of national ideas, justification of government actions and decrease the legitimacy of rivals. Pakistani officials react strongly and emotionally to link Pakistan with justice, accuse India of bringing in terrorism and defend Pakistan from any blame. On the other hand, ministers in India underline the country's righteous character and its trained and technologically advanced military. Justifying and explaining military actions, they rely on strong arguments of precision and professionalism.

The results directly tackle the research goals and give insights to the research questions. Each country adopts an attitude in these speeches where they use value-judging terms to boost their rightness and insult their enemy. While Indian ministers emphasize that their decisions are righteous, Pakistani ministers tend to play the victim, trying to disprove anything the Indians say.

The analysis finds that India responds unilaterally by refusing to listen, whereas Pakistan contests what India says and defends what Pakistan has done. It shows how every nation wants to manage the story of the ongoing conflict. Overall, the style of discourse for each country is different, with Pakistan raising the emotional force to keep condemning its opponent, in contrast to India which uses a milder, argumentative tone to respond to what happened in Kashmir.

What was found helps explain the connection between language, conflict and the pride different national identities harbor. The analysis demonstrates how language is used in war, ethics and national security matters to impact a conflict.

6. Conclusion

The speeches of Indian and Pakistani defence and foreign ministers after the 7th May conflict were analyzed using Appraisal Theory. This analysis highlighted different ways countries use language to

develop a national story to explain their actions. Pakistan's ministers mostly highlighted their role as victims, speaking strongly against India's military and denying accusations. Instead, Indian ministers showed they are responsible and skilled actors, stressing how militarily prepared and ethically sound their efforts are.

The engagement resources demonstrate that India largely speaks in one voice and states its case confidently, without recognizing many opposing views. Pakistan utilized statements to contest and deny claims by India, using a contestational and defensive way of speaking. The way graduation resources were used made the speeches distinct. In Pakistan, forceful language showed strong faith and feeling, but in India the texts demonstrated steady and calculated emphasis.

Such results show that language is used by these countries to justify their policies, affect people's perceptions, both at home and abroad and strengthen their national character. The study looks closely at how political debate and conflict are linked in South Asia. It draws attention to how the study of language uncovers the less obvious strategies states use to manage power, point fingers and shape public opinion during wars.

Although these findings are useful, this study does have certain shortcomings. Using only a few speech sections may not catch every way the ministers use language. There is a risk that manual annotation may put in subjectivity. It would be valuable for future studies to utilize larger samples and mix different research methods to improve their suitability and reliability.

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