

Language, Ideology, and Nationhood in Higher Education: A Discourse-Historical Study of an Indian English Textbook

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ABSTRACT

This paper explores the role of English language textbooks as ideological meaning-making sites, with regard to high learning in India. Exploring the case of the Pathfinder: Communicative English for First Year B.Tech, the study analyses the importance of language as a tool of forming national identity and political ideology, out of its educational aims. Under the support of the Discourse-Historical Approach, the research follows the qualitative research design in the process of the textbook analysis of linguistic choice, thematic framing, and representations of the historical events and national narratives. The results indicate that the biased focus on specific historical figures, events, and national accomplishments leads to the creation of the coherent and idealised national identity, whereas the alternative or disputable viewpoints are pushed to the periphery by the practise of strategic omission. An emotive and evaluative language also supports dominant ideological standpoints in line with state accounts of democracy, nationalism and progress. The study proves that the English language teaching resources in technical higher education are not ideologically neutral. The paper highlights the importance of English language programmes that embrace a variety of historical views and encourage critical thinking by means of reflective and dialogue learning techniques. This paper adds to the current debates of language, ideology, and curriculum design in higher education by foreshadowing the ideological aspects of English language education.

KEYWORDS: National identity; Political ideology; English language textbooks; Discourse-Historical Approach; Higher education; Curriculum and pedagogy

INTRODUCTION

Textbooks are also central in influencing the development of the student concept of national identity and political values especially in the formal education systems. Quite on the contrary, textbooks represent value systems, historical interpretations, and ideological orientations, which they inculcate as a neutral pedagogical tool (Green and McCulloch, 2022). This ideation is particularly strong in those areas that deal directly with images of the nation, including history, social studies, and language education. In line with the findings of other studies, textbook materials tend to reflect the current political discourses and help create the students perception of the national past and political belonging as well (Kumar & Yadav, 2021).

Another point identified by scholars as a production of ideological influence in textbooks is that ideological influence is not created just by overt representation but also by omission. Hassan and Ali (2020) state that discriminative omission of events, outlooks, or social facts that are not compatible with hegemonic discourses serves as a strong method of nation-building. Although discussion of ideological framing has been extensively done on

historical and civics textbooks, relatively little has been done on English language textbooks especially those taught in higher education and technical subjects where ideological issues are usually held to be inconsequential or non-existent.

This paper fills this gap by discussing the way in which national identity and political ideology is discursively constructed in an English language textbook taught at an Indian institution of higher learning. Based on the Discourse-Historical Approach, the study examines linguistic options, thematic focuses, and representational practises in *Pathfinder: Communicative English for First Year B.Tech* in finding out the ideological meanings concealed in an otherwise supposedly skills-based language teaching. The aim of this paper is to explore the importance of teaching English language teaching content in the formation of the nation-building and political ideology in the Indian higher education setting. The research aims to advance the current literature on textbooks, language and ideology by preempting the ideological aspects of teaching English language, and to demonstrate that there is a need to develop critical and inclusive curriculum development.

Textbooks, Discourse, and the Construction of National Identity

Textbooks can be very critical in influencing learners to understand the concept of nationhood, citizenship, and collective identity. Contrary to being one-sided didactical resources, they serve as institutional texts by which hegemonic social, cultural, and political values are expressed and normalised (Apple, 2020). In formal education systems, textbooks have tended to provide authoritative knowledge of specific versions of history, culture, and national narratives as natural and unchallenged. They therefore play an important role in the building of national identity in choosing, arranging and framing knowledge in a manner that is indicative of dominant ideological interests (Green & McCulloch, 2022).

The notion of national identity is commonly understood as socially constructed phenomenon that is maintained by telling common stories, symbols, and images about the past. The idea of nation as an imagined community, introduced by Anderson (2006) also illustrates the discourse that creates a sense of community among people, who may not even directly communicate. The key factor in this process is the use of textbooks whereby learners are constantly bombarded with stories that determine who is part of the nation, what historical events are important, and which ideals are worthy of group pride. Such narratives are normalised and institutionalised through repetition and through their institutional authority into the social consciousness of learners.

A critical discourse viewpoint can be taken with respect to the fact that language is not a means of communication but a type of social practice, which not only will reflect but will also influence power relations (Wodak and Meyer, 2021). Discursive decisions including the selection of lexical means, evaluative language and narrative framing are decisive in the way historical events, political actors, and cultural symbols are framed. In textbooks, such decisions allow a specific presentation of the nation to be predetermined and other or contrary viewpoints to be sidelined. Inclusion and exclusion are some of the processes that create the national identity in educational discourse. Certain moments in history and prominent leaders are selected as being symbolic of unity, sacrifice and progress, and, in effect, a unified and idealised national narrative. Simultaneously, social opposition, discrepancy, and criticism are often left out or neutralised. These silences, as Hassan and Ali (2020) suggest, are not random but operate ideologically by restricting the potential interpretations that learners must use and deter the critical approach to disputed histories. English language textbooks have a very complicated place in the process. In most postcolonial and multilingual societies, English language education has been viewed as skills-based and ideologically neutral. Nevertheless, as the recent literature proves, this assumption is not always accurate since English language textbooks tend to include cultural, historical, and political information that explicitly forms the identity and values of learners

(Rajagopalan, 2021). These textbooks are involved in other nation-building discourses by incorporating ideological meanings in teaching the language through reading passages, narratives and communicative activities.

English language textbooks are the first institutional text experienced by students in the process of acquiring higher education, especially in technical and professional programmes. Such a status will give them significant power during an important period of intellectual and identity formation. By providing the national accounts without any critical reflection, such textbooks may avoid contributing to the spread of the dominant ideologies and may restrict any possibility of the reflexive approach toward the language and society. Subsequently, learners can assimilate certain models of national identity without being prompted to challenge their suppositions or omissions (Barton and Levstik, 2024).

Discourse based analysis of textbooks is therefore an analysis which shows how national identity is actively constructed and justified by the use of language. The ideological work that educational materials perform can be seen when one analyses the ways that the texts provide a representation of the past, assign values to social actors and frame the past and present of the nation. This view highlights the need to look at textbooks as an artefact of cultural power rather than just pedagogical tools that construct the perceptions of nationhood and belonging of learners. A discourse-historical analysis of English language textbooks in this regard will be a formidable way of investigating the ways national identity is created, reproduced and normalized in higher education. This form of approach also manifests the necessity of critically informed curricula, which encourage reflexivity, multiple perspectives, and understanding the connection between language, power and national identity, which directly informs the methodological approach followed in the current study.

SIGNIFICANCE OF THE STUDY

The paper has added to the existing discourses on the subject of language, education and ideology by revealing how English language textbooks in tertiary institutions serve as platforms of ideological socialisation. Through the analysis of Pathfinder: Communicative English for First Year B.Tech, the study reveals the possibility of the textbook to reinforce the specific discourses of national identity and political ideology in a technical education setting. Although the problem of ideological biasing in textbooks is usually admitted, its hidden linguistic and discursive processes are often not noticeable to both students and teachers.

In a socio-politically complex country like India that is pluralistic, it is of special interest to find how national consciousness is informed in education materials. The results of this research can be applicable to the curriculum developers, teachers and policy makers who care about the development of critical thinking, inclusiveness and reflexivity of language education. In a broader sense, the paper has emphasised the significance of the English language textbooks as a form of instructional tool, but also as highly influential cultural and ideological text, which can shape the way the students think of nationhood and citizenship.

Research Objectives

- 1.To explore ways in which national identity gets discursively produced in an English language textbook taught in Indian higher education through linguistic options and thematic framing and historical projection.
- 2.To examine the political ideologies ingrained in the text Pathfinder: Communicative English for First Year B.Tech and to evaluate how the ideologies are revealed in the text by use of explicit and implicit discourse strategies.

3.To examine how the English language teaching materials influence the perceptions of students about their nationhood, citizenship and political values in a technical education setting.

4.To assess how ideological representations in English language textbooks can be used to design the curriculum, critical thinker development, and inclusive language education in higher education.

REVIEW OF LITERATURE

Recent research has begun to predict in advance the contribution of educational texts to the formation of national identity and political ideology, militating against the beliefs of curricular neutrality in all disciplines, in the field of language education no less. The review summarises the main studies concerning the textbooks, discourse, ideology, and English language education.

Apple (2020) advises that curricula and textbooks serve as tools of ideology by what he refers to as the hidden curriculum, in which the dominant political and cultural values are normalised through a particular selection of knowledge. His work highlights the role of omissions and strategies of framing in learning resources as part of reproducing ideologies, which is the focus of textbook discourse analysis.

Ball (2021) focuses on education policy and ideological governance, showing that the ideological power of the state is integrated into the curricular writings by means of discursive regulation. The point made by Ball in the analysis helps emphasize a connection between education, power, and ideology and reminds that textbooks represent more than just pedagogical aspirations and contain certain political agendas.

McBanerjee and Ray (2023) apply the critical discourse analysis to Indian school textbooks and demonstrate that national identity is formed by selective narratives of the history and symbolic representations. Their results indicate the manner in which democratic ideals are preempted and social inequalities are sidelined in favour of ideological selectivity in curriculum development.

Barton and Levstik (2024) advocate the role of critical historical thinking in teaching and learning since textbooks usually give priority to unified national histories of contested ones. They recommend pedagogical strategies that promote questioning the historical representations by the learners, which fits the demands of critical literacy in curriculum practices.

Chouliaraki (2022) discusses the concept of affective discourse in both public and educational texts, showing that emotion is one of the modes of persuasion in ideological alignment. Her writing comes in very handy especially when one wants to see the role of emotive language in the textbooks in enhancing national identification and dishearten critical consideration.

de Cillia, Reisigl, and Wodak (2022) give an in-depth analysis of discursive strategies employed in history textbooks to create the national identity. Through Discourse-Historical Approach, they show how ideological positions are legitimized using nomination, predication and argumentation strategies over a period of time providing a solid methodological base of textbook analysis.

Green and McCulloch (2022) explore the connection between education and national identity through the global lens by demonstrating how textbooks as the primary space to build the nation take place in different contexts. They emphasize in their work that the curriculum design is a political process, and education has an impact in building a collective memory.

The authors, Hassan and Ali (2020), concentrate on the subject of postcolonial history textbooks and suggest that the phenomenon of not telling is an influential instrument of

ideology. They show how silence around war, marginalized groups as well as dissent is being used to build harmonious narratives about the country, which is a key discourse around textbook studies.

Rajagopalan (2021) takes a critical look at the issue of English language teaching in postcolonial settings and argues that English education has close connections with ideological, cultural, and political pasts. His work asserts the ideological assumption that English language pedagogy is ideologically neutral, especially in societies that were once colonised.

Wodak and Meyer (2021) provide further explanation on theoretical and methodological backgrounds of the Discourse-Historical Approach as it is appropriate to analysis of institutional texts, including textbooks. They claim that discourse is at the heart of power and ideology legitimisation, and DHA is an essential instrument, which may be used to analyse learning resources.

THEORETICAL FRAMEWORK

The approach used in this work is the Discourse-Historical Approach (DHA) in the larger context of Critical Discourse Analysis (CDA) developed mostly by Ruth Wodak and her co-authors. DHA offers a theoretically rich analytical framework to investigate the way discourse constructs, legitimises and reproduces social realities, such as national identity and political ideology, in time, and within a particular socio-historical situation (Wodak and Meyer, 2021). The latter makes DHA especially effective in the analysis of educational texts including textbooks that serve as carriers of dominant narratives and values that are institutionalised.

DHA views discourse as social and socially determined, and understands language as the product and source of power relations. When applied to education, textbooks do not provide a neutral storage of knowledge but on the contrary, they are an ideological artefact that facilitates the relations between the state, institutions, and learners. Textbooks contribute to the creation of shared identities and political meanings through such strategies as nomination, predication, argumentation, perspectivisation, or mitigation (de Cillia, Reisigl, and Wodak, 2022). The research also relies on national identity and political ideology theories to put the findings of the discursive findings in perspective. National identity is perceived as a socially constructed historical specific sense of belonging, which is sometimes maintained by a set of storeys, symbols, and selective accounts of the past (Anderson, 2006; Smith, 2021). Political ideology on its part is defined as systems of beliefs and values that structures power relations as well as legitimising certain social and political orders. Educational discourse is instrumental in naturalising these ideologies because it puts them across as a common sense or unproven knowledge.

This framework will offer a critical analysis of the role of textbooks on English language in higher education in the construction of nationhood and political consciousness by combining DHA with theoretical approaches to national identity and ideology. In this way, the study will be able to go beyond the surface level content analysis and reveal the underlying ideological processes in the English language education.

3. METHODOLOGY

The given paper runs on a qualitative research approach in order to analyze the way national identity and political ideology are being constructed within an English language textbook applied to Indian higher education. Based on the Discourse-Historical Approach of the Critical Discourse Analysis, the methodology is to analyze in a systematic way linguistic decisions, themes and representational strategies incorporated in the textbook.

The research design, data source, the analytical procedures, and measures, which are taken to guarantee reliability and validity are outlined in the following sections.

Research Design

The research design followed in this study is qualitative research; it applies Critical Discourse Analysis, a type of qualitative research, namely Discourse-Historical Approach (DHA) in the analysis of the construction of national identity and political ideology in an Indian higher education textbook on the English language. This study will be conducted using qualitative design because it will enable an exploration of the meanings, representations and ideological processes that language entails but not quantifying the variables. It is an interpretive study, which deals with the role of discourse in a particular socio-historical and pedagogic setting.

Subjects

The English language textbook Pathfinder: Communicative English for First Year B.Tech, published and published by Orient Blackswan is the first item of analysis. The textbook is targeted at first-year undergraduate engineering students and it focuses on building up communication skills in English using literature texts, essays, dialogues, and language exercises. Though it is not a research that deals with human subjects, the textbook as an institutional artefact itself forms part of relationships between the state, educational institutions, and students. It therefore becomes an object of discursive investigation as positioned as official curricular and ideological stands in the Indian system of higher education.

Context of the Study

The research is placed in the framework of Indian higher education and specifically in technical educational establishments in which English language teaching is mandatory. The role of English language textbooks in this scenario is dual, that is, they facilitate the development of language skills, and at the same time, they transmit cultural, historical, and ideological meanings. Since India is a pluralistic society and changing politics, the textbook contents analysis of such textbooks offers understanding of how the notions of nationhood and political values are being discursively built and institutionalised among young adults at an early stage of higher education.

Instruments

The main data collection tool is the textbook itself which is the corpus of analysis. There were also no questionnaires and tests, as the research dwells solely on the textual and discursive data. In order to maintain systematic analysis, a coding scheme based on theoretical constructs of national identity, political ideology, and DHA discourse strategies was created.

The coding system contains the following categories:

The coding procedure was based on the main categories of the analysis that are the central topics of the study, and these are the construction of national identity, the images of political ideology and state stories, and the description of history and national achievements. Moreover, discursive strategies that related to Discourse-Historical Approach like nomination, predication, argumentation, perspectivisation, or mitigation were identified and systematically analysed to reveal how linguistic textual representations of ideological value were entrenched in the text. The transparency and reproducibility of the results are guaranteed through the publication of the detailed coding scheme and analytical categories of the current study in the Appendices section of the manuscript.

Procedures

The analysis and data collection were carried out in the form of a systematic and thorough analysis of the textbook on the English language Pathfinder: Communicative English for First Year B.Tech. The overall textbook was read closely with special focus on reading passages, essay, narrations, reference to history and language exercises which included ideological or national representation. It was the first familiarisation that allowed identifying the themes that recurred in association with national identity, history, and political values.

After that, textual snippets were chosen to be analysed in detail. These passages contained allusions to national icons, historical personalities, political ideas and traditionally relevant stories that have helped in building national identity and ideology. The chosen data were then coded in a systematic way through a preset coding scheme conducive to Discourse-Historical Approach. The coded passages were then analysed through discursive analysis in order to determine the linguistic and rhetorical techniques employed in order to create and authorise specific ideological stances. Lastly the results were also contextualised using the larger socio-political and education context of India and a contextualised interpretation of the ways in which ideological meanings are entrenched and naturalised in English language curriculum was given.

Data Analysis

The Discourse-Historical Approach was employed to analyse the data, which is a combination of close textual analysis and socio-historical contextualisation to examine the process of creating the national identity and political ideology on the level of educational discourse. Such a methodology helped to conduct a systematic inquiry of explicit representations as well as underlying ideological processes that exist in the textbook. The focal analytical interest was on the lexical choice and evaluative language which assessed the value-loaded expressions and expressive words as part of ideological positioning and alignment of readers.

The discussion also concentrated on the historical presentation of events and persons and found the tendencies of selective attention, which strengthens national dominant myths. The analysis of the existence and non-existence of social realities with the omission and silencing as intentional discursive practices forming an ideological consensus were also significant. Lastly ideological importance and the importance of framing with themes were examined to establish the priority and normalisation of ideological meanings throughout the text. The multi-layered analytical process has made possible a strict analysis of the role of English language curricula as places of ideological meaning-making in tertiary education.

Reliability and Validity

In order to achieve reliability, coding was done in a systematic fashion and under well defined categories that were drawn based on established theoretical frameworks. The other researcher who reviewed portions of the data was also well versed with discourse analysis and discrepancies in the coding process were addressed and solved by consensus.

The theoretical triangulation was conducted to validate the analysis by basing it on DHA, theories of national identity, and political ideology. Contextual validity was guaranteed by the situation when we placed the results into the context of the wider socio-historical and educational context of India. Analytical procedures are also documented in detail which also promotes transparency and reproducibility.

Ethical Considerations

Since the research is grounded only in publicly available textual data and it does not involve human subjects, there was no need to obtain ethical clearance on the research. Adequate

reference and consideration of the sources and academic integrity were ensured in the process of conducting the research.

4. RESULTS

Results are coded based on the coding scheme created based on the Discourse-Historical Approach (DHA). The discussion indicates the construction of the national identity and political ideology based on linguistic decisions, topical focus and discursive strategies in Pathfinder: Communicative English for First Year B.Tec.

The national identity formation in Poland is the fourth aspect the study would examine. According to the analysis, the textbook has created a single national identity that is based on the selectivity in the coverage of historical events, symbols of the nation, and shared storeys. The constant allusions to independence, national heroes and post-independence successes position the country as a nation that is united, progressive and ethically united. Terms like our nation, unity in diversity and common heritage make the students feel like part of an imaginary community. Nevertheless, it is a construction, which strongly depends on selective inclusions, promoting the celebratory discourses and pushing the social divisions and historical conflicts to the background. The lack of other voices is one of the reasons why the nation has been idealised.

4.2 Political Ideology

The promotion of democratic values, nationalism and legitimate state is a way of promoting political ideology understatedly. The textbook represents India as a winning democracy based on equality and unity without addressing much on the issue of structural inequalities or political conflict. National pride is often called upon by means of the storeys concerning the scientific, economical, and technical advancement.

Meanwhile, the unsavoury political facts like the discrimination by caste, communal politics and dissent are either ignored or neutralised. These omissions by nature serve an ideological purpose of creating a sense of political harmony as being natural and unchallenged.

4.3 Discourse Strategies

It was found that various discursive strategies were used with the help of DHA. Nomination strategies emphasise some historical figures as national symbols, whereas predication strategies play with positive moral qualities as a sacrifice, courage, and unity. Topoi of progress, unity and sacrifice are argumentation strategies that are used to justify ideological claims. The position of the reader in perspectivisation takes national narratives as common sense and the intensity of the feeling towards the nation is reinforced by the intensification.

4.4 Language and Evaluation

The textbook has used the emotive and evaluative language to stir patriotic feeling. National narratives like glorious past, pride of the nation, and sacrifice of martyrs make people more emotionally attached to their storeys. Metaphorical words are used to present the country as tough and progressive, a statement that supports ideological agreement not with argument.

4.5 Curriculum and Pedagogical Implications.

Although the textbook is meant to build communicative competence, there is lower critique opportunities. The assignments seldom prompt the students to challenge the historical accounts and analyse various points of view. Rather, language learning is enclosed

in ideologically stable discourses, and the role of the learner is to receive instead of critically interpret national discourse.

Tables for Results / Analysis

The analytical results of Discourse-Historical analysis of Pathfinder: Communicative English to first year B.Tech. are summarized in the following tables which are organised by the coding scheme and synthesize the major patterns of national identity construction, political ideology, discursive strategies and pedagogical implications. They supplement the qualitative discussion with a systematic overview of recurrent themes and functions hence improving transparency, analytical clarity and interpretability of the findings.

Table 1: Summary of Major Findings by Coding Category

Coding Category	Key Findings
National Identity Construction	Emphasis on unity, selective history, national pride
Political Ideology	Promotion of democracy and nationalism; omission of conflict
Discursive Strategies (DHA)	Nomination, predication, argumentation, perspectivisation
Language and Evaluation	Emotive and evaluative language reinforces ideology
Curriculum Implications	Limited critical thinking; ideological normalisation

Interpretation of Findings: The results show that the construction of national identity in the textbook is based on the focus on unity, selective interpretations of history, and the manifestations of national pride that create the image of a perfect and united nation. Political ideology is entrenched by pushing democracy and nationalism and the lack of social conflict and inequality is what normalises political unanimity and marginalises opposing views. The discursive strategies discovered as a part of the Discourse-Historical Approach, such as nomination, predication, argumentation, and perspectivisation, are aimed at positioning the ideological positions of superiority in terms of morality positively, by incorporating national actors and events into the rationale. The extensive use of emotive and evaluative language also supports ideological orientation by resonating with emotion and not a logical thinking. Together, these patterns restrict chances to engage in critical thinking in terms of curriculum, subjecting learners to the ideologically normalised knowledge as passive consumers of discourse instead of critical discourse interpreters.

Table 2: Discursive Strategies and Illustrative Functions

DHA Strategy	Function in Textbook
Nomination	Elevates national figures as moral exemplars
Predication	Assigns positive attributes to nation and actors
Argumentation	Justifies nationalism through unity and progress
Perspectivisation	Aligns reader with dominant ideology
Intensification	Strengthens emotional attachment to nation

Interpretation: As the Discourse-Historical Approach analysis of the discursive strategies can show, ideological meanings are systematically embedded in the textbook. Nomination practices promote the boasting of some national figures portraying them as moral role models thus personalising and authenticating national accounts. The assigning of positive

predication tools like unity, sacrifice and progress to the nation as well as the actors endorse an idealised national image and are assigned to the nation and its actors. Nationalism is also defended through the use of strategies of argumentation, that is, at the behest of both unity and development topoi, national progress is made to appear both natural and agreed. Perspectivisation makes the readers agree with the dominant ideological stands by putting interpretations in the form of shared or common sense. Lastly, intensive strategies enhance emotional identification with the nation by enhancing affective language, decreasing critical distance and promoting ideological identification.

5. DISCUSSION

Findings of this paper show that the English language textbooks in higher education are functioning as ideological spaces of production as opposed to being non-partisan pedagogical instruments. In line with the previous studies addressing the ideological role of textbooks (Green and McCulloch, 2022; Kumar and Yadav, 2021), the analysis shows that *Pathfinder: Communicative English for First Year B.Tech* establishes the national identity by selective historical representation, emotional wording, and emphasis on the cohesion and development. These discursive activities are able to position the nation as being coherent, morally and visionary, thus influencing the overall perceptions of students towards the nation in a subtle but influential manner.

The focus on national unity, democratic triumph, and communal success goes hand in hand with the idea of the nation as the community of imagination by Anderson (2006), which is maintained by common narratives and symbolic unity. The textbook creates a feeling of shared belongingness among the learners by repeatedly appealing to the sense of inclusiveness through pronouns and national accomplishments and glorification of history. Yet, this perceived unity is carried out by exclusion, in addition to inclusion, processes. Such marginalisation of other possible historical interpretations and lack of critical scholarship of social conflict strengthens an idealised national narrative that projects harmony as unchallenged and natural.

The tactic of not covering rather controversial matters like caste disparity, communal conflicts, and political unrest substantiate the position by Hassan and Ali (2020), who view silences in texts in educational institutions as potent ideological tools. Instead of bringing out a pluralistic and dispute-filled perspective of the national history, the textbook whitewashes messy social realities thus making a normalcy of ideological hegemonies. These omissions are part of the so-called hidden curriculum, where ideological values are passed on implicitly, instead of explicitly taught, as explained by Apple (2020).

Considering the discourse-analytic point of view, the results support the Discourse-Historical Approach utility in revealing the ideological work that language has carried out over time. Nomination tactics raise the chosen historical figures as moral exemplars, whereas the predication tactics assign a good trait, like sacrifice, unity, and advancement, to the nation and the representatives of the nation. The argumentation strategies are based on the topoi of unity, progress and national pride to justify the political stories and perspectivisation makes its audience share the same views as everyday sense. These results can be aligned with the claim by Wodak and Meyer (2021) that discourse serves to legitimise power relations by creating ideology in seemingly objective texts.

The noticeable prevalence of emotive and evaluative words also depict how affect is a process of ideological alignment. Affective discourse as Chouliaraki (2022) claims is very instrumental in the establishment of moral and political inclinations, as it seeks to invoke emotion as opposed to logical criticism. *Pathfinder* uses emotive words like the glorious past, the sacrifice of martyrs to create emotional attachment to the nation and therefore deters the critical distance and reflexive interaction with historical accounts.

Significantly, the work contributes to the existing literature by targeting the English language education in technical higher education, an area where it is assumed that skills acquisition is more emphasised than ideological teachings. The results are a refutation of this assumption as they indicate that textbooks on the English language taught in engineering education have an active part in the socialisation of politics and identity formation. It proves the position of Rajagopalan (2021) that the English language teaching practice in postcolonial settings is still highly tied to the cultural and ideological issues.

These results have an important implication to curriculum design and higher education pedagogy. The English language curriculum must no longer be based on imparting linguistic competence; it also needs the possibility of a critical interaction with texts, histories and ideologies. Multi-perspective and dialogue based classroom activity and critically focused assignments can help students challenge prevailing discourses and build a more complex view of the power-language-society nexus. This practice would be in line with wider demands of critical literacy and a form of democratic education in pluralistic societies.

On the whole, the discussion shows the significance of viewing English language textbooks as powerful cultural artefacts, which affect communicative competence as well as political and national consciousness of students. This study helps to better comprehend the ideological aspects of the English language education because it foregrounds the latter, and it shows that it is necessary to adopt pedagogical strategies that encourage reflexivity, inclusivity, and democratic participation.

6. CONCLUSION

This paper has discussed how the subject of national identity and political ideology in one English language textbook was constructed discursively in Indian higher education. Based on the Discourse-Historical Approach, the analysis revealed that Pathfinder: Communicative English for First Year B.Tech serves as a pedagogical tool of communicative competence development as well as an ideological text, which creates the subjective impression of nationhood, citizenship, and political value in students. The textbook facilitates the promotion of a unitary and idealised national story consistent with the dominant ideologies of the state through the selective presentation of history, emotive and evaluative language and thoughtful omissions.

The results verify that the English language teaching resources in technical education situations are not ideologically neutral. Instead, they actively engage in socialisation of learners by making certain political views normal and other or disputed accounts peripheral. By implementing ideological connotations in the communicative practices and passages in the reading the textbook places students in the stance of the receivers of a national discourse, which reduces the possibility of critical appraisal of socio-political aspects of the language use. This indicates the wider significance of English language teaching as the intersection point of linguistic, cultural, and ideological meaning.

Pedagogically, the research highlights the importance of having critically informed English language education programs in universities. It is recommended that curriculum developers and teachers should use a variety of historical perspectives, critical literacy practices, and dialogic pedagogical practices that may empower learners to challenge mainstream narratives and encounter a multiplicity of perspectives. The use of digital and multimodal would also contribute to inclusive and reflective learning since it introduces students to another voice and current socio-political discourses.

Scholarly contribution-wise, the work is an extension of the current body of research concerning textbooks and ideology by anticipating the role of English language teaching in technical higher education, where the ideologically neutral situation is typically supposed

to be applied. The research unveils the ideological aspects of English language textbooks and thus adds to the wider discussions about the languages, power, and education in postcolonial and multilingual societies.

The findings can be refined by future studies that will analyze the reactions of learners to ideological text in English language textbooks, make comparative studies at the inter-institutional or inter-national levels, and discuss the ways digital learning resources can transform ideological images. Comprehensively, this paper demonstrates the relevance of critically informed curriculum development that does not only help in enhancing communicative competence but also democratic consciousness, reflexivity, and reflective citizenship in higher education.

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Appendices

Appendix A: Coding Framework for Discourse-Historical Analysis

This appendix presents the coding framework used to analyse *Pathfinder: Communicative English for First Year B.Tech*. The framework is informed by the Discourse-Historical Approach (DHA) and theories of national identity and political ideology. The categories and subcategories guided the systematic identification and interpretation of discursive patterns in the textbook.

Table A1: Coding Categories and Descriptions

1. National Identity Construction

Description: Discursive elements that contribute to constructing a shared sense of nationhood and collective belonging.

NI1: Representation of National Symbols

References to the national flag, festivals, rituals, national heroes, or patriotic imagery.

NI2: Historical Events and Narratives

Representation of independence, freedom struggle, post-independence achievements, or selective historical episodes.

NI3: Unity and Collective Identity

Use of expressions such as “we,” “our nation,” “unity in diversity,” and narratives promoting national cohesion.

2. Political Ideology

Description: Linguistic and thematic representations that reflect or promote particular political beliefs or state narratives.

PI1: Democratic Values

References to democracy, equality, secularism, constitutional ideals, and civic responsibility.

PI2: Nationalism and State Ideology

Promotion of national pride, glorification of the nation, or alignment with dominant political ideologies.

PI3: Omission or Marginalisation

Absence or minimisation of controversial issues such as caste discrimination, communal conflict, political dissent, or social inequality.

3. Discursive Strategies (DHA-Based)

Description: Linguistic strategies identified through the Discourse-Historical Approach.

DS1: Nomination Strategies

How social actors (e.g., political leaders, national figures) are named or referred to.

DS2: Predication Strategies

Attributes, qualities, or judgments assigned to actors or events (e.g., heroic, peaceful, progressive).

DS3: Argumentation Strategies

Use of topoi (e.g., unity, progress, sacrifice) to justify ideological claims.

DS4: Perspectivisation

Framing of viewpoints and positioning of the reader toward a particular interpretation.

DS5: Intensification/Mitigation

Linguistic devices that strengthen or soften ideological messages.

4. Language and Evaluation

Description: Use of language to evoke emotional, moral, or ideological responses.

LE1: Emotive Language

Use of emotionally charged words and phrases such as “glorious past,” “sacrifice,” and “pride of the nation.”

LE2: Evaluative Adjectives and Metaphors

Metaphors and descriptors that frame the nation positively or idealistically.

5. Curriculum and Pedagogical Implications

Description: Discursive elements related to education, learning outcomes, and critical engagement.

CP1: Critical Thinking Orientation

Presence or absence of activities encouraging questioning, reflection, or multiple perspectives.

CP2: Curriculum Framing

How language learning is linked to cultural, historical, or ideological content.

Appendix B: Sample Coding Illustration

Text Excerpt:

“Our glorious past and the sacrifice of our martyrs remind us of the strength and unity of our nation.”

Codes Applied:

NI2: Historical Events and Narratives

NI3: Unity and Collective Identity

LE1: Emotive Language

DS2: Predication Strategy

Interpretation:

The excerpt employs emotive language and positive predication to construct a unified and heroic national identity while reinforcing nationalist ideology.

Appendix C: Reliability Procedures

To enhance analytical reliability, selected textbook excerpts were independently coded by a second researcher with expertise in discourse analysis. Coding differences were discussed and resolved through consensus, ensuring consistency in category application.

Cover Letter to the AJELS Editor

Dear Editor,

I am pleased to submit the manuscript entitled **“Language, Ideology, and Nationhood in Higher Education: A Discourse-Historical Study of an Indian English Textbook”** for consideration for publication in the *Asian Journal of English Language Studies (AJELS)*.

This study examines how national identity and political ideology are discursively constructed in an English language textbook used in Indian higher education. Drawing on the Discourse-Historical Approach, the paper analyses linguistic choices, thematic framing, and representational strategies to demonstrate how English language teaching materials function as sites of ideological meaning-making beyond their pedagogical objectives. The study contributes to current discussions on language, ideology, and education by foregrounding the ideological dimensions of English language curricula in technical education contexts.

The manuscript aligns closely with AJELS’s scope, particularly in the areas of language and education, language use and ideology, and English language teaching in Asian contexts. It has not been published previously and is not under consideration for publication elsewhere. I confirm that there are no conflicts of interest associated with this submission. I appreciate your time and consideration and look forward to your response.

Yours sincerely,

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